

# SISTER NIVEDITA UNIVERSITY

## Post Graduate Course Structure for Sociology

(UGC-CBCS)

### Category Definition with Credit Breakup

Semester	Credit						
	CC	DSE	GE	AECC	SEC	USC	Total/Semester
1 <sup>st</sup>	18		4		1	2	25
2 <sup>nd</sup>	18	4		2	1	2	27
3 <sup>rd</sup>	18	4			1	2	25
4 <sup>th</sup>	18				1	2	21
<b>Total Credit/Course</b>	<b>72</b>	<b>8</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>8</b>	
<b>Total Credit</b>	<b>98</b>						

CC: Core Courses; GE: General Elective; AECC: Ability Enhancement Compulsory Course; SEC: Skill Enhancement Courses; DSE: Discipline Specific Elective; USC: University Specified Course

**Semester: I**

Category	Course Name	Credit	Teaching Scheme		
			L	T	P
CC: I	Sociological Theories	4	3	1	0
CC: II	Indian Society I	4	3	1	0
CC: III	Methodologies of Social Research	6	5	1	0
CC:IV	Sociological Thinkers I	4	3	1	0
GE: I	Generic Elective	4	4	0	0
SEC: I	Mentored Seminar I	1	1	0	0
USC: I	Foreign Language I	2	2	0	0
<b>Total Credits: 25</b>			<b>Teaching Hours: 25</b>		

**Semester: II**

Category	Course Name	Credit	Teaching Scheme		
			L	T	P
CC: V	Sociological Thinkers II	4	3	1	0
CC: VI	Sociological Thought in India	4	3	1	0
CC: VII	Gender, Sexuality and Society	4	3	1	0
CC: VIII	Sociology of Religion	6	5	1	0
DSE: I	Health, Illness & Society/ Social Stratification and Inequality/ Crime, Deviance and Harm	4	3	1	0
AECC: I	Environmental Science	2	2	0	0
SEC: II	Mentored Seminar II	1	1	0	0
USC: II	Foreign Language II	2	2	0	0
<b>Total Credits: 27</b>			<b>Teaching Hours: 27</b>		

**Semester: III**

Category	Course Name	Credit	Teaching Scheme		
			L	T	P
CC: IX	Indian Society II	4	3	1	0
CC: X	Sociology of Environment	4	3	1	0
CC: XI	Social Statistics & Field Survey	6	5	1	0
CC: XII	Science, Technology and Society	4	3	1	0
DSE: II	Childhood, Youth and Society/Rural Sociology/Economic Institutions and Practices	4	3	1	0
SEC: III	Mentored Seminar III	1	1	0	0
USC: III	Foreign Language III	2	2	0	0
<b>Total Credits: 25</b>			<b>Teaching Hours: 25</b>		

**Semester: IV**

Category	Course Name	Credit	Teaching Scheme		
			L	T	P
CC: XIII	Research Practicum/Project	6	0	0	6
CC: XIV	Dissertation	12	0	0	12
SEC: IV	Mentored Seminar IV	1	1	0	0
USC: IV	Foreign Language IV	2	2	0	0
<b>Total Credits: 21</b>			<b>Teaching Hours: 21</b>		

**Name of the Department: Sociology**

**Academic year: 2023-2024**

**Programme: M.A. Sociology**

**Programme code: 002**

Name	Code	level	Duration (yr/Sem)	Cumulative credit
<b>INDIAN SOCIETY-I</b>	1180020102	<b>PG</b>	<b>2Year / 4 Semester</b>	<b>4</b>

**Semester- I**

**Course title: Indian Society-I**

Type	Code	Credit	Credit division						Total no of lecture
			L	T	P	SW	FW	No. of PSDA	
Theory	1180020102	4	3	1	0	0	0	0	40

*SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)*

Total contact hour	Contact hour/week
40	4

**Component: Theory/Practical/Mid-Term Assessment/ End Semester Assessment**

**THEORY**

*Learning objectives: The ideas about Indian society and its institutions and processes were reproduced by mainstream, anthropologically oriented first generation Sociologists of India who predominantly followed Colonial knowledge pattern enabled by Colonial conquest. In certain important ways, knowledge was what Colonialism was all about. The classification of “traditional” and “modern” was reconstructed and transformed by this knowledge which created new categories and oppositions between East and West, European and Asians and modern and traditional. This course focuses and highlights how Indian everything were reconstructed as traditional, backward, stagnant by hegemonic European understanding especially from 18th century onwards and how it became integral part of our pedagogy and analysis and how we followed the framework of colonization of knowledge in Sociological*

*understanding of Indian Society. At the same time, the course brings to the fore how India was in reality through analysis of original historical, sociological sources and decolonize our knowledge and understanding of Indian society maintaining a logical distinction between science and ideology. This course on Indian Society would introduce to various points of view of social systems/structures and its critiques to grasp the complexities or paradoxes of this society, and the changing nature of this society itself.*

**Prerequisite:** *The students should have basic understanding of the key concepts of sociology and sociological theories.*

**Course content/Syllabus:**

<b>Module no. &amp; Name</b>	<b>No of lecture/Contact hour</b>	<b>Weightage (%)</b>
<b>Module-1:Theoretical-Methodological Orientations to Study Indian Society</b>	10	25%
<b>Module-2:A Sociological Understanding of Pre-colonial India &amp; Pre-independent India</b>	30	75%

***SYLLABUS OUTLINE:***

**Module-1: Theoretical-Methodological Orientations to Study Indian Society**

**(10L)**

- 1.1 Orientalist Constructions of Indian Society
- 1.2 Sociology and Social Anthropology in India
- 1.3 Book view and Field view
- 1.4 Historical Approaches to study of Origins of Caste

**Module -2: A Sociological Understanding of Pre-colonial India & Pre-independent India**

**(30L)**

## 2.1 Agrarian Structure and relations in Pre - Colonial India

### 2.1 Feudalism: Meaning, nature and debate

### 2.3 Economy in Pre - Colonial India – Property, Land Ownership, Market and Exchange

### 2.4 Class and social mobility in pre-colonial and colonial India; Emergence of Middle class in pre- independent era

### 2.5 Orientalists Understanding Caste and *jajmani* system in Pre-independent era

### 2.6 Changing Agrarian Social Structure in Pre-independent India

### 2.7 Family and Marriage in Traditional India

### 2.8 Patriarchy and Women in Traditional India

***Pedagogy for Course Delivery: Hybrid Mode (Offline Class/Presentation/Video/MOODLE/NPTEL)***

***List of Professional Skill Development Activities (PSDA):NA***

***Continuous assessment: Quiz/assessment/presentation/problem solving etc.***

## **Readings/Reference Lists**

Beteille, A. 1977. *Studies in Agrarian Social Structure*, Delhi: Oxford University Press.

Bloch, M. 2013, *Feudal Society*, Vol I&II, London: Routledge.

Chattopadhyay, B.D. 2009, *A Social History of Early India*, Delhi: Pearson Education India.

Das, Veena. 2003, *The Oxford India Companion to Sociology and Social Anthropology*, Vol I &II, Delhi: Oxford University Press.

Desai, A.R. 1994, *Rural Sociology in India*, Bombay: Popular Prakashan.

Dirks, Nicholas, B. 2011, *Castes of Mind: Colonialism and the Making of Modern India*, Princeton: Princeton University Press.

Dumont, Louis. 1980. *Homo Hierchicus: The Caste System and its Implication*, Chicago: University of Chicago Press.

Jha, D.N. (Ed), 2002, *The Feudal Order – State, Society and Ideology in Early Medieval India*, Delhi: Manohar.

Kapadia, K.M. 1990, *Family and Marriage in India*, Delhi: Oxford University Press.

Roychaudhuri, Tapan and Irfan Habib (Ed), 1984, *The Cambridge Economic History of India*, Cambridge: Orient Longman in association with Cambridge University Press ,

Said, Edward. 1979. *Orientalism*. New York: Vintage.

Shah, A.M, 1998, *The Family in India: Critical Essays*, Delhi: Orient Blackswan.

Sharma, R.S , 2007, *Material Culture and Social Formation in Ancient India* , Delhi: Macmillan India Limited

Sharma, R.S, 1995, *Social and Economic History of Early India*, Delhi: Munshiram Manoharlal Publishers.

Sharma, R.S, 2009, *Indian Feudalism* , Delhi: Macmillan India Limited.

Sharma, Urshula, 1999, *Caste*, Delhi: Open University Press.

Singer, M and B. S. Cohn (ed), 1970, *Structure and Change in Indian Society*, Bangalore: Transaction Publishers

Srinivas, M.N. 1980, *India: Social Structure*, Bangalore: Transaction Publishers.

Sunar, Lufti, 2014, *Marx and Weber on Oriental Societies*, Delhi: Ashgate.

Thapar, Romila, 1978, *Ancient Indian Social History: Some Interpretations*, Delhi: Orient Blackswan

Uberoi, P. 1994. *Family, Kinship and Marriage in India*, Delhi: Oxford University Press.

## **PROGRAMME OUTCOMES (PO)**

**PO: 1** Provide a platform for higher level critical learning and research.

**PO: 2** Identify and apply sociological concepts and theories to understand social phenomena.

**PO: 3** The course intends to develop among the students' observational powers and develop good communication skills

**PO: 4** The course intends to build about basic ethical and social responsibility, by analyzing social problems and developing a critical eye in policy making.

**PO: 5** The course intends to encourage students to use sociological knowledge to inform policy debates and promote public understanding.

**PO: 6** Students will have the opportunity to join professional careers in Sociology and allied fields.

## **COURSE LEARNING OUTCOME (CO)**

**CO1:** To acquaint the students to the continuities and contradictions in Indian society

**CO2:** To expand sociological imagination to understand and study the evolution of caste, religion, and other coordinates of Indian society

**CO3:** To conceptualize historically the diversity of social formations in Indian context



**CO4:** To understand the intellectual background and the context of emergence of disciplines of sociology and social anthropology in India

**CO5:** To learn the processes and modes of construction of knowledge of India

**CO6:** To understand and interpret the contemporary debates pertaining to socio-political issues in India

### **CO-PO Mapping**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	3	1	2	3	3
<b>CO2</b>	3	3	1	2	3	3
<b>CO3</b>	3	3	1	2	3	3
<b>CO4</b>	3	2	1	2	3	3
<b>CO5</b>	3	3	1	1	3	3
<b>CO6</b>	3	2	1	2	3	3
<b>Avg.</b>	3	2.66	1	1.83	3	3

Highly Correlated: **3**

Moderately Correlated: **2**

Slightly Correlated: **1**

### **PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

**PEO1:** Students will be able to understand concepts and principles of different disciplines of social sciences, humanities and languages and their inter-relationships.

**PEO2:** Students will have advanced theoretical as well as methodological knowledge of the discipline of sociology and application of the same to better comprehend the social realities.

**PEO3:** Students will be able to develop themselves professionally by continuous life-long learning through research and innovations, while benefitting the society at the same time.

**PEO4:** Students will have enhanced skills and capabilities to serve professionally while engaging with a state institution, industry, corporate, academic research organization, non-governmental organizations or by contributing through entrepreneurship.

**PEO5:** Students will be able to work as independent, critically discerning and creative participant in the workplace, community and personal life.

**PEO6:** Students will be able to demonstrate their leadership qualities, appropriate skills and ethical values in diverse cultures, nationalities and fields while engaging with interdisciplinary teams.

### **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

**PSO 1: Academic competence** – Understand and apply fundamental concepts and theories in Sociology, in areas of research, work and everyday life. Demonstrate an understanding of the relationship between various social phenomena.

**PSO2: Research aptitude-** The students will acquire knowledge and understanding in their specific field of study as per their research interest as well as develop interest into current research and development work. Integrate theoretical understanding and research skills for the analysis of social problems and develop social policies.

**PS0 3: Entrepreneurial and social competence** - Employ skills in specific areas related to Sociology such as urban sociology, developmental sociology, public policy. Awareness of ethical issues: Emphasizing on academic and research ethics, academic and empathetic understanding of issues pertaining to vulnerable sections of Indian society.

**PS0 4: Lifelong learning**-The program provides in-depth knowledge of particular subject and arouses interest of the students and also develops the ability to implement their learning into real life practices.

**PSO5: Inter-disciplinary outlook**- The program will encourage the study look at any social situation from an intersectional perspective.

**PSO 6: Professional ability**- The program aims to develop the ability among students to compete in all professional fields.

### **CO-PO MAPPING JUSTIFICATION**

**Name of the Department: Sociology**

**Academic year: 2023-2024**

**Programme: M.A Sociology**

**Programme code: 002**

Name	Code	level	Duration (yr/Sem)	Cumulative credit
<b>METHODOLOGIES OF SOCIAL RESEARCH</b>	1180020103	<b>PG</b>	<b>2Year / 4 Semester</b>	<b>4</b>

**Semester- I**

**Course title: Methodologies of Social Research**

Type	Code	Credit	Credit division						Total no of lecture
			L	T	P	SW	FW	No. of PSDA	
Theory	1180020103	4	3	1	0	0	0	0	40

*SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)*

Total contact hour	Contact hour/week
40	4

**Component: Theory/Practical/Mid-Term Assessment/ End Semester Assessment**

**THEORY**

**Learning objectives:** *The objective of this course is to emphasize the most important dimension of research i.e. research methodology. It will enable the researchers to develop the most appropriate methodologies for their research. The mission of the course is to impart research skills to the beginners and help improve the quality of research for the existing researchers. The course structure is designed in a way that the learning of research methodology can move from mugging up syndrome to fun-practical method; from a teaching process to an experimental process, from memorizing to brainstorming, from clearing the examination to feedback learning, from knowledge transfer to knowledge creation, from competitive learning to collaborative learning. This course aims to enable researchers in writing various research reports, thesis, dissertations, research papers, articles, essays etc.*

*The course is meant to prepare Master's and Doctoral students for skills needed to undertake a dissertation. Students will learn how to develop a defined dissertation research topic, a draft research question and a research proposal, a hypothesis (for purely quantitative research designs), a supporting literature review, and ideas about appropriate methods. This course will explore the next steps of the research process, to further develop methods for conducting the research. This will include refining the research question, what specific methods are appropriate, how to implement the chosen method, how to manage and organize data and how to present the data results. Primary data collection methods to be covered will include questionnaires/surveys, in-depth interviews, focus groups and key informant interviews, taking narratives, interpreting texts and contents etc.*

**Prerequisite:** *The students should have basic and preliminary understanding of the key concepts of sociology, sociological theories and sociological research.*

**Course content/Syllabus:**

<b>Module no. &amp; Name</b>	<b>No of lecture/Contact hour</b>	<b>Weightage (%)</b>
<b>Module-1: Purpose and Design of Social Research</b>	8	20%
<b>Module-2: Modes of Enquiry</b>	8	20%
<b>Module-3: Critiquing the Grand Narratives</b>	4	10%
<b>Module-4: Quantitative vs. Qualitative &amp; Mixed Methods</b>	10	25%
<b>Module-5: Writing Social Research</b>	5	12.5%
<b>Module-6: Major Data Sources on Indian Society: An Overview</b>	5	12.5%

***SYLLABUS OUTLINE:***

**Module-1: Purpose and Design of Social Research (8L)**

- 1.1 Understanding Scope & Purpose of Research
- 1.2 Formulating, Clarifying & Refining Research Questions
- 1.3 Research Design : Types & Applications
- 1.4 Structuring Enquiry: Developing Indicators for Operationalization, Considering Time Dimension & Determining Units of Analysis
- 1.5 Sampling: Meaning and Types

**Module-2: Modes of Enquiry (8L)**

2.1 Definition and Steps of Research

2.2 Types of Research: Survey Research; Field Research; Action Research; Content Analysis; Historical and Comparative Research

2.3 Source of Data: Primary & Secondary

2.4 Methods of Data Collection: Survey method and Observation Method

2.5 Tools and Techniques of Data Collection: Questionnaire, Interview, Focused Group Discussion and Observation

2.6 Analyzing Data-Quantitative and Qualitative: an Overview

2.7 Validity and Reliability in Social Research

2.8 Ethical Issues in Data Collection and Analysis

### **Module-3: Critiquing the Grand Narratives**

**(4L)**

3.1 Reflectivity & Subjectivity

3.2 Debates on Decolonization (Post-colonial critiques)

3.3 Politics of writing cultures

3.4 Archival research

3.5 Autoethnography/ biography/ autobiography

3.6 Feminist interventions

### **Module 4: Quantitative vs. Qualitative & Mixed Methods**

**(10L)**

4.1 Introduction to different Methodologies used in Social Science Research

4.2 Quantitative Methods: Understanding significance of numbers in research; analysis and presentation of quantitative data; merits and demerits of quantitative data

4.3 Qualitative Methods: Epistemology of qualitative research; collection and analysis of qualitative data; merits and demerits of qualitative data

4.4 Mixed Methods: Quantitative methods vs. Qualitative methods; emergence of mixed method paradigm; usage & applications

**Module 5: Writing Social Research** (5L)

5.1 Reading in Social Research: How to find relevant data?; Organizing Review of Literature

5.2 How to write a Research Proposal? : Steps and Guidelines

5.3 Writing Research Report: Rules of Citation & Plagiarism

5.4 Ethics of Research

**Module 6: Major Data Sources on Indian Society: An Overview** (5L)

6.1 Archives

6.2 Census

6.3 National Sample Survey Organization (NSSO)

6.4 National Family Health Survey (NFHS) and Other Large Data Sets

6.5 Gazetteers, District handbooks, People of India Project

6.6 Film and Visual artifacts

***Pedagogy for Course Delivery: Hybrid Mode (Offline Class/Presentation/Video/MOODLE/NPTEL)***

***List of Professional Skill Development Activities (PSDA):NA***

***Continuous assessment: Quiz/assessment/presentation/problem solving etc.***

## Readings/Reference Lists

- Babbie, E. (2013). *The Practice of Social Research*, 13<sup>th</sup> Edition, Canada: Wadsworth Cengage Learning.
- Bailey, K. (2007). *Methods of Social Research* (4<sup>th</sup> Edition), New York: Free Press Publishing.
- Baker, T. (1999). *Doing Social Research* (3<sup>rd</sup> Edition), USA: McGraw Hill College.
- Be' teille, A. (2002). *Sociology: Essays on Approach and Method*, New Delhi: Oxford University Press, Chapter 4, pp.72-94
- Bryman, Alan (2004). *Quantity and Quality in Social Research*, New York: Routledge, Chapters 2 & 3 pp. 11-70.
- Creswell, J W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods, Approaches*, 3<sup>rd</sup> Edition California: Sage Publications,.
- De Vaus, D.(2002). *Surveys in Social Research*,5<sup>th</sup> Edition, London: Routledge.
- Durkheim, E. (1958). *The Rules of Sociological Method*, New York: The Free Press, Chapters 1, 2 & 6 pp. 1-46, 125-140.
- Fook, J. (ed.) (1996). *The Reflective Researcher: Social Theories of Practice Research*. Sydney: Allen and Unwin.
- Gluckman, M. (1978). 'Introduction', in A. L. Epstein (ed.), *The Craft of Social Anthropology*, Delhi: Hindustan Publishing Corporation, Pp.xv-xxiv.
- Goode, W. E. and P. K. Hatt (1952). *Methods in Social Research*. New York: McGraw Hill, Chapters 5 and 6, Pp. 41-73.
- Gouldner, Alvin (1970). *The Coming Crisis of Western Sociology*, New York: Basic Books, Chapter 13 pp. 481-511.
- Gupta, Akhil and James Ferguson (1997). *Anthropological Locations*. Berkeley: University of California Press. Pp.1-46.
- Hammersley, Martyn (1992). "On Feminist Methodology" in *Sociology*, 26 (2), pp. 187-206, London: Sage Publications, Ltd.



Henn, Matt et al. (2006). 'What is Social Research' in *A Short Introduction to Social Research*. New Delhi: Vistar Publications. pp:7-25.

Merton, R.K. (1972). *Social Theory & Social Structure*, Delhi: Arvind Publishing House, Chapters 4 & 5 pp. 139-171.

Mills, C. W. (1959). *The Sociological Imagination*, London: Oxford University Press, Chapter 1, pp.3-24.

Nigel, F. (2012). "Triangulation and Mixed Methods Design: Data Integration with New Research Technologies", *Journal of Mixed Method Research*, 6 (2), pp. 124-136.

Srinivas, M.N. et al 2002(reprint), 'Introduction', in *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*, New Delhi: Oxford University Press, pp. 114.

Weber, Max. (1949). *The Methodology of the Social Sciences*, New York: The Free Press, Foreword and Chapter 2, pp. 49-112.

Whyte, W. F. (1955). *Street Corner Society*. Chicago: University of Chicago Press

### **PROGRAMME OUTCOMES (PO)**

**PO: 1** Provide a platform for higher level critical learning and research.

**PO: 2** Identify and apply sociological concepts and theories to understand social phenomena.

**PO: 3** The course intends to develop among the students' observational powers and develop good communication skills

**PO: 4** The course intends to build about basic ethical and social responsibility, by analyzing social problems and developing a critical eye in policing making.

**PO: 5** The course intends to encourage students to use sociological knowledge to inform policy debates and promote public understanding.

**PO: 6** Students will have the opportunity to join professional careers in Sociology and allied fields.

### **COURSE LEARNING OUTCOME (CO)**

**CO1:** To learn the usage of different research tools for gathering quantitative and qualitative data

**CO2:** To introduce students to the philosophical foundations of social research

**CO3:** To understand sequential steps associated with designing of research proposal and know about major secondary sources of data

**CO4:** To acquire knowledge about analyzing data and writing dissertation

**CO5:** To acquaint students with the quantitative and qualitative strategies of research

**CO6:** To gain an overview of the different approaches, ethical considerations and practical challenges involved in social research

### **CO-PO Mapping**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	3	1	2	3	3
<b>CO2</b>	3	3	1	3	3	3
<b>CO3</b>	3	2	1	2	3	3
<b>CO4</b>	3	2	1	3	3	3
<b>CO5</b>	3	2	1	3	2	3
<b>CO6</b>	3	3	1	2	2	3
<b>Avg.</b>	3	2.16	1	2.5	2.66	3

Highly Correlated: **3**

Moderately Correlated: **2**

Slightly Correlated: **1**

### **PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

**PEO1:** Students will be able to understand concepts and principles of different disciplines of social sciences, humanities and languages and their inter-relationships.

**PEO2:** Students will have advanced theoretical as well as methodological knowledge of the discipline of sociology and application of the same to better comprehend the social realities.

**PEO3:** Students will be able to develop themselves professionally by continuous life-long learning through research and innovations, while benefitting the society at the same time.

**PEO4:** Students will have enhanced skills and capabilities to serve professionally while engaging with a state institution, industry, corporate, academic research organization, non-governmental organizations or by contributing through entrepreneurship.

**PEO5:** Students will be able to work as independent, critically discerning and creative participant in the workplace, community and personal life.

**PEO6:** Students will be able to demonstrate their leadership qualities, appropriate skills and ethical values in diverse cultures, nationalities and fields while engaging with interdisciplinary teams.

## **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

**PSO 1: Academic competence** – Understand and apply fundamental concepts and theories in Sociology, in areas of research, work and everyday life. Demonstrate an understanding of the relationship between various social phenomena.

**PSO2: Research aptitude-** The students will acquire knowledge and understanding in their specific field of study as per their research interest as well as develop interest into current research and development work. Integrate theoretical understanding and research skills for the analysis of social problems and develop social policies.

**PSO 3: Entrepreneurial and social competence** - Employ skills in specific areas related to Sociology such as urban sociology, developmental sociology, public policy. Awareness of ethical issues: Emphasizing on academic and research ethics, academic and empathetic understanding of issues pertaining to vulnerable sections of Indian society.

**PSO 4: Lifelong learning-**The program provides in-depth knowledge of particular subject and arouses interest of the students and also develops the ability to implement their learning into real life practices.

**PSO5: Inter-disciplinary outlook-** The program will encourage the study look at any social situation from an intersectional perspective.

**PSO6: Professional ability-** The program aims to develop the ability among students to compete in all professional fields.

Name of the department: **SOCIOLOGY**

Academic year: **2023-2024**

Programme: **M.A IN SOCIOLOGY**

Programme code: **002**

Name	Code	level	Duration (yr/Sem)	Cumulative credit
<b>SOCIOLOGICAL THEORIES</b>	<b>1180020101</b>	<b>PG</b>	<b>2Years /4 Semesters</b>	<b>40</b>

**Semester- I**

**Course title: SOCIOLOGICAL THEORIES**

Type	Code	Credit	Credit division						Total no of lecture
			L	T	P	SW	FW	No. of PSDA	
Theory	1180020101	4	3	1	0	0	0	0	40

*SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)*

Total contact hour	Contact hour/week
40	4

**Component: Theory/Practical/Mid-Term Assessment/ End Semester Assessment**

### **THEORY**

**Learning objectives:** On completion of the course, student will be able to achieve an in-depth understanding of the emergence of sociological theorizing and learn to critically look at the sociological theories. It will help to make a detailed understanding of the theories and their relevance in the contemporary world. Above that, will introduce students to the major criticisms against the sociological theories. Lastly enable them to distinguish between major schools of sociological theorizing.

**Prerequisite:** Before learning the concepts of sociological thinkers, you should have a basic knowledge prior to understanding of the emergence of sociological theorizing

### Course content/Syllabus:

Module no.	No of lecture/Contact hour	Weightage (%)
<b>Module-I: Functionalism</b>	5	12.5%
<b>Module-II: Conflict Theory</b>	10	25%
<b>Module-III: Symbolic Interactionism and Exchange Theory</b>	10	25%
<b>Module-IV: Phenomenology and Ethnomethodology</b>	5	12.5%
<b>Module -V: Post-Modern Social Theory</b>	10	25%

### *SYLLABUS OUTLINE:*

#### **Module-I: Functionalism: [5L]**

- 1.1 Historical Background: Emile Durkheim, Radcliff Brown
- 1.2 T.Parsons — System Theory, AGIL model, Pattern Variables, Social change
- 1.3 R.K.Merton — Middle Range Theory, Functional Alternatives, Manifest- Latent and Dysfunction,

#### **Module-II: Conflict Theory [10L]**

- 2.1 Roots of Conflict : Karl Marx and Max Weber
- 2.2 Dialectical Conflict Perspective: Ralf Dahrendorf
- 2.3 Conflict Functionalism: L. Coser

#### **Module-III: Symbolic Interactionism and Exchange [10L]**

- 3.1 William James, and John Dewey: Pragmatism
- 3.2 Charles Cooley: Looking Glass Self
- 3.3 G.H. Mead: Interactional Self
- 3.4 H. Blumer: Symbolic Interactionism
- 3.5 E. Goffman: Dramaturgy
- 3.6 G. W. Homans: Exchange Theory
- 3.7 P. M. Blau: Social Exchange Theory

#### **Module-IV: Ethnomethodology and Phenomenology [5L]**

- 4.1 Ethnomethodology: H. Garfinkel
- 4.2 Phenomenology: Alfred Schutz
- 4.3 P. Berger & T. Luckmann: Social Construction of Reality

## **Module-V: Post-Modern Social Theory [15L]**

- 5.1 Michel Foucault: Discourse, Power-Knowledge, Birth of the clinic, Sexuality, discipline and Punishment
- 5.2 Jean Baudrillard: simulation and hyperreal
- 5.3 Pierre Bourdieu: Field and Habitus, Forms of Capital, Reflexive Sociology
- 5.4 Antonio Gramsci: Concept of ideology, Hegemony
- 5.5 Jurgen Habermas: The transformation of Public Sphere, Colonisation of Life World
- 5.6 Dorothy Smith: Feminist Standpoint
- 5.7 Anthony Giddens: Structure and Agency, Reflexive Modernity
- 5.8 Ulrich Beck: Risk Society
- 5.9 Zygmunt Bauman: The Human Consequences of Globalization

*Pedagogy for Course Delivery: Hybrid Mode (Offline Class/Presentation/Video/MOODLE/NPTEL)*

*List of Professional Skill Development Activities (PSDA):NA*

*Continuous assessment: Quiz/assessment/presentation/problem solving etc.*

*Continuous assessment: Quiz/assessment/presentation/problem solving etc.*

### **Reference books:**

Berger, P. L. and T. Luckmann. 1991. The Social Construction of Reality London: Penguin Books

Bottomore, Tom. 2002, The Frankfurt School, London: Routledge.

Collins, Randall. 2004. Theoretical Sociology: Rawat publications: India

Coser, L. 1977, Masters of Sociological Thought, Rawat: Jaipur

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Horkheimer, M and Adorno. T.W. The Dialectic of Enlightenment. 2002. Stanford University Press. Stanford: California. pp 1-34. Chapter 1, The Concept of Enlightenment

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Ritzer George, 1996: sociological theory (4th edition). New York : McGraw Hill.

Sydie and Adam, 2001. Sociological Theory. New Delhi: SAGE Publications.

Turner, B.S (ed.) 2013, The Social System, UK: Routledge.

Turner, Jonathan. 1994. The Structure of sociological theory. Jaipur: Rawat Publications.

Wallace, A. Ruth and Wolf, Alison. 1990. Contemporary Sociological Theory. New Delhi: Prentice Hall.

### **PROGRAM OUTCOMES (PO)**

**Masters' students will be able to:**

**PO: 1** Provide a platform for higher level critical learning and research.

**PO: 2** Identify and apply Sociological concepts and theories to understand social phenomena.

**PO: 3** The course intends to develop among the students' observational powers and develop good communication skills

**PO: 4** The course intends to build about basic Ethical and Social Responsibility, by analyzing social problems and developing a critical eye in policing making.

**PO: 5** The course intends to encourage students to use sociological knowledge to inform policy debates and promote public understanding.

**PO: 6** Students will have the opportunity to join professional careers in Sociology and allied fields.

### **COURSE OUTCOMES (CO)**

**On completion of this course, the students will be able to -**

CO1. **Identify** the philosophical, economic and political developments that lead to the development of modern sociological theory.

CO2. **Demonstrate** an understanding of the major concepts used by the various schools such as structural functionalism, conflict theory, symbolic Interactionism, Neo- Marxism.

CO3. **Develop** a critical understanding of the major criticisms of the different schools of sociological theory.

CO4. **Apply** the understanding of sociological theories in concrete social situations.



CO5. **Evaluate** the relevance of the different sociological theories in understanding contemporary society.

CO6. **Explain** the macro-sociological concepts to micro-sociological structure of society and make research efficient.

### **CO-PO Mapping**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	2	2	1	2	2
<b>CO2</b>	3	3	2	2	2	2
<b>CO3</b>	2	3	1	1	2	2
<b>CO4</b>	2	3	3	3	3	3
<b>CO5</b>	3	1	3	3	1	3
<b>CO6</b>	2	1	1	2	1	2
<b>Avg</b>	2	2.16	2	1.8	2	2.33

Highly Correlated: **3**

Moderately Correlated: **2**

Slightly Correlated: **1**

### **PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

**PEO1:** Students will be able to understand concepts and principles of different disciplines of social sciences, humanities and languages and their inter-relationships.

**PEO2:** Students will have advanced theoretical as well as methodological knowledge of the discipline of sociology and application of the same to better comprehend the social realities.

**PEO3:** Students will be able to develop themselves professionally by continuous life-long learning through research and innovations, while benefitting the society at the same time.

**PEO4:** Students will have enhanced skills and capabilities to serve professionally while engaging with a state institution, industry, corporate, academic research organization, non-governmental organizations or by contributing through entrepreneurship.

**PEO5:** Students will be able to work as independent, critically discerning and creative participant in the workplace, community and personal life.

**PEO6:** Students will be able to demonstrate their leadership qualities, appropriate skills and ethical values in diverse cultures, nationalities and fields while engaging with interdisciplinary teams.

## **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

**PSO 1: Academic Competence** – Understand and apply fundamental concepts and theories in Sociology, in areas of research, work and everyday life. Demonstrate an understanding of the relationship between various social phenomena.

**PSO2: Research aptitude**- The students will acquire knowledge and understanding in their specific field of study as per their research interest as well as develop interest into current research and development work. Integrate theoretical understanding and research skills for the analysis of social problems and develop social policies.

**PSO 3: Entrepreneurial and social competence** - Employ skills in specific areas related to Sociology such as urban sociology, developmental sociology, public policy. Awareness of ethical issues: Emphasizing on academic and research ethics, academic and empathetic understanding of issues pertaining to vulnerable sections of Indian society.

**PSO 4: Lifelong learning**-The program provides in-depth knowledge of particular subject and arouses interest of the students and also develops the ability to implement their learning into real life practices.

**PSO5: Inter-disciplinary outlook**- The program will encourage the study look at any social situation from an intersectional perspective.

**PSO 6: Professional ability**- The program aims to develop the ability among students to compete in all professional fields.

**Name of the department: SOCIOLOGY**

**Academic year: 2023-2024**

**Programme: M.A IN SOCIOLOGY**

**Programme code: 002**

Name	Code	level	Duration (yr/Sem)	Cumulative credit
<b>SOCIOLOGICAL THINKERS I</b>	<b>1180021104</b>	<b>PG</b>	<b>2 Years/ 4 Semesters</b>	<b>40</b>

**Semester- I**

**Course title: SOCIOLOGICAL THINKERS I**

Type	Code	Credit	Credit division						Total no of lecture
			L	T	P	SW	FW	No. of PSDA	
Theory	<b>1180021104</b>	4	3	1	0	0	0	0	40

*SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)*

Total contact hour	Contact hour/week
40	4

**Component: Theory/Practical/Mid-Term Assessment/ End Semester Assessment**

## **THEORY**

**Learning objectives:** On completion of the course, student will be able to:

Understand what accounts for the emergence of the academic discipline of sociology, it will help to know how the major classical theorists developed the academic discipline of sociology. Above that understand distinctiveness of sociological approaches among the other social sciences. It will help to apply classical theories to contemporary social phenomenon And to analyse and to apply sociological perspectives and sociological imagination to understand social issues reformulate the theories for research work.

**Prerequisite:** Before learning the concepts of basic sociological thinkers, you should have a basic knowledge prior to understand how the major classical theorists developed the academic discipline of sociology.

### Course content/Syllabus:

Module no.	No of lecture/Contact hour	Weightage (%)
<b>Module-I: Inception &amp; Development of Sociology as a Distinct Discipline</b>	10	25%
<b>Module-II: August Comte and Harriet Martineau</b>	10	25%
<b>Module III: Herbert Spencer</b>	10	25%
<b>Module IV: Emile Durkheim</b>	10	25%

### *SYLLABUS OUTLINE:*

#### **Module-I: Inception & Development of Sociology as a Distinct Discipline [10L]**

- 1.1 Historical and Social background of the emergence of sociology in Europe
- 1.2 Enlightenment
- 1.3 French Revolution
- 1.4 Industrial revolution – its social, economic, and cultural impact.
- 1.5 St. Simon
- 1.6 Montesquieu

#### **Module-II: August Comte (1798-1857) and Harriet Martineau (1802-1876) [10L]**

- 2.1 August Comte – Positivism, Hierarchy of sciences
- 2.2 Law of Three Stages and its critics, Social Change.
- 2.3 Harriet Martineau – First Feminist Sociologist

#### **Module-III: Herbert Spencer (1820-1903) [10L]**

- 3.1 Hebert Spencer- Evolution and Organism
- 3.2 Theory of Society. Typology of Societies, Evolutionism, Its Relation to Contemporary Society.

#### **Module-IV: Emile Durkheim (1858-1917) [10L]**

- 4.1 Social Facts
- 4.2 Division of Labour
- 4.3 Theory of Suicide
- 4.4 Theory of Religion- Its relation to contemporary society and criticism.

*Pedagogy for Course Delivery: Hybrid Mode (Offline Class/Presentation/Video/MOODLE/NPTEL)*

*List of Professional Skill Development Activities (PSDA):NA*

*Continuous assessment:* Quiz/assessment/presentation/problem solving etc.

*Continuous assessment:* Quiz/assessment/presentation/problem solving etc.

### **References/Reading list:**

Aron, Raymond. (1965), Main Currents in Sociological Thought. Vol. I & II. Routledge and Taylor and Francis, India.

Barnes, H.E. (1959). Introduction to the History of Sociology, Univ. of Chicago Press. UK

Coser, L.A., (1977), Masters of Sociological Thought, Rawat, India

Durkheim and Max Weber. Cambridge: Cambridge University Press.

Durkheim, E. (1951). Suicide: A Study in Sociology. New York: The Free Press.

Durkheim, E. (1958). The Rules of Sociological Method. New York: The Free Press.

Fletcher, Ronald. (2000). The Making of Sociology, (Vol. I & II), Rawat.

Gane, Mike. (1992). The Radical Sociology of Durkheim and Mauss. London: Routledge.

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Ritzer, G. (1996). Sociological Theory. New York: McGraw Hill Companies.

Sydie and Adam, 2001. Sociological Theory. New Delhi: SAGE Publications,

Turner, Bryan S. (1999). Classical Sociology, New Delhi : Sage Publications.

Weber, Max. 1947. The Theory of Social and Economic Organization. New York: The Free Press, pp. 87-123

Weber, Max. 2002. The Protestant Ethic and the Spirit of Capitalism (translated by Stephen Kalberg). London: Blackwell Publishers, pp. 3-54, 103-126, Chapters I, II, III, IV & V.

## **PROGRAM OUTCOMES (PO)**

**Masters' students will be able to:**

**PO: 1** Provide a platform for higher level critical learning and research.

**PO: 2** Identify and apply Sociological concepts and theories to understand social phenomena.

**PO: 3** The course intends to develop among the students' observational powers and develop good communication skills

**PO: 4** The course intends to build about basic Ethical and Social Responsibility, by analyzing social problems and developing a critical eye in policing making.

**PO: 5** The course intends to encourage students to use sociological knowledge to inform policy debates and promote public understanding.

**PO: 6** Students will have the opportunity to join professional careers in Sociology and allied fields.

## **COURSE OUTCOMES (CO)**

**On completion of this course, the students will be able to -**

CO1. Identify the philosophical, economic and political developments that lead to the development of classic social theory.

CO2. Determine an understanding of the major concepts used by Marx, Weber, Durkheim and Pareto for their sociological analysis.

CO3. Illustrate sociological theory to contemporary issues.

CO4. Identify sociological perspectives for analysing social events.

CO5. Construct sociological imagination for understanding social issues and events.

CO6. Explain the macro-sociological concepts in reference to micro-sociological structure of society.

### CO-PO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	2	2	1	2	1
CO2	2	2	2	2	2	1
CO3	2	2	2	1	1	2
CO4	2	3	2	1	3	3
CO5	2	2	3	3	1	2
CO6	2	1	1	2	2	2
Avg	2.16	2	2	1.66	1.83	1.83

Highly Correlated: **3**

Moderately Correlated: **2**

Slightly Correlated: **1**

### PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

**PEO1:** Students will be able to understand concepts and principles of different disciplines of social sciences, humanities and languages and their inter-relationships.

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**PEO4:** Students will have enhanced skills and capabilities to serve professionally while engaging with a state institution, industry, corporate, academic research organization, non-governmental organizations or by contributing through entrepreneurship.

**PEO5:** Students will be able to work as independent, critically discerning and creative participant in the workplace, community and personal life.

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### PROGRAMME SPECIFIC OUTCOMES (PSOs)

**PSO 1: Academic Competence** – Understand and apply fundamental concepts and theories in Sociology, in areas of research, work and everyday life. Demonstrate an understanding of the relationship between various social phenomena.

**PSO2: Research aptitude**- The students will acquire knowledge and understanding in their specific field of study as per their research interest as well as develop interest into current

research and development work. Integrate theoretical understanding and research skills for the analysis of social problems and develop social policies.

**PS0 3: Entrepreneurial and social competence** - Employ skills in specific areas related to Sociology such as urban sociology, developmental sociology, public policy. Awareness of ethical issues: Emphasizing on academic and research ethics, academic and empathetic understanding of issues pertaining to vulnerable sections of Indian society.

**PS0 4: Lifelong learning**-The program provides in-depth knowledge of particular subject and arouses interest of the students and also develops the ability to implement their learning into real life practices.

**PSO5: Inter-disciplinary outlook**- The program will encourage the study look at any social situation from an intersectional perspective.

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**Name of the department: SOCIOLOGY**

**Academic year: 2023-2024**

**Programme: M.A IN SOCIOLOGY**

**Programme code: 002**

Name	Code	level	Duration (yr/Sem)	Cumulative credit
<b>SOCIOLOGICAL THINKERS II</b>	<b>1180021105</b>	<b>PG</b>	<b>2 Years/ 6 Semesters</b>	<b>40</b>

**Semester- II**

**Course title: SOCIOLOGICAL THINKERS II**

Type	Code	Credit	Credit division						Total no of lecture
			L	T	P	SW	FW	No. of PSDA	
Theory	<b>1180021105</b>	4	3	1	0	0	0	0	40

*SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)*

Total contact hour	Contact hour/week
40	4

**Component: Theory/Practical/Mid-Term Assessment/ End Semester Assessment**

### **THEORY**

**Learning objectives:** On completion of the course, student will be able to:

Understand what accounts for the emergence of the academic discipline of sociology, it will help to know how the major classical theorists developed the academic discipline of sociology. Above that understand distinctiveness of sociological approaches among the other social sciences. It will help to apply classical theories to contemporary social phenomenon And to analyse and to apply sociological perspectives and sociological imagination to understand social issues reformulate the theories for research work.

**Prerequisite:** Before learning the concepts of basic sociological thinkers, you should have a basic knowledge prior to understand how the major classical theorists developed the academic discipline of sociology.

**Course content/Syllabus:**

Module no.	No of lecture/Contact hour	Weightage (%)
<b>Module-I: Karl Marx</b>	10	25%
<b>Module-II: Max Weber</b>	10	25%
<b>Module-III: George Simmel</b>	10	25%
<b>Module IV: Vilfredo Pareto</b>	10	25%

***SYLLABUS OUTLINE:***

**Module- I: Karl Marx (1818-1883) [10L]**

- 1.1 Materialist interpretation of history
- 1.2 Dialectical materialism
- 1.3 Class & class struggle
- 1.4 Capitalism
- 1.5 Alienation
- 1.6 Base & superstructure.

**Module-II: Max Weber (1864-1920) [10L]**

- 2.1 Methodology- Verstehen, ideal types, Values
- 2.2 Social action – class, status, and party, Authority and power
- 2.3 Rationalization
- 2.4 Religion and the rise of Capitalism- Economy and Society

**Module-III: George Simmel (1858-1918) [10L]**

- 3.1 The Philosophy of Money
- 3.2 The Metropolis and Mental Life.

**Module-IV: Vilfredo Pareto (1848-1923) [10L]**

- 4.1 Circulation of Elites

***Pedagogy for Course Delivery: Hybrid Mode (Offline Class/Presentation/Video/MOODLE/NPTEL)***

***List of Professional Skill Development Activities (PSDA):NA***

***Continuous assessment: Quiz/assessment/presentation/problem solving etc.***

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## References/Reading List

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- Barnes, H.E. (1959). *Introduction to the History of Sociology*, Univ. of Chicago Press. UK
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- Weber, Max. 1947. *The Theory of Social and Economic Organization*. New York: The Free Press, pp. 87-123
- Weber, Max. 2002. *The Protestant Ethic and the Spirit of Capitalism* (translated by Stephen Kalberg). London: Blackwell Publishers, pp. 3-54, 103-126, Chapters I, II, III, IV & V.

## **PROGRAM OUTCOMES (PO)**

**Masters' students will be able to:**

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### CO-PO Mapping

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	2	2	1	2	1
<b>CO2</b>	2	2	2	2	2	1
<b>CO3</b>	2	2	2	1	1	2
<b>CO4</b>	2	3	2	1	3	3
<b>CO5</b>	2	2	3	3	1	2
<b>CO6</b>	2	1	1	2	2	2
<b>Avg</b>	2.16	2	2	1.66	1.83	1.83

Highly Correlated: **3**

Moderately Correlated: **2**

Slightly Correlated: **1**

### PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

**PEO1:** Students will be able to understand concepts and principles of different disciplines of social sciences, humanities and languages and their inter-relationships.

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**PSO 6: Professional ability**- The program aims to develop the ability among students to compete in all professional fields.

**Name of the department: SOCIOLOGY**

**Academic year: 2023-2024**

**Programme: M.A IN SOCIOLOGY**

**Programme code: 002**

Name	Code	level	Duration (yr/Sem)	Cumulative credit
<b>SOCIOLOGY OF RELIGION</b>	<b>1180021108</b>	<b>PG</b>	<b>2Years/4 Semesters</b>	<b>40</b>

**Semester- II**

**Course title: SOCIOLOGY OF RELIGION**

Type	Code	Credit	Credit division						Total no of lecture
			L	T	P	SW	FW	No. of PSDA	
Theory	1180021108	4	3	1	0	0	0	0	40

*SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)*

Total contact hour	Contact hour/week
40	4

**Component: Theory/Practical/Mid-Term Assessment/ End Semester Assessment**

### **THEORY**

**Learning objectives:** On completion of the course, student will be able to:

To familiarize the students with the major sociological approaches and theoretical framework to the study of religion and make student understand about numerous interconnections between religion and other institutions of society and acquaint the students about recent debates in the sociology of religion. This will make students understand Religion and its relevance in contemporary world. Thus, develop understanding about functions and dis-functions of religion.

**Prerequisite:** Before learning the concepts of sociology of religion, you should have a basic knowledge about interconnections between religion and other institutions of society.

### Course content/Syllabus:

Module no.	No of lecture/Contact hour	Weightage (%)
<b>Module-I: Concept and Approaches of Study of Religion</b>	6	15%
<b>Module-II: Meaning and perspective of Sociology of Religion</b>	6	15%
<b>Module-III: Elements of Religions</b>	6	16%
<b>Module-IV: Religion and Other Social Institutions</b>	8	20%
<b>Module-V: Religious Organizations</b>	6	15%
<b>Module-VI: Religion and Society: Contemporary Direction</b>	8	20%

### *SYLLABUS OUTLINE:*

#### **Module-I: Concept and Approaches of Study of Religion [6L]**

- 1.1 Meaning, Origin and Development
- 1.2 Approaches of Study of Religion – a. Historical Approach b. Comparative Approach c. Structural Functional Approach

#### **Module-II: Meaning and perspective of Sociology of Religion [6L]**

- 2.1 Meaning and Nature of Sociology of Religion
- 2.2 Perspectives of Sociology of Religion –  
Comte – Religion as a consensus  
Marx – Religion as ideological weapon  
Weber - Religious Ethics and Economy  
Durkheim - Sacred and Profane

#### **Module-III: Elements of Religions [6L]**

- 3.1 Sacred, Myth, Ritual
- 3.2 Time-Space
- 3.3 Rationality

#### **Module-IV: Religion and Other Social Institutions [8L]**

- 4.1 Religion and Social Stratification
- 4.2 Religion and Economic Life
- 4.3 Religion and Political Behaviour
- 4.4 Religion and Ethics
- 4.5 Religious Beliefs

#### **Module-V: Religious Organizations [6L]**

- 5.1 Sect, Denomination Cult
- 5.2 Major Religions of world - Hinduism, Islam, Christianity, Jainism, Buddhism, Sikhism, Judaism, Zoroastrianism
- 5.3 Religion & Society in India (With Reference to Religion and Society among the Coorgs of South India by M.N Srinivas)



## **Module-VI: Religion and Society: Contemporary Direction [8L]**

6.1 Religious Fundamentalism

6.2 Secularism and Communalism: Meaning, Characteristics and Factors

6.3 Religious Pluralism, Religion, Culture and Boundaries

6.4 Diversity in Religion and Identity: Class, Gender, Sexuality

6.5 Function and Dis -function of Religion

*Pedagogy for Course Delivery: Hybrid Mode (Offline Class/Presentation/Video/MOODLE/NPTEL)*

*List of Professional Skill Development Activities (PSDA):NA*

*Continuous assessment: Quiz/assessment/presentation/problem solving etc.*

*Continuous assessment: Quiz/assessment/presentation/problem solving etc.*

### **References/Reading List**

Alan Adrich. Religion in the Contemporary World. Introduction. Polity

Berger, Peter L. "Reflections on the sociology of religion today." *Sociology of Religion* 62.4 (2001): 443-454.

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Béteille, A. 2002. *Sociology: Essays on Approach and Method.* OUP: New Delhi, pp134-150.

Casanova, José. *Public religions in the modern world.* University of Chicago Press, 1994.

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## **PROGRAM OUTCOMES (PO)**

### **Masters' students will be able to:**

**PO: 1** Provide a platform for higher level critical learning and research.

**PO: 2** Identify and apply Sociological concepts and theories to understand social phenomena.

**PO: 3** The course intends to develop among the students' observational powers and develop good communication skills

**PO: 4** The course intends to build about basic Ethical and Social Responsibility, by analyzing social problems and developing a critical eye in policing making.

**PO: 5** The course intends to encourage students to use sociological knowledge to inform policy debates and promote public understanding.

**PO: 6** Students will have the opportunity to join professional careers in Sociology and allied fields.

## **COURSE OUTCOMES (CO)**

**On completion of this course, the students will be able to -**

**CO1.** Understand the approaches of the religion

**CO2.** Develop sociological understanding of religion

**CO3.** Construct conceptual clarity and can articulate the main debates and arguments regarding religion

**CO4.** Understand variety of ideas and debates and perspectives of religion

**CO5.** Analyze various changes and globalization in shaping contemporary religion.

**CO6.** Explain the macro-sociological concepts to micro-sociological structure of society to relate to various contemporary problems.

## **CO-PO Mapping**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	2	2	1	2	1
<b>CO2</b>	2	3	2	2	2	1
<b>CO3</b>	2	3	1	1	3	2
<b>CO4</b>	2	3	3	2	3	2
<b>CO5</b>	1	1	3	3	1	1
<b>CO6</b>	2	1	1	2	1	1
<b>Avg</b>	2	2.16	2.16	1.8	2	1.33

Highly Correlated: **3**

Moderately Correlated: **2**

Slightly Correlated: **1**

## **PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

**PEO1:** Students will be able to understand concepts and principles of different disciplines of social sciences, humanities and languages and their inter-relationships.

**PEO2:** Students will have advanced theoretical as well as methodological knowledge of the discipline of sociology and application of the same to better comprehend the social realities.

**PEO3:** Students will be able to develop themselves professionally by continuous life-long learning through research and innovations, while benefitting the society at the same time.

**PEO4:** Students will have enhanced skills and capabilities to serve professionally while engaging with a state institution, industry, corporate, academic research organization, non-governmental organizations or by contributing through entrepreneurship.

**PEO5:** Students will be able to work as independent, critically discerning and creative participant in the workplace, community and personal life.

**PEO6:** Students will be able to demonstrate their leadership qualities, appropriate skills and ethical values in diverse cultures, nationalities and fields while engaging with interdisciplinary teams.

### **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

**PSO 1: Academic Competence** – Understand and apply fundamental concepts and theories in Sociology, in areas of research, work and everyday life. Demonstrate an understanding of the relationship between various social phenomena.

**PSO2: Research aptitude-** The students will acquire knowledge and understanding in their specific field of study as per their research interest as well as develop interest into current research and development work. Integrate theoretical understanding and research skills for the analysis of social problems and develop social policies.

**PSO 3: Entrepreneurial and social competence** - Employ skills in specific areas related to Sociology such as urban sociology, developmental sociology, public policy. Awareness of ethical issues: Emphasizing on academic and research ethics, academic and empathetic understanding of issues pertaining to vulnerable sections of Indian society.

**PSO 4: Lifelong learning-**The program provides in-depth knowledge of particular subject and arouses interest of the students and also develops the ability to implement their learning into real life practices.

**PSO5: Inter-disciplinary outlook-** The program will encourage the study look at any social situation from an intersectional perspective.

**PSO 6: Professional ability-** The program aims to develop the ability among students to compete in all professional fields.

**Name of the Department: Sociology**

**Academic year: 2023-2024**

**Programme: M.A SOCIOLOGY**

**Programme Code: 002**

Name	Code	level	Duration (yr/Sem)	Cumulative credit
<b>SOCIOLOGICAL THOUGHT IN INDIA</b>	1180021106	<b>PG</b>	<b>2Year / 4 Semester</b>	<b>4</b>

**Semester- II**

**Course title: Sociological Thought in India**

Type	Code	Credit	Credit division						Total no of lecture
			L	T	P	SW	FW	No. of PSDA	
Theory	1180021106	4	3	1	0	0	0	0	40

*SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)*

Total contact hour	Contact hour/week
40	4

**Component: Theory/Practical/Mid-Term Assessment/ End Semester Assessment**

**THEORY**

*Learning objectives: The ideas about Indian society and its institutions and processes were reproduced by mainstream, anthropologically oriented first generation Sociologists of India who predominantly followed colonial knowledge pattern and never ventured to explore and analyse thinkers of India who could be legitimately discussed as Sociologists with an open mind and dynamic worldview. The very first attempt to establish Sociological traditions of India were undertaken in the last century by a Sociologist from Bengal name Bela DuttaGupta who conducted an in-depth research into Sociological Thinking and Empirical Social Research in the Nineteenth Century with special reference to Bengal. Sociological reasoning has been traced back at least as far as the Ancient Greece, India, Tunisia and China, having its roots in the works of philosophers and political scientists like Plato, Aristotle, Kautilya, Ibn Khaldun ,*

*Confucius etc. . The existence of a “Sociology in India” and “Sociology of India” have been largely debated in terms of whether it has been influenced by western philosophy or is there a need of indigenization. This paper primarily provides perspectives of key Indian sociologists on some of the issues of caste, gender, kinship, tribe etc. The course thus aims to provide a general introduction to development of sociological thought in and influence of ancient, medieval, western on sociological development in India; pre independence, post independence and contemporary sociological thought in India. This course also aims to explore and emphasize, though selectively, chronological development of some aspects of sociological thinking of a few notable thinkers in India by focusing on its development from ancient times when Sociology was not really established as a distinct discipline globally*

**Prerequisite:** *The students should have basic understanding of the key concepts of sociology and sociological theories.*

**Course content/Syllabus:**

<b>Module no. &amp; Name</b>	<b>No of lecture/Contact hour</b>	<b>Weightage (%)</b>
<b>Module-1: Rise of Social Thinking in India</b>	4	10%
<b>Module-2: Development of Sociology in India</b>	2	5%
<b>Module-3: Contributions of Benoy Kumar Sarkar</b>	4	10%
<b>Module-4: Contributions of D. P Mukerji</b>	2	5%
<b>Module-5: Contributions of Radhakamal Mukherjee</b>	4	10%
<b>Module-6: Contributions of G.S Ghurye</b>	6	15%
<b>Module-7: Contributions of Irawati Karve</b>	2	5%
<b>Module-8: Contributions of M.N Srinivas</b>	6	15%
<b>Module-9: Confluence of Sociology, Anthropology and History in Indian Sociology</b>	8	20%
<b>Module-10: The Issue of Indigenization of Indian Sociology</b>	2	5%

**Module-1: Rise of Social Thinking in India**

**[4L]**

- Contributions of Kautilya: *Saptanga* Theory
- Contributions of Sister Nivedita: nationalism; women’s education
- Contributions of Jyotiba Phule: critique of Indian social order
- Contributions of E.V. Ramaswamy Periyar: social reform; self-respect movement

- Contributions of Bhudev Mukhopadhyay: *samaj* and indigenous roots of nation
- Contributions of Rabindranath Tagore: education and nationalism
- Contributions of Mahatma Gandhi: *swaraj* and non-violence
- Contributions of B.R. Ambedkar: untouchability and caste; State and minorities

**Module 2: Development of Sociology in India** [2L]

2.1 Factors contributing to development of Sociology in India

2.2 Different phases of development of Sociology in India: pre-independence and post-independence period

**Module 3: Contributions of Benoy Kumar Sarkar** [4L]

3.2 Progress

3.2 Personality

3.3 Interpretation of Indian Tradition

**Module 4: Contributions of D. P Mukerji** [2L]

4.1 Tradition and Modernity

4.2 Middle Class

**Module 5: Contributions of Radhakamal Mukherjee** [4L]

5.1 Indian Culture and Civilization

5.2 Values

5.3 Personality

5.4 Social Ecology

**Module 6: Contributions of G.S Ghurye** [6L]

- 6.1 Caste and Race;
- 6.2 Tribe;
- 6.3 Debate with Verrier Elwin
- 6.4 Religion

**Module 7: Contributions of Irawati Karve** [2L]

- 7.1 Gender and Kinship

**Module 8: Contributions of M.N Srinivas** [6L]

- 8.1 Social Change (Brahminization; Sanskritization; Westernization; Secularization)
- 8.2 Dominant Caste

**Module 9: Confluence of Sociology, Anthropology and History in Indian Sociology** [8L]

- 9.1 An Overview of the Contributions of N.K. Bose
- 9.2 An Overview of the Contributions of Ranajit Guha
- 9.3 An Overview of the Contributions of B.R. Ambedkar
- 9.4 An Overview of the Contributions of Surajit Sinha

**Module 10: The Issue of Indigenization of Indian Sociology** [2L]

- 10.1 Debates on Sociology of India, Sociology for India, Sociology in India

*Pedagogy for Course Delivery: Hybrid Mode (Offline Class/Presentation/Video/MOODLE/NPTEL)*

*List of Professional Skill Development Activities (PSDA): NA*

*Continuous assessment: Quiz/assessment/presentation/problem solving etc.*



## **Readings/Reference Lists**

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Uberoi, Patricia, Sundar, Nandini and Deshpande, Satish (ed) (2010): *Anthropology in the East: Founders of Indian Sociology and Anthropology*, Ranikhet: Permanent Black.

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### **PROGRAMME OUTCOMES (PO)**

**PO:1** Provide a platform for higher level critical learning and research.

**PO:2** Identify and apply sociological concepts and theories to understand social phenomena.

**PO:3** The course intends to develop among the students' observational powers and develop good communication skills.

**PO:4** The course intends to build about basic ethical and social responsibility, by analyzing social problems and developing a critical eye in policing making.

**PO:5** The course intends to encourage students to use sociological knowledge to inform policy debates and promote public understanding.

**PO:6** Students will have the opportunity to join professional careers in Sociology and allied fields.

### **COURSE LEARNING OUTCOME (CO)**

**CO1:** To understand and appreciate the process of development of sociology in India

**CO2:** To apply theoretical concepts developed by the Indian sociologists for understanding the processes of social change and development in India

**CO3:** To develop a critical outlook towards the theoretical perspectives of Indian sociologists to understand their relevance in current scenario

**CO4:** To evaluate the ideas of Indian thinkers on the features of Indian society

**CO5:** To interpret how perspectives of the Indian sociologists reflect the social context of time and culture in which they developed

**CO6:** To develop the ability to appreciate the involvement of Indian thinkers in creating sociological knowledge

## **CO-PO Mapping**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	3	1	2	2	2
<b>CO2</b>	3	3	1	2	2	3
<b>CO3</b>	3	3	1	1	2	3
<b>CO4</b>	3	3	1	2	2	2
<b>CO5</b>	3	3	1	1	3	3
<b>CO6</b>	3	3	1	1	2	3
<b>Avg.</b>	3	3	1	1.5	2.16	2.66

Highly Correlated: **3**

Moderately Correlated: **2**

Slightly Correlated: **1**

## **PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

**PEO1:** Students will be able to understand concepts and principles of different disciplines of social sciences, humanities and languages and their inter-relationships.

**PEO2:** Students will have advanced theoretical as well as methodological knowledge of the discipline of sociology and application of the same to better comprehend the social realities.

**PEO3:** Students will be able to develop themselves professionally by continuous life-long learning through research and innovations, while benefitting the society at the same time.

**PEO4:** Students will have enhanced skills and capabilities to serve professionally while engaging with a state institution, industry, corporate, academic research

organization, non-governmental organizations or by contributing through entrepreneurship.

**PEO5:** Students will be able to work as independent, critically discerning and creative participant in the workplace, community and personal life.

**PEO6:** Students will be able to demonstrate their leadership qualities, appropriate skills and ethical values in diverse cultures, nationalities and fields while engaging with interdisciplinary teams.

### **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

**PSO 1: Academic competence** – Understand and apply fundamental concepts and theories in Sociology, in areas of research, work and everyday life. Demonstrate an understanding of the relationship between various social phenomena.

**PSO2: Research aptitude-** The students will acquire knowledge and understanding in their specific field of study as per their research interest as well as develop interest into current research and development work. Integrate theoretical understanding and research skills for the analysis of social problems and develop social policies.

**PSO 3: Entrepreneurial and social competence** - Employ skills in specific areas related to Sociology such as urban sociology, developmental sociology, public policy. Awareness of ethical issues: Emphasizing on academic and research ethics, academic and empathetic understanding of issues pertaining to vulnerable sections of Indian society.

**PS0 4: Lifelong learning-**The program provides in-depth knowledge of particular subject and arouses interest of the students and also develops the ability to implement their learning into real life practices.

**PSO5: Inter-disciplinary outlook-** The program will encourage the study look at any social situation from an intersectional perspective.

**PSO 6: Professional ability-** The program aims to develop the ability among students to compete in all professional fields.

Name of the department: **SOCIOLOGY**

Academic year: 2023-24

Programme: **MA SOCIOLOGY**

Programme code: 1180021107

Name	Code	level	Duration (yr/Sem)	Cumulative credit
<b>GENDER, SEXUALITY AND SOCIETY</b>	<b>1180021107</b>	<b>UG</b>	<b>2 Year/4 Sems</b>	<b>40</b>

Semester-II

Course title: **Gender, Sexuality and Society**

Type	Code	Credit	Credit division						Total no of lecture
			L	T	P	SW	FW	No. of PSDA	
Theory	<b>1180021107</b>	4	3	1	0	0	0	0	40

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
40	4

Component: Theory/Practical/Mid-Term Assessment/ End Semester Assessment

### **THEORY**

**Learning objectives:** This course explores the sociology of gender. We will examine the ways in which gender has evolved historically across space and time. In doing so, we will explore feminist and other theoretical models as they are applied to the study of gender. A sociological perspective brings attention to the different ways in which individuals and groups are positioned in society, and sociological theories regarding gender shed light on the ways in which masculinity and femininity have been constructed in society. We begin by deconstructing dominant. This course exposes the "common-sense" world of gender around us;



considers how we develop our gendered identities; explores the workings of the institutions that shape our gendered lives; and leads to an understanding of the relationship between gender and the social structure. The course also focuses on social changes in gender relations, gender inequalities and the social construction of gender. Using sociological theories of gender, different social institutions and spheres of society will be analyzed. The students are exposed to a brief review of different types of Feminist theories and why we need to look at mainstream –malestream Sociology analytically. The Course is divided into three modules, each having four topics.

**Prerequisite:** The students should have basic knowledge about key concepts in Sociology and some basic ideas about Sociological Theories.

**Course content/Syllabus:**

Module no.	No of lecture/Contact hour	Weightage (%)
<b>Module – I: Gendering Sociology</b>	04	10%
<b>Module-I: Conceptualizing Gender</b>	06	15%
<b>Module-II: Gender as a Social Construct</b>	12	30%
<b>Module-III: Gender Differences and Inequalities</b>	12	30%
<b>Module-IV: Gender Power and Resistance</b>	06	15%

**SYLLABUS OUTLINE:**

**Module-I Gendering Sociology (4L)**

1.1 Sociology as Malestream discipline.

**Module-I: Conceptualizing Gender. (6L)**

1.1 Basic Concepts: Gender, Sex, Sexuality, Patriarchy, Private, Public, Masculinity and Femininity

1.2 Sociology a Malestream Discipline

1.3 Feminism and Sociological Imagination

1.5. Types of Feminist Theories

**Module-II: Gender as a Social Construct (12 L)**

2.1. Sex Gender Debate, Gender Socialization, Gender Stereotyping, Gender Role and Identity.

2.2 Gender Stratification and Inequality, Patriarchy and Gender Discrimination.

2.3 Family and Household, Education and Gender Inequality, Media and Gender.

### **Module-III: Gender: Differences and Inequalities (12 L)**

3.1 Gender, Caste and Class

3.2 Gender Violence, laws and its Implications.

3.3 Gender and works challenges and potentials. The idea of Glass Ceiling.

3.4 Third Gender/Other Gender Challenges and Rights. Governments Policies and Laws.

### **Module-IV: Gender Power and Resistance (6 L)**

4.1. Power and Subordination

4.2. Resistance and Movements. (Indian Context)

*Pedagogy for Course Delivery: Hybrid Mode (Offline Class/Presentation/Video/MOODLE/NPTEL)*

*List of Professional Skill Development Activities (PSDA):NA*

*Continuous assessment: Quiz/assessment/presentation/problem solving etc.*

### **References/Reading List**

Abbott, Pamela, Claire Wallace and Melissa Tyler. 2005. An Introduction to Sociology: Feminist Perspectives. London: Routledge.

Bhasin, Kamala. 1993. What is Patriarchy? New Delhi: Kali for Women.

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- Sherry Ortner. 1974. "Is male to female as nature is to culture?" M.Z. Rosaldo and L. Lamphere (eds.) Women, culture and society.Stanford: Stanford University Press (pp. 67- 87).

### **PROGRAM OUTCOMES (PO)**

**PO 1:** Develop sociological knowledge and imagination that will enable to think critically and imaginatively about society.

**PO 2:** Analyze systematically the existing scholarship and expand critical questions and the knowledge base in the field of Sociology.

**PO3:** Channelize the interests and cultivate analytical skills in areas such as policy analysis, administration/management, communication and qualitative analysis of data and thereby laying the foundation for considering careers in human resource development and management, corporate social responsibilities, government service, development sector, public policy and research etc. after the completion of the graduate programme.

**PO 5:** Understand the importance of sociological knowledge in different socio-environmental contexts and demonstrate the knowledge of, and need for sustainable development.

**PO 4:** Promote values of rights and duties and apply these values to real life situations through social processes for promoting community welfare.

**PO 6:** Recognize the need for, and have the preparation and ability to engage in independent and lifelong learning and research in the broader context of the changing society

**COURSE OUTCOMES (CO's)**

1. Understanding Gender as Social Construct. Students will develop an understanding of gender as a socially constructed concept rather than biologically given. They will explore how society shapes and defines gender roles, expectations and identities.
2. Students will examine various forms of gender inequalities, such as gender gap, occupational segregation and gender-based violence. They will learn to critically analyse the social and cultural factors contributing to these gender-based inequalities.
3. Students will explore how gender intersects with other social categories, such as race, class, sexuality and ability. They will get an understanding of how multiple forms of oppression and privilege intersects and shape individuals; experiences.
4. Students will be introduced to various feminist theories and perspectives in Sociology. Students will examine social movements and activism related to gender equality and women’s rights. They will analyse strategies for social change and explore the role of activism in challenging gender norms and promoting equality.
5. Through readings, discussions and assignments, students will develop their critical thinking skills and learn to apply sociological theories and concepts to analyse and interpret real-world issues related to gender.
6. Students will learn research methods used in the study of gender and develop skills in analysing and interpreting empirical data. They may also have the opportunity to conduct their own research or engage in case studies related to gender.

**7. CO-PO Mapping**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	3	1	3	2	3
<b>CO2</b>	3	3	2	3	1	3
<b>CO3</b>	3	3	1	3	-	2
<b>CO4</b>	2	2	3	3	2	3
<b>CO5</b>	3	3	2	3	1	3
<b>CO6</b>	3	3	2	3	1	3
<b>Avg.</b>	2.83	2.66	2	3	1.2	2.83

Highly Correlated: **3**

Moderately Correlated: **2**

Slightly Correlated: **1**

### **PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

**PEO1:** Students will be able to understand concepts and principles of different disciplines of social sciences, humanities and languages and their inter-relationships.

**PEO2:** Students will have advanced theoretical as well as methodological knowledge of the discipline of sociology and application of the same to better comprehend the social realities.

**PEO3:** Students will be able to develop themselves professionally by continuous life-long learning through research and innovations, while benefitting the society at the same time.

**PEO4:** Students will have enhanced skills and capabilities to serve professionally while engaging with a state institution, industry, corporate, academic research organization, non-governmental organizations or by contributing through entrepreneurship.

**PEO5:** Students will be able to work as independent, critically discerning and creative participant in the workplace, community and personal life.

**PEO6:** Students will be able to demonstrate their leadership qualities, appropriate skills and ethical values in diverse cultures, nationalities and fields while engaging with interdisciplinary teams.

### **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

8. **PSO 1: Academic Competence** – Understand and apply fundamental concepts and theories in Sociology, in areas of research, work and everyday life. Demonstrate an understanding of the relationship between various social phenomena.
9. **PSO2: Research aptitude**- The students will acquire knowledge and understanding in their specific field of study as per their research interest as well as develop interest into current research and development work. Integrate theoretical understanding and research skills for the analysis of social problems and develop social policies.
10. **PSO 3: Entrepreneurial and social competence** - Employ skills in specific areas related to Sociology such as urban sociology, developmental sociology, public policy. Awareness of ethical issues: Emphasizing on academic and research ethics, academic and empathetic understanding of issues pertaining to vulnerable sections of Indian society.

11. **PSO 4: Lifelong learning**-The program provides in-depth knowledge of particular subject and arouses interest of the students and also develops the ability to implement their learning into real life practices.
12. **PSO5: Inter-disciplinary outlook**- The program will encourage the study look at any social situation from an intersectional perspective.
13. **PSO 6: Professional ability**- The program aims to develop the ability among students to compete in all professional fields.

Name of the department: **SOCIOLOGY**

Academic year: **2023-24**

Programme: **M.A SOCIOLOGY**

Programme code: **2180021102C**

Name	Code	level	Duration (yr/Sem)	Cumulative credit
<b>CRIME DEVIANCE AND HARM</b>	2180021102C	<b>PG</b>	<b>4 Year/2 Sems</b>	<b>40</b>

**Semester-II**

**Course title: Crime Deviance and Harm**

Type	Code	Credit	Credit division						Total no of lecture
			L	T	P	SW	FW	No. of PSDA	
Theory	2180021102	4	3	1	0	0	0	0	40

*SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)*

Total contact hour	Contact hour/week
40	4

**Component: Theory/Practical/Mid-Term Assessment/ End Semester Assessment**

### **THEORY**

#### ***Learning objectives:***

The study of crime and deviance is the study of the intersection between institutions, social groups, and individuals and by looking at crime and deviance means exploring the boundaries of acceptability within societies. It means seeking to understand normalcy and how society can influence or constrain people to live within or outside of socially constructed boundaries. This course introduces key theories and concepts in the sociological study of crime and deviance and harm. The course will examine how attributes or behaviours are defined as deviant, the social responses and consequences of doing so, and the role of inequality, institutions, lifestyles, culture, and identities in these processes. Rather than providing with hard facts about crime and deviance and harm only, the course will develop analytic tools that will equip to

dissect, understand, and explain crime-related issues from a sociological perspective. The Course demonstrates how social harm relates to social and economic inequalities that are the heart of the liberal state. Crime forms only a small and often insignificant amount of the harm experienced by people. While custom and tradition play an important role in the perpetuation of some types of harm, many forms of harm are rooted in the inequalities and social divisions systematically produced in - and by contemporary states which raise a number of theoretical and methodological issues associated with a social harm approach

**Prerequisite:** The students should have basic knowledge about key concepts in Sociology and some basic ideas about Sociological Theories.

**Course content/Syllabus:**

Module no.	No of lecture/Contact hour	Weightage (%)
<b>Module-I: Conceptualizing Crime</b>	06	15%
<b>Module-II: Theories on Crime and Deviance</b>	16	40%
<b>Module-III: Crime and Everyday Life</b>	12	30%
<b>Module-IV: Cyber Crimes</b>	06	15%

**SYLLABUS OUTLINE:**

**Module-I: Conceptualizing Crime. (06L)**

1.1 Basic Concepts: Crime, Criminology, Deviance and Harm

1.2 Origin and Development of Criminology

**Module-II: Theories on Crime and Deviance (16L)**

2.1. Brief overview of classical and positivist schools of crime- Cesare Beccaria; Bentham; Lombroso; Ferri; Garofalo

2.2 Social control and neutralization: Hirschi; Reiss; Nye-Reckless; Skyes and Matza

2.3 From crime to deviance; labelling perspective; deviance as a social status; deviance as a self-concept; primary and secondary deviance; Lemert; Becker; Schur; labelling and social stigma; Goffman-mortification of self

2.4. Conflict school: Marx; Bonger; Vold; conflict and crime, Turk; Wuinner; political economy of crime; Taylor-crime and left realism; Young



- 2.5 Social control and neutralization: Hirschi; Reiss; Nye-Reckless; Skyes and Matza
- 2.6 Victimology: definition of crime and notion of victim; from victim to agency- Walklate; Fattah; Madriz; Kelly; Stanko
- 2.7 Sexualities, power and harm; Michael Foucault- Surveillance; crime and deviance- limits to visibility; risk and new surveillance; globalization and surveillance the surveillant assemblage

### **Module-III: Crime and Everyday Life (12 L)**

- 3.1 Crimes Against Children, Elderly and Women, Crime on and by Youth
- 3.2 Policies and Implications
- 3.3 White Collar Crime

### **Module-IV: Cyber Crime (6 L)**

- 4.1. Crimes in Cyber Space: Hacking, Cyber Bullying, Cyber Theft.
- 4.2. Surveillance and its Limitations
- 4.3 Gendering the Cyber Space

*Pedagogy for Course Delivery: Hybrid Mode (Offline Class/Presentation/Video/MOODLE/NPTEL)*

*List of Professional Skill Development Activities (PSDA):NA*

*Continuous assessment: Quiz/assessment/presentation/problem solving etc.*

*Continuous assessment: Quiz/assessment/presentation/problem solving etc.*

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### **PROGRAM OUTCOME (PO)**

**PO: 1** Provide a platform for higher level critical learning and research.

**PO: 2** Identify and apply Sociological concepts and theories to understand social phenomena.

**PO: 3** The course intends to develop among the students’ observational powers and develop good communication skills

**PO: 4** The course intends to build about basic Ethical and Social Responsibility, by analyzing social problems and developing a critical eye in policing making.

**PO: 5** The course intends to encourage students to use sociological knowledge to inform policy debates and promote public understanding.

**PO: 6** Students will have the opportunity to join professional careers in Sociology and allied fields.

**COURSE OUTCOME (CO)**

**CO: 1** The course helps the students to gain an understanding of sociological approach to studying crime, deviance and harm. The students learn to analyze these phenomena through a sociological lens, considering social structures, institutions and cultural factors.

**CO: 2** Students will learn to explore the causes and consequences of crime with the help of sociological theories on crime, deviance and harm.

**CO: 3** Students will critically analyse various methods of social control employed by society to manage crime, deviance and harm.

**CO: 4** The course helps the students to explore how definition and crime and deviance are socially constructed and vary across time and culture.

**CO: 5** Students will learn about different approaches to preventing and addressing crime and deviance. This will involve studying community-based initiatives, restorative justice programs and alternative forms of punishment

**CO: 6** The course will encourage students to reflect on ethical issues related to crime, deviance, and harm. They may explore questions such as the role of social justice, human rights and moral responsibility in addressing these issues.

**CO-PO Mapping**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	2	2	3	1	3
<b>CO2</b>	3	3	2	3	1	3
<b>CO3</b>	3	3	1	3	-	2
<b>CO4</b>	2	2	3	3	2	3
<b>CO5</b>	3	3	2	3	1	3
<b>CO6</b>	3	3	2	3	1	3
<b>Avg.</b>	2.83	2.66	2	3	1.2	2.83

Highly Correlated: **3**

Moderately Correlated: **2**

Slightly Correlated: **1**

### **PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

**PEO1:** Graduates will be able to understand concepts and principles of different disciplines of social sciences, humanities and languages and their inter-relationships.

**PEO2:** Graduates will have advanced theoretical as well as methodological knowledge of the discipline of sociology and application of the same to better comprehend the social realities.

**PEO3:** Graduates will be able to develop themselves professionally by continuous life-long learning through research and innovations, while benefitting the society at the same time.

**PEO4:** Graduates will have enhanced skills and capabilities to serve professionally while engaging with a state institution, industry, corporate, academic research organization, non-governmental organizations or by contributing through entrepreneurship.

**PEO5:** Graduates will be able to work as independent, critically discerning and creative participant in the workplace, community and personal life.

**PEO6:** Graduates will be able to demonstrate their leadership qualities, appropriate skills and ethical values in diverse cultures, nationalities and fields while engaging with interdisciplinary teams.

### **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

**PSO 1:** Academic Competence – Understand and apply fundamental concepts and theories in Sociology, in areas of research, work and everyday life. Demonstrate an understanding of the relationship between various social phenomena.

**PSO2: Research aptitude-** The students will acquire knowledge and understanding in their specific field of study as per their research interest as well as develop interest into current research and development work. Integrate theoretical understanding and research skills for the analysis of social problems and develop social policies.

**PSO 3: Entrepreneurial and social competence** - Employ skills in specific areas related to Sociology such as urban sociology, developmental sociology, public policy. Awareness of

ethical issues: Emphasizing on academic and research ethics, academic and empathetic understanding of issues pertaining to vulnerable sections of Indian society.

**PSO 4: Lifelong learning-**The program provides in-depth knowledge of particular subject and arouses interest of the students and also develops the ability to implement their learning into real life practices.

**PSO5: Inter-disciplinary outlook-** The program will encourage the study look at any social situation from an intersectional perspective.

**PSO 6: Professional ability-** The program aims to develop the ability among students to compete in all professional fields.

**Name of the department: SOCIOLOGY**

**Academic year: 2023-2024**

**Programme: M.A IN SOCIOLOGY**

**Programme code: 002**

Name	Code	level	Duration (yr/Sem)	Cumulative credit
<b>SOCIOLOGY OF HEALTH ILLNESS AND SOCIETY</b>	<b>2180021102A</b>	<b>PG</b>	<b>2 Years/4 semesters</b>	<b>60</b>

**Semester- II DSE**

**Course title: HEALTH, ILLNESS AND SOCIETY**

Type	Code	Credit	Credit division						Total no of lecture
			L	T	P	SW	FW	No. of PSDA	
Theory	2180021102A	6	5	1	0	0	0	0	60

*SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)*

Total contact hour	Contact hour/week
60	6

**Component: Theory/Practical/Mid-Term Assessment/ End Semester Assessment**

### **THEORY**

**Learning objectives:** On completion of the course, student will be able to make students understand the importance of the institution of health through various sociological perspectives and understand its intersectionality with other institutions of our society like caste, gender etc. To understand the condition of health in India and the role of state machinery and sensitize the students about issues related to health and the sociology of body and lastly to Understand the basic concepts of aging and the problems related to it

**Prerequisite:** Before learning the concepts of sociology health, medicine and society, you should have a basic knowledge and prior understanding of the importance of the institution of health through various sociological perspectives and its **intersectionality** with other institutions of our society like caste, gender etc.

### Course content/Syllabus:

Module no.	No of lecture/Contact hour	Weightage (%)
<b>Module-I: Introduction</b>	10	20%
<b>Module-II: Theoretical perspectives on health and medicine within sociology</b>	10	20%
<b>Module-III: The sociology of health in India</b>	10	20%
<b>Module-IV: Health and Development</b>	10	20%
<b>Module- V: Community health</b>	10	20%
<b>Module-VI: Gender, disability, and aging in India</b>	10	20%

### *SYLLABUS OUTLINE:*

#### **Module-I: Introduction [10L]**

- 1.1 Basic concepts of health, medicine, illness, sickness, disease, and society
- 1.2 The art and science of healing
- 1.3 Sociology of body

#### **Module-II: Theoretical perspectives on health and medicine within sociology [10L]**

- 2.1 Functionalist
- 2.2 Conflict
- 2.3 Interactionist
- 2.4 Postmodern
- 2.5 Feminist
- 2.6 Subaltern
- 2.7 Postmodernity - Epidemiology and Neo-Liberalism

#### **Module-III: The sociology of health in India [10L]**

- 3.1 Historical Development of health services system and medical sociology in India
- 3.2 Healing in ancient India
- 3.3 Health system in rural India and regional disparity
- 3.4 Public health system in India
- 3.5 AYUSH and sociology of Ayurveda
- 3.6 Sociology of subaltern therapeutics
- 3.7 Medical tourism in India

#### **Module-IV: Health and Development [10L]**

- 4.1 National Health Policies
- 4.2 Population control and neo liberalism
- 4.3 New reproductive technologies
- 4.4 National drug policy
- 4.5 Health and consumer culture

#### **Module-V- Community health [10L]**

- 5.1 Concepts
- 5.2 problems in India - health, longevity, and illness Attitudes, beliefs, practices, and responses related to disease and health—seeking behaviour
- 5.3 Health and Illness and Occupational and Environmental Hazards

#### **Module-VI: Gender, disability, and aging in India [10L]**

- 6.1 Reproductive health
- 6.2 Gender health budgeting
- 6.3 Medical sociology through feminist lens
- 6.4 Disability in India
- 6.5 Problems of ageing in health
- 6.6 Sociology of aging

*Pedagogy for Course Delivery: Hybrid Mode (Offline Class/Presentation/Video/MOODLE/NPTEL)*

*List of Professional Skill Development Activities (PSDA):NA*

*Continuous assessment: Quiz/assessment/presentation/problem solving etc.*

*Continuous assessment: Quiz/assessment/presentation/problem solving etc.*



## References/Reading List

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### **PROGRAM OUTCOMES (PO)**

**Sociology Masters' student will be able to:**

**PO: 1** Provide a platform for higher level critical learning and research.

**PO: 2** Identify and apply Sociological concepts and theories to understand social phenomena.

**PO: 3** The course intends to develop among the students' observational powers and develop good communication skills

**PO: 4** The course intends to build about basic Ethical and Social Responsibility, by analyzing social problems and developing a critical eye in policing making.

**PO: 5** The course intends to encourage students to use sociological knowledge to inform policy debates and promote public understanding.

**PO: 6** Students will have the opportunity to join professional careers in Sociology and allied fields.

### **COURSE OUTCOMES (CO)**

**On completion of this course, the students will be able to -**

CO1. Analyze the institution of health through sociological lenses and various perspectives.

CO2. Describe the historicity of health, medicine and sickness in South Asian context.

CO3. Describe the alternate methods of healing and the archeology of knowledge related to it.

CO4. Analyze the condition of health system in India with respect to communities, gender, caste, and disability.

CO5. Analyze the changes taking place in the institution of health due to various global forces along with the advent of new technologies.

CO6. Understanding from sociological per-se the issues of contemporary society and become research enthusiast.

### **CO-PO Mapping**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	2	3	3	3	3	1
<b>CO2</b>	1	3	2	2	2	1
<b>CO3</b>	2	3	1	1	1	1
<b>CO4</b>	2	3	3	1	3	1
<b>CO5</b>	1	1	3	3	1	3
<b>CO6</b>	2	1	1	2	2	3
<b>Avg</b>	1.66	2.33	2.16	2	2	1.66

Highly Correlated: **3**

Moderately Correlated: **2**

Slightly Correlated: **1**

### **PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

**PEO1:** Students will be able to understand concepts and principles of different disciplines of social sciences, humanities and languages and their inter-relationships.

**PEO2:** Students will have advanced theoretical as well as methodological knowledge of the discipline of sociology and application of the same to better comprehend the social realities.

**PEO3:** Students will be able to develop themselves professionally by continuous life-long learning through research and innovations, while benefitting the society at the same time.

**PEO4:** Students will have enhanced skills and capabilities to serve professionally while engaging with a state institution, industry, corporate, academic research organization, non-governmental organizations or by contributing through entrepreneurship.

**PEO5:** Students will be able to work as independent, critically discerning and creative participant in the workplace, community and personal life.

**PEO6:** Students will be able to demonstrate their leadership qualities, appropriate skills and ethical values in diverse cultures, nationalities and fields while engaging with interdisciplinary teams.

### **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

**PSO 1: Academic Competence** – Understand and apply fundamental concepts and theories in Sociology, in areas of research, work and everyday life. Demonstrate an understanding of the relationship between various social phenomena.

**PSO2: Research aptitude**- The students will acquire knowledge and understanding in their specific field of study as per their research interest as well as develop interest into current research and development work. Integrate theoretical understanding and research skills for the analysis of social problems and develop social policies.

**PSO 3: Entrepreneurial and social competence** - Employ skills in specific areas related to Sociology such as urban sociology, developmental sociology, public policy. Awareness of ethical issues: Emphasizing on academic and research ethics, academic and empathetic understanding of issues pertaining to vulnerable sections of Indian society.

**PSO 4: Lifelong learning**-The program provides in-depth knowledge of particular subject and arouses interest of the students and also develops the ability to implement their learning into real life practices.

**PSO5: Inter-disciplinary outlook**- The program will encourage the study look at any social situation from an intersectional perspective.

**PSO 6: Professional ability**- The program aims to develop the ability among students to compete in all professional fields.

Name of the department: **SOCIOLOGY**

Academic year: 2023-24

Programme: **M.A SOCIOLOGY**

Programme code: 2180021102C

Name	Code	level	Duration (yr/Sem)	Cumulative credit
<b>SOCIAL STRATIFICATION</b>	2180021102C	<b>PG</b>	<b>2 Year/4 Sems</b>	<b>40</b>

Semester-II

Course title: **Social Stratification, Inequalities and Hierarchies.**

Type	Code	Credit	Credit division						Total no of lecture
			L	T	P	SW	FW	No. of PSDA	
Theory		4	3	1	0	0	0	0	40

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
40	4

Component: Theory/Practical/Mid-Term Assessment/ End Semester Assessment

## **THEORY**

**Learning objectives:** Social stratification is one of the primary areas of research in sociology. It refers to the divisions or hierarchy of layers in society with regard to people's access to economic and other 'goods. An individual's standing in society is contingent on historical legacies and contemporary conditions. On this basis, ranking, caste, class, ethnicity, race and disabilities and any other distinctions are forms of social organisation used consciously or inadvertently in the share of societal resources through social networks. This course aims to introduce students to the major theories and forms of social stratification and inequality. We will engage with empirical research on different dimensions of stratification and inequalities. Intersecting inequalities and mechanisms of reproduction of inequality will be discussed. While

the focus will be on India, relevant research including empirical studies from outside the country will be discussed to contextualise the Indian case. Instructors should make a considered choice among readings if necessary.

**Prerequisite:** The students should have basic knowledge about key concepts in Sociology and some basic ideas about Sociological Theories.

**Course content/Syllabus:**

Module no.	No of lecture/Contact hour	Weightage (%)
<b>Module-I: Introducing to Social Stratification</b>	10	25%
<b>Module-II: Theories of Social Stratification</b>	14	35%
<b>Module-III: Forms of Inequalities and Questions of Identity</b>	10	25%
<b>Module-IV: Mobility and Reproduction</b>	06	15%

***SYLLABUS OUTLINE:***

**Module-I: Introducing Social Stratification. (10 L)**

1.1 Defining Social Stratification. Basic Concepts: Inequality, differentiation, hierarchy, exclusion and social mobility. Natural and Social Inequalities.

1.2 Characteristics of Social Stratification

1.3 Forms of Social Stratification: Slavery, Estate, Caste, Class, Gender, Race and Ethnicity

**Module-II: Theories of Social Stratification. (14L)**

2.1. Functionalist Theories of Social Stratification

2.2 Marx and Unequal Economic Capacities

2.3 Weberian Perspective on Social Stratification

2.4 Vilfredo Pareto: Elite Theory

**Module-III: Forms of Inequities and the Questions of Identity (10L)**

3.1 Caste, Race and Ethnicity

3.2 Feminism and Gendered Stratification

3.3 Disability and Social Stratification

**Module-IV: Mobility and Reproduction (6L)**

4.1 Meaning, Forms and Nature

4.2 Institutionalised Practices.

*Pedagogy for Course Delivery: Hybrid Mode (Offline Class/Presentation/Video/MOODLE/NPTEL)*

*List of Professional Skill Development Activities (PSDA):NA*

*Continuous assessment: Quiz/assessment/presentation/problem solving etc.*

### **References/Reading List**

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Sharma, Ursula. 1999. Caste. Buckingham: Open University Press.

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Winant, Howard and Michael Omi. 2010. 'Racial and Ethnic Formation' in Newman, David and Judy O'Brien ed Sociology: Exploring the Architecture of Everyday Life. New York: Pine Forge Press. pp: 261-267.

Worsley, Peter. Introducing Sociology. 2nd ed. Harmondsworth: Penguin Books, 1970. Chapter 8, Social Stratification: Class, Status and Power, pp. 395 – 408

### **PROGRAM OUTCOMES (PO)**

**PO 1:** Develop sociological knowledge and imagination that will enable to think critically and imaginatively about society.

**PO 2:** Analyze systematically the existing scholarship and expand critical questions and the knowledge base in the field of Sociology.

**PO3:** Channelize the interests and cultivate analytical skills in areas such as policy analysis, administration/management, communication and qualitative analysis of data and thereby laying the foundation for considering careers in human resource development and management, corporate social responsibilities, government service, development sector, public policy and research etc. after the completion of the graduate programme.

**PO 5:** Understand the importance of sociological knowledge in different socio-environmental contexts and demonstrate the knowledge of, and need for sustainable development.

**PO 4:** Promote values of rights and duties and apply these values to real life situations through social processes for promoting community welfare.

**PO 6:** Recognize the need for, and have the preparation and ability to engage in independent and lifelong learning and research in the broader context of the changing society

### **Course learning outcome: (CO)**

**CO: 1** The students will be able to debunk the social reality and critically analyse various dimensions of the social inequalities and stratification system

**CO: 2** The students will be able to correlate theories with social reality

**CO: 3** They will be able to analyse the inequalities and global challenges and will develop the abilities to create policies

**CO: 4** They will also be able to critically look at the Indian realities on social stratification and contextualize in the global context

**CO: 5** They will be developing a newer outlook to look at social stratification and social inequality as a social issue.

**CO 6:** They will be able to comprehend the problems of inequities and will be able to develop the ability to create policies, for the combat these issues.

### **CO-PO Mapping**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	3	2	2	1	3
<b>CO2</b>	3	3	2	3	1	3
<b>CO3</b>	3	3	2	2	1	3
<b>CO4</b>	3	3	2	2	1	3
<b>CO5</b>	3	3	2	2	1	3
<b>CO6</b>	3	3	3	2	2	3
<b>Avg.</b>	3	3	2.16	2.16	1.16	3

Highly Correlated: **3**

Moderately Correlated: **2**

Slightly Correlated: **1**

### **PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

**PEO1:** Graduates will be able to understand concepts and principles of different disciplines of social sciences, humanities and languages and their inter-relationships.

**PEO2:** Graduates will have advanced theoretical as well as methodological knowledge of the discipline of sociology and application of the same to better comprehend the social realities.

**PEO3:** Graduates will be able to develop themselves professionally by continuous life-long learning through research and innovations, while benefitting the society at the same time.

**PEO4:** Graduates will have enhanced skills and capabilities to serve professionally while engaging with a state institution, industry, corporate, academic research organization, non-governmental organizations or by contributing through entrepreneurship.

**PEO5:** Graduates will be able to work as independent, critically discerning and creative participant in the workplace, community and personal life.

**PEO6:** Graduates will be able to demonstrate their leadership qualities, appropriate skills and ethical values in diverse cultures, nationalities and fields while engaging with interdisciplinary teams.

## **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

**PSO 1: Academic Competence** – Understand and apply fundamental concepts and theories in Sociology, in areas of research, work and everyday life. Demonstrate an understanding of the relationship between various social phenomena.

**PSO2: Research aptitude-** The students will acquire knowledge and understanding in their specific field of study as per their research interest as well as develop interest into current research and development work. Integrate theoretical understanding and research skills for the analysis of social problems and develop social policies.

**PSO 3: Entrepreneurial and social competence** - Employ skills in specific areas related to Sociology such as urban sociology, developmental sociology, public policy. Awareness of ethical issues: Emphasizing on academic and research ethics, academic and empathetic understanding of issues pertaining to vulnerable sections of Indian society.

**PSO 4: Lifelong learning-**The program provides in-depth knowledge of particular subject and arouses interest of the students and also develops the ability to implement their learning into real life practices.

**PSO5: Inter-disciplinary outlook-** The program will encourage the study look at any social situation from an intersectional perspective.

**PSO 6: Professional ability-** The program aims to develop the ability among students to compete in all professional fields.

**Name of the Department: Sociology**

**Academic year: 2023-2024**

**Programme: M.A. Sociology**

**Programme code: 002**

Name	Code	level	Duration (yr/Sem)	Cumulative credit
<b>INDIAN SOCIETY-II</b>	1180022109	<b>PG</b>	<b>2Year / 4 Semester</b>	<b>4</b>

**Semester- III**

**Course title: Indian Society-II**

Type	Code	Credit	Credit division						Total no. of lecture
			L	T	P	SW	FW	No. of PSDA	
Theory	1180022109	4	3	1	0	0	0	0	40

*SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)*

Total contact hour	Contact hour/week
40	4

**Component: Theory/Practical/Mid-Term Assessment/ End Semester Assessment**

**THEORY**

*Learning objectives: The multi-ethnic character and diversity of the social fabric of India has attracted the attention of social scientists in general and Sociologists and Social Anthropologists in particular. However, the theoretical and methodological approaches to the study of culture, civilization and the social organization of Indian Society have been conditioned by the ideological and epistemological background of the scholars, who predominantly followed Colonial knowledge pattern enabled by Colonial conquest. Building on the understanding gained in the previous paper (i.e. Indian Society: I), this paper attempts to understand how sociologists have grappled with social Developments in India and have tried to contribute to sociological*

knowledge. The proposed course is an attempt to introduce the themes and perspectives of Indian Society to the student who are interested in understanding the contemporary Indian Society. The course primarily focuses on the theoretical approaches, concepts, institutions and organization of Indian Society by analysing the corresponding link between the text and context of the diverse social organizations in existence in contemporary India. The course on Sociology of Contemporary India seeks to appraise the students of the ways in which the structuring concepts of the discipline find new meaning in changed contexts. Notwithstanding the importance of existing literature, the course focuses on social institutions like caste and class, on social categories like rural and urban and their changing dynamics in a neoliberal India. While retaining the originary focus of the discipline on the impact of social inequality on marginal groups, the course also seeks to attend to new debates on law, democracy and question of citizenship of other neglected identities in the Indian contexts.

**Prerequisite:** The students should have basic understanding of the key concepts of sociology and sociological theories.

#### Course content/Syllabus:

Module no. & Name	No of lecture/Contact hour	Weightage (%)
<b>Module-1: Historical context and emergence of Modern India</b>	10	25%
<b>Module-2: Agrarian Issues in Contemporary India</b>	10	25%
<b>Module-3: Social Inequalities and the Well-being of Social Groups</b>	8	20%
<b>Module-4: Law, Democracy and Citizenship</b>	6	15%
<b>Module-5: Urban India: Space, Consumption and the City</b>	6	15%

#### **SYLLABUS OUTLINE:**

#### **Module- 1: Historical context and emergence of Modern India (10L)**

- 1.1 British rule and its impact
- 1.2 Freedom Movement and the emergence of the Indian Nation
- 1.3 Pluralism and Nation-building in India

1.4 Nationalism

**Module-2: Agrarian Issues in Contemporary India (10L)**

2.1 Rural Social Changes in the post independence period: A Synoptic View

2.3 Farmer Suicides

2.4 Land Grabs and Dispossession in Neo Liberal India

**Module-3: Social Inequalities and the Well-being of Social Groups (8L)**

3.1 Adivasis

3.3 Dalits

3.3 Muslims

**Module-4: Law, Democracy and Citizenship (6L)**

4.1 Sexual Citizenship

4.2 Religious Citizenship

4.3 Experiencing Class

4.4 Middle classes

4.5 Working/Labouring Classes

**Module-5: Urban India: Space, Consumption and the City (6L)**

5.1 Urban Infrastructure and Inequalities

5.2 Cultures of Consumption

***Pedagogy for Course Delivery: Hybrid Mode (Offline Class/Presentation/Video/MOODLE/NPTEL)***

***List of Professional Skill Development Activities (PSDA): NA***

***Continuous assessment: Quiz/assessment/presentation/problem solving etc.***

## Readings/Reference Lists

- Bhadra, B.K. (1986), *The Mode of Production, Social Classes and the State in India*, Jaipur: Rawat.
- Chandra, (1999), *Essay on Colonialism*, Hyderabad: Orient Longman, Chapters 1-3.
- Chandra, Bipin (1984), *Communalism in Modern India*, New Delhi: Vikas Publishing House, Chapters 1-4 and 6.
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- Guha, Ranajit, ed. (1992) *Subaltern studies*. Delhi: Oxford University Press.
- Gupta, Dipankar (2002), "Limits of Tolerance-Prospects of Secularism in India after Gujarat", *Economic and Political Weekly*, 37 (46), pp. 4615-4620.
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- Jefferlot, Christophe (2000) The Rise of the Other Backward Classes in the Hindi Belt, *The Journal of Asian Studies*, 59 (1), pp.86-108.
- Kaviraj, Sudipto (2010), *The Imaginary Institution of India: Politics and Ideas*, New York: Columbia University Press.
- Kothari, Rajni (2002), "Culture of Communalism in Gujarat", *Economic and Political Weekly*, 37 (48), pp. 4823-4825.
- Kumar, Dharma (1992), "The Affirmative Action Debate in India", *Asian Survey*, 32(3), pp. 290-302.
- Madan, T.N (July 1993), "Whither Indian Secularism", *Modern Asian Studies*, 27 (3), pp.667-697.
- Menon, Nivedita (2000), "Elusive Woman: Feminism and Women's Reservation Bill", *Economic and Political Weekly*, 35 (43-44), pp. 3835-3844.

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### **PROGRAMME OUTCOMES (PO)**

**PO:1** Provide a platform for higher level critical learning and research.

**PO:2** Identify and apply Sociological concepts and theories to understand social phenomena.

**PO:3** The course intends to develop among the students' observational powers and develop good communication skills.

**PO: 4** The course intends to build about basic Ethical and Social Responsibility, by analyzing social problems and developing a critical eye in policing making.

**PO: 5**The course intends to encourage students to use sociological knowledge to inform policy debates and promote public understanding.

**PO: 6** Students will have the opportunity to join professional careers in Sociology and allied fields.

### **COURSE LEARNING OUTCOME (CO)**

**CO1:** To understand the role of contemporary social movements in shaping the Indian society

**CO2:** To analyze the role of colonialism, democracy, nation building and globalization in shaping contemporary, society in India



**CO3:** To examine the Indian society and traditions with respect to continuity and change in them

**CO4:** To decolonize our knowledge and understanding of Indian society maintaining a logical distinction between science and ideology

**CO5:** To analyze the various forms of existing inequalities, disadvantages and transformations in the Indian society

**CO6:** To understand the variety of ideas and debates about India

### **CO-PO Mapping**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	3	2	2	2	3
<b>CO2</b>	3	3	1	3	3	3
<b>CO3</b>	3	3	1	3	3	3
<b>CO4</b>	3	3	2	3	3	3
<b>CO5</b>	3	3	1	2	3	3
<b>CO6</b>	3	3	1	3	2	3
<b>Avg.</b>	3	3	1.33	2.66	2.66	3

Highly Correlated: **3**

Moderately Correlated: **2**

Slightly Correlated: **1**

### **PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

**PEO1:** Students will be able to understand concepts and principles of different disciplines of social sciences, humanities and languages and their inter-relationships.

**PEO2:** Students will have advanced theoretical as well as methodological knowledge of the discipline of sociology and application of the same to better comprehend the social realities.

**PEO3:** Students will be able to develop themselves professionally by continuous life-long learning through research and innovations, while benefitting the society at the same time.

**PEO4:** Students will have enhanced skills and capabilities to serve professionally while engaging with a state institution, industry, corporate, academic research organization, non-governmental organizations or by contributing through entrepreneurship.

**PEO5:** Students will be able to work as independent, critically discerning and creative participant in the workplace, community and personal life.

**PEO6:** Students will be able to demonstrate their leadership qualities, appropriate skills and ethical values in diverse cultures, nationalities and fields while engaging with interdisciplinary teams.

### **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

**PSO 1: Academic Competence** – Understand and apply fundamental concepts and theories in Sociology, in areas of research, work and everyday life. Demonstrate an understanding of the relationship between various social phenomena.

**PSO2: Research aptitude-** The students will acquire knowledge and understanding in their specific field of study as per their research interest as well as develop interest into current research and development work. Integrate theoretical understanding and research skills for the analysis of social problems and develop social policies.

**PS0 3: Entrepreneurial and social competence** - Employ skills in specific areas related to Sociology such as urban sociology, developmental sociology, public policy. Awareness of ethical issues: Emphasizing on academic and research ethics, academic and empathetic understanding of issues pertaining to vulnerable sections of Indian society.

**PS0 4: Lifelong learning**-The program provides in-depth knowledge of particular subject and arouses interest of the students and also develops the ability to implement their learning into real life practices.

**PSO5: Inter-disciplinary outlook**- The program will encourage the study look at any social situation from an intersectional perspective.

**PSO 6: Professional ability**- The program aims to develop the ability among students to compete in all professional fields.

Name of the department: **SOCIOLOGY**

Academic year: 2023-24

Programme: **M.A SOCIOLOGY**

Programme code: 1180022112

Name	Code	level	Duration (yr/Sem)	Cumulative credit
<b>SCIENCE TECHNOLOGY AND SOCIETY</b>	<b>1180022112</b>	<b>PG</b>	<b>2 Year/ 2 Sem</b>	<b>40</b>

**Semester-III**

**Course title: Science Technology and Society**

Type	Code	Credit	Credit division						Total no of lecture
			L	T	P	SW	FW	No. of PSDA	
PC		4	3	1	0	0	0	0	40

*SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)*

Total contact hour	Contact hour/week
40	4

**Component: Theory/Practical/Mid-Term Assessment/ End Semester Assessment**

### **THEORY**

#### ***Learning objectives:***

Human civilization has clarified and crystallized its practices over the last five thousand years into a sophisticated science and technology system that in a way summarized the techniques and the reasoning accumulated over a million years of anthropological evolution. Today, society, science and technology are a triple helix with three strains of culture, cognition and material conjugation operating in synchronization. The basic questions of STS today are centred on two problematics: How did science and technology evolve as conscious human; and how do they relate to the larger civilizational questions within industrial-capitalist mode of production? The STS perspective has become of critical importance in understanding a host of public issues such as private property ownership, power and democracy, environment,

medicine, education, and military. In an era of Anthropocene, STS may designate itself as a critical tool to understand the present and future formation of human society. The rise of STS as a teaching field reflects a dawning recognition that specialization in today's research universities does not fully prepare future citizens to respond knowledgeably and reflectively to the most important challenges of the contemporary world. Increasingly, the dilemmas that confront people, whether in government, industry, politics or daily life, cut across the conventional lines of academic training and thought. STS seeks to overcome the divisions, particularly between the two cultures of humanities (interpretive inquiry) and natural sciences (rational analysis).

**Prerequisite:** The students should have basic knowledge about key concepts in Sociology and some basic ideas about Sociological Theories.

**Course content/Syllabus:**

Module no.	No of lecture/Contact hour	Weightage (%)
<b>Module-I: Scientific Revolutions and Development of Science Society Studies.</b>	06	15%
<b>Module-II: Theorizing Science Technology and Society</b>	16	40%
<b>Module-III: Technology and Everyday Life</b>	12	30%
<b>Module-IV: Technology and Crime</b>	06	15%

***SYLLABUS OUTLINE:***

**Module-I: Scientific Revolutions and Development of Science Society Studies (06L)**

- 1.1 History of science and technology -a global but brief overview S&T dynamics – Renaissance and S&T Revolution in Europe
- 1.2 The anticipation, expectancy and outcome of S&T in capitalist military industrial complex since 18th century, Homo faber to homo technicus from techno-science to scientific technology

**Module-II: Theorizing Science Technology and Society (16L)**

- 2.1. The Structure of Scientific Revolution: Thomas Kuhn
- 2.2 Mertonian norms and Scientific ethos.
- 2.3 Action Network Theory (ANT) Bruno Latour and Michel Callon

2.4. Manuel Castells: Networked Society

2.5 Daniel Bell: Coming of the Post-Industrial Society

**Module-III: Technology and Everyday Life (12 L)**

3.1 Gender and Technology

3.2 State and Technology

3.3 Technology and Market

3.4 Online Relationships and changing intimacy

3.5 Digital Divide

3.6 Game Society

**Module-IV: Technology and Crime (6 L)**

4.1. Hacking and Ethical Hacking

4.2. Cyber Crimes: cyber bullying, cyber stalking, cyber pornography, cyber frauds.

4.3 Gendering the Cyber Space

**References/Reading List**

Bell Daniel. 1973. 'The Coming of Post-Industrial Society: A Venture in Social Forecasting', New York: Basic Books

Bruno Latour, 2005. *Reassembling the Social: An Introduction to Actor-Network Theory* Oxford University Press. NewYork.

Castells Manuel. 1996. 'The Rise of the Network Society', Vol. 1 of The Information Age: Economy, Society, Culture, Oxford: Blackwell.

Duff. A.S. 1998. *Daniel Bells Theory of the Information Society*, Napier University. UK.

David J. Hess, 1997. *Science Studies: An Advanced Introduction*. New York University Press, 1997. NewYork.

K. Davis, "The sociology of prostitution," pp. 9-22 (T&L) -P.A. Adler & P. Adler, "Cyber communities of self-injury," pp. 401-408 (A&A)

Kuhn, Thomas. 2012. *The Structure of Scientific Revolution*. Chicago Press, Chicago.

Mario Biagioli, ed. 1999. *The Science Studies Reader*, Routledge, India.

Sheila Jasanoff, Gerald Markle, James Petersen and Trevor Pinch, eds., 1995. *Handbook of Science and Technology Studies*. Sage Publications. London.

Sergio Sismondo, 2004. *An Introduction to Science and Technology Studies*, Blackwell.

Webster Frank. 2010. 'Theories of the Information Society'. Third Edition. Routledge, London.

Wiebe Bijker, Thomas P. Hughes, and Trevor Pinch, eds. 1987, *The Social Construction of Technological Systems*, MIT Press. Cambridge, London.

### **PROGRAM OUTCOMES (PO)**

**PO: 1** Provide a platform for higher level critical learning and research.

**PO: 2** Identify and apply Sociological concepts and theories to understand social phenomena.

**PO: 3** The course intends to develop among the students' observational powers and develop good communication skills

**PO: 4** The course intends to build about basic Ethical and Social Responsibility, by analyzing social problems and developing a critical eye in policing making.

**PO: 5** The course intends to encourage students to use sociological knowledge to inform policy debates and promote public understanding.

**PO: 6** Students will have the opportunity to join professional careers in Sociology and allied fields.

### **COURSE OUTCOMES (CO)**

**CO 1:** Students will develop knowledge about science and society

**CO 2:** The course intends to develop among students the ability to do critical research by debunking the reality.

**CO 3:** Ability to analyse texts and apply them to reality

**CO 4:** The students will develop the ability to develop policies for science, technology and society

**CO 5:** The course intends to inculcate right values among students as they learn to look beyond the reality.

**CO 6:** The students will learn to debunk scientific policies and agendas.

### **CO-PO Mapping**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	2	2	3	1	3
<b>CO2</b>	3	3	2	3	1	3
<b>CO3</b>	3	3	1	3	-	2
<b>CO4</b>	2	2	3	3	2	3
<b>CO5</b>	3	3	2	3	1	3
<b>CO6</b>	3	3	2	3	1	3
<b>Avg.</b>	2.83	2.66	2	3	1.2	2.83

Highly Correlated: **3**

Moderately Correlated: **2**

Slightly Correlated: **1**

### **PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

**PEO1:** Graduates will be able to understand concepts and principles of different disciplines of social sciences, humanities and languages and their inter-relationships.

**PEO2:** Graduates will have advanced theoretical as well as methodological knowledge of the discipline of sociology and application of the same to better comprehend the social realities.

**PEO3:** Graduates will be able to develop themselves professionally by continuous life-long learning through research and innovations, while benefitting the society at the same time.

**PEO4:** Graduates will have enhanced skills and capabilities to serve professionally while engaging with a state institution, industry, corporate, academic research organization, non-governmental organizations or by contributing through entrepreneurship.

**PEO5:** Graduates will be able to work as independent, critically discerning and creative participant in the workplace, community and personal life.

**PEO6:** Graduates will be able to demonstrate their leadership qualities, appropriate skills and ethical values in diverse cultures, nationalities and fields while engaging with interdisciplinary teams.

### **PROGRAMME SPECIFIC OUTCOMES (PSOs)**



**PSO 1: Academic Competence** – Understand and apply fundamental concepts and theories in Sociology, in areas of research, work and everyday life. Demonstrate an understanding of the relationship between various social phenomena.

**PSO2: Research aptitude-** The students will acquire knowledge and understanding in their specific field of study as per their research interest as well as develop interest into current research and development work. Integrate theoretical understanding and research skills for the analysis of social problems and develop social policies.

**PSO 3: Entrepreneurial and social competence** - Employ skills in specific areas related to Sociology such as urban sociology, developmental sociology, public policy. Awareness of ethical issues: Emphasizing on academic and research ethics, academic and empathetic understanding of issues pertaining to vulnerable sections of Indian society.

**PSO 4: Lifelong learning-**The program provides in-depth knowledge of particular subject and arouses interest of the students and also develops the ability to implement their learning into real life practices.

**PSO5: Inter-disciplinary outlook-** The program will encourage the study look at any social situation from an intersectional perspective.

**PSO 6: Professional ability-** The program aims to develop the ability among students to compete in all professional fields.

Name of the department: **SOCIOLOGY**

Academic year: 2023-24

Programme: **M.A SOCIOLOGY**

Programme code: 1180022111

Name	Code	Level	Duration (yr/Sem)	Cumulative credit
<b>SOCIAL STATISTICS AND FIELD SURVEY</b>	<b>1180022111</b>	<b>PG</b>	<b>2 Years/4 Sems</b>	<b>60</b>

Semester-III

Course title: **Social Statistics and Field Survey**

Type	Code	Credit	Credit division					No. of PSDA	Total no of lecture
			L	T	P	SW	FW		
Theory	<b>1180022111</b>	6	<b>4</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	60

SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)

Total contact hour	Contact hour/week
60	6

Component: Theory/Practical/Mid-Term Assessment/ End Semester Assessment

### **THEORY**

**Learning objectives:** This is an introductory social-statistics course. The principal goal of the course is to introduce students to the fundamentals of statistical reasoning and to the role of statistical methods in social research. The course emphasizes the significance and appropriateness of applying statistical reasoning in analysing social phenomena, facts and events. The course attempts to focus which statistic is appropriate in which context and why. Sociologists who indulge in quantitative research also very often use social surveys and opinion polls to investigate substantive problems of societies. At the end of the course students

should be able to read sociological research that uses basic statistical methods; to undertake elementary data analysis; and to take more advanced courses in social statistics. They will also be able to conduct surveys, still a major tool for data collection in quantitative analysis of data in Social Science research.

**Prerequisite:** The students should have basic knowledge about key concepts in Sociology and Social Research.

**Course content/Syllabus:**

Module no.	No of lecture/Contact hour	Weightage (%)
<b>Module-I: Introducing the Information Society</b>	12	20%
<b>Module-II: Theorizing the Information Age</b>	24	40%
<b>Module-III: Inferential Statistics</b>	18	30%
<b>Module-IV: Field Survey</b>	06	10%

***SYLLABUS OUTLINE:***

**Module-I: Basic Concepts. (12 L)**

1.1 Use of Statistics in Social Research

1.2 Basic ideas: Statistics, population, parameter, statistics, Sample, variable

1.3. Coding and Tabulation

**Module-II: Statistical Method. (24 L)**

2.1 Levels of Measurement: Nominal, Ordinal, Interval, and Ratio. Continuous and Discrete variables. Ratio, Proportion and Percentages.

2.2 Frequency Distribution; Grouping of data; Cumulative frequency and percentage distribution.

2.3 Graphic techniques: Bar diagram; pie Chart; Frequency Polygon; Histogram; Ogive; Levels of measurement and graphic presentations.

2.4 Measurement of Central Tendency: Mean, Median, Mode. Comparative analysis. Skewness.

2.5 Measures of Dispersion: Range; Inter quartile Range; Mean Deviation; Variance and Standard Deviation.

### **Module III: Inferential Statistics (18 L)**

3.1 Rationale and Importance of Inferential Statistics in Sociological Research

3.2 Statistical Estimation, Logic of Hypothesis Testing and Type I & Type II Error – Applications in Sociological Research

3.3 Bivariate Statistics for Nominal & Ordinal Data: One and Two Sample Chi Square Tests, Fisher's Exact Test and Interval Level Tests of Significance: Z test and T test -- Applications in Sociological Research.

3.4 Bivariate Correlation: Pearson R & Spearman's Rho; Regression Analysis---- Applications in Sociological Research

### **Module IV: Field Survey (6 L)**

4.1 Nature and scope of Survey Research

4.2 Collecting Survey Data

4.3 Preparation for Data Analysis

4.4 Analysis of Survey Data

**Pedagogy for Course Delivery:** Hybrid Mode (Offline Class/Presentation/Video/MOODLE/NPTEL)

**List of Professional Skill Development Activities (PSDA):**NA

**Continuous assessment:** Quiz/assessment/presentation/problem solving etc.

### **References/Reading List**

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### **PROGRAM OUTCOMES (PO)**

**PO: 1** Provide a platform for higher level critical learning and research.

**PO: 2** Identify and apply Sociological concepts and theories to understand social phenomena.

**PO: 3** The course intends to develop among the students' observational powers and develop good communication skills

**PO: 4** The course intends to build about basic Ethical and Social Responsibility, by analyzing social problems and developing a critical eye in policing making.

**PO: 5** The course intends to encourage students to use sociological knowledge to inform policy debates and promote public understanding.

**PO: 6** Students will have the opportunity to join professional careers in Sociology and allied fields.

### **COURSE OUTCOMES (CO)**

**CO: 1** Students will develop a solid understanding of fundamental statistical concepts. They will learn how these concepts are used to summarize and analyze data in the social sciences.

**CO: 2** Students will learn how to effectively present statistical findings and data visualization in a clear and concise manner

**CO: 3** They will learn how to make inferences on population data based on samples.

**CO: 4** Students will develop critical thinking skills to assess the validity and reliability of statistical research

**CO: 5** They will learn to apply statistical analysis in creating future policies.

**CO: 6** They will develop the ability to work on research projects and other related fields.

### **CO-PO Mapping**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	2	2	3	3	3
<b>CO2</b>	3	3	2	2	3	3

<b>CO3</b>	2	3	2	1	2	2
<b>CO4</b>	2	3	3	1	3	2
<b>CO5</b>	1	2	3	3	1	2
<b>CO6</b>	2	2	2	2	3	1
<b>Avg</b>	2.16	2.66	2.33	2	2.5	2.16

Highly Correlated: **3**

Moderately Correlated: **2**

Slightly Correlated: **1**

### **PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

**PEO1:** Students will be able to understand concepts and principles of different disciplines of social sciences, humanities and languages and their inter-relationships.

**PEO2:** Students will have advanced theoretical as well as methodological knowledge of the discipline of sociology and application of the same to better comprehend the social realities.

**PEO3:** Students will be able to develop themselves professionally by continuous life-long learning through research and innovations, while benefitting the society at the same time.

**PEO4:** Students will have enhanced skills and capabilities to serve professionally while engaging with a state institution, industry, corporate, academic research organization, non-governmental organizations or by contributing through entrepreneurship.

**PEO5:** Students will be able to work as independent, critically discerning and creative participant in the workplace, community and personal life.

**PEO6:** Students will be able to demonstrate their leadership qualities, appropriate skills and ethical values in diverse cultures, nationalities and fields while engaging with interdisciplinary teams.

### **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

**PSO 1:** Academic Competence – Understand and apply fundamental concepts and theories in Sociology, in areas of research, work and everyday life. Demonstrate an understanding of the relationship between various social phenomena.

**PSO2: Research aptitude-** The students will acquire knowledge and understanding in their specific field of study as per their research interest as well as develop interest into current research and development work. Integrate theoretical understanding and research skills for the analysis of social problems and develop social policies.

**PS0 3: Entrepreneurial and social competence** - Employ skills in specific areas related to Sociology such as urban sociology, developmental sociology, public policy. Awareness of ethical issues: Emphasizing on academic and research ethics, academic and empathetic understanding of issues pertaining to vulnerable sections of Indian society.

**PS0 4: Lifelong learning-**The program provides in-depth knowledge of particular subject and arouses interest of the students and also develops the ability to implement their learning into real life practices.

**PSO5: Inter-disciplinary outlook-** The program will encourage the study look at any social situation from an intersectional perspective.

**PSO 6: Professional ability-** The program aims to develop the ability among students to compete in all professional fields.

**Name of the Department: Sociology**

**Academic year: 2023-2024**

**Programme: M. A. Sociology**

**Programme Code: 002**

Name	Code	level	Duration (Yr/Sem)	Cumulative credit
<b>SOCIOLOGY OF ENVIRONMENT</b>	1180022110	<b>PG</b>	<b>2Year / 4 Semester</b>	<b>4</b>

**Semester- III**

**Course title: SOCIOLOGY OF ENVIRONMENT**

Type	Code	Credit	Credit division						Total no of lecture
			L	T	P	SW	FW	No. of PSDA	
Theory	1180022110	4	3	1	0	0	0	0	40

*SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)*

Total contact hour	Contact hour/week
40	4

**Component: Theory/Practical/Mid-Term Assessment/ End Semester Assessment**

**THEORY**

**Learning objectives:** *The sub field of Environment and Society studies the way humans interacts with their environments. This field is closely related to human ecology, which focuses on the relationship between people and their built and natural environment. The course accentuates to understand the relation between environment and society from a sociological perspective. It focuses on the core debates of environmental sociology, different approaches within the sub-discipline and how these approaches may be employed to understand environmental issues and movements in India. Environmental issues have emerged in the centre stage and planners and scholars are forced to rethink the dominant development model from an environmental perspective, especially in the last few decades. This is an area that is garnering more attention as extreme weather patterns and policy battles over climate change dominate the news. Thus, the*



*course seeks to highlight the inherent inadequacies of the dominant development paradigm on the one hand, and the emergence of sustainable development as well as community based sustainable natural resource management on the other. In the process, the course unveils the environmental history of India, and looks into the aspects of environmentalism and environmental movements from a theoretical and conceptual perspective. It highlights community control of natural resources as an alternative to state control and privatization through an analysis of property rights and resource management regimes. By taking this course, students will gain an understanding of key theoretical perspectives, debates, topics, and new directions within environmental sociology and the importance of this critical area of sociological study for understanding global environmental problem and change. Thus, the course aims to provide the students with a sound conceptual, theoretical and empirical background to the issues of environment, sustainable development and natural resource management; and prepare them for further research in these areas.*

**Prerequisite:** *The students should have basic understanding of the key concepts of sociology and sociological theories.*

**Course content/Syllabus:**

<b>Module no. &amp; Name</b>	<b>No of lecture/Contact hour</b>	<b>Weightage (%)</b>
<b>Module-1: Envisioning Environmental Sociology</b>	5	12.5%
<b>Module-2: Theoretical Approaches in Environmental Sociology</b>	15	37.5%
<b>Module-3: Major Environmental Issues</b>	5	12.5%
<b>Module-4: Major Environmental Movements in India</b>	5	12.5%
<b>Module-5: Environmental Protection</b>	10	25%

**SYLLABUS OUTLINE:**

**Module-1: Envisioning Environmental Sociology (5L)**

- 1.1 Different Strands of Environmental Thinking in the West
- 1.2 Meaning, Nature and Scope, Emergence as a Discipline
- 1.3 Environment and Society – their inter-relations
- 1.4 Realist-Constructionist Debate

1.5 Development, Displacement, Resettlement and Rehabilitation: Major Issues

**Module-2: Theoretical Approaches in Environmental Sociology (15L)**

2.1 Human Ecology – New Environmental Paradigm

2.2 Treadmill of Production

2.3 Ecological Modernization

2.4 Risk Society

2.5 Eco-feminism & Feminist Environmentalism

2.6 Political Ecology

2.7 Ecological Marxism

2.8 Environmentalism of Mahatma Gandhi, Jyotiba Phule & Radhakamal Mukerjee

2.9 Convergence of Different Approaches: Sustainable Development

**Module-3: Major Environmental Issues (5L)**

3.1 Global Environmental Politics

3.2 Global Warming & Climate Change.

3.2 Loss of Biodiversity

3.3 Deforestation.

3.4 Urban and Industrial Wastes

## **Module-4: Major Environmental Movements in India**

**(5L)**

4.1 A Brief History of 'Environmental Thinking' in India- pre-independence and post independence era

4.2 Chipko Movement

4.3 Appiko Movement

4.4 Silent Valley Movement

4.5 Narmada Bachao Andolan

4.6 Current Writings and Debates on 'Environment' in India

## **Module-5: Environmental Protection**

**(10L)**

5.1 Environmental Justice

5.2 Environment Protection Efforts at the Global Level

5.3 Efforts at National level

5.4 Role of Civil Society Organizations

5.5 Role of Corporate Social Responsibility in Environmental Protection

*Pedagogy for Course Delivery: Hybrid Mode (Offline Class/Presentation/Video/MOODLE/NPTEL)*

*List of Professional Skill Development Activities (PSDA):NA*

*Continuous assessment: Quiz/assessment/presentation/problem solving etc.*

## Readings/Reference Lists

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Ghosh, Amitava (2016). *The Great Derangement: Climate Change and the Unthinkable*, Chicago: The University of Chicago Press.

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Guha, R. (2002), “Chipko: Social History of an Environmental Movement”, in Ghanshyam Shah ed.(2002). *Social Movements and the State* (Vol. 4). Sage Publications Pvt. Ltd., Ch. 16, pp.423-454.

Guha, R., &Alier, J. M. (1998). “The Environmentalism of the Poor”, in *Varieties of environmentalism: Essays North and South*. New Delhi: Oxford University Press.

Hannigan, J. A. (1995). *Environmental Sociology*, London and New York: Routledge, 2<sup>nd</sup> Edition, Chapters. 1 & 2, pp. 10-15,16 – 35.

Khagram, S., Riker, J. V. &Sikkink, K. (2002).Restructuring the Global Politics of Development: The Case of India’s Narmada Valley Dams, *Restructuring World Politics: Transnational Social Movements, Networks, and Norms* (Vol. 14). Minnesota: University of Minnesota Press, pp.206-30.

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O'Connor, J. (1994). "Is Sustainable Capitalism Possible? Is Capitalism Sustainable?", *Political Economy and the Politics of Ecology*, New York: The Guilford Press, pp.152-175.

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Wright, E. O. (2004). "Interrogating the Treadmill of Production: Some Questions I Still Want to Know about and Am Not Afraid to Ask", *Organization & Environment*, 17(3), pp. 317-322.

## **PROGRAMME OUTCOMES (PO)**

**PO: 1** Provide a platform for higher level critical learning and research.

**PO: 2** Identify and apply sociological concepts and theories to understand social phenomena.

**PO: 3** The course intends to develop among the students' observational powers and develop good communication skills

**PO: 4** The course intends to build about basic ethical and social responsibility, by analyzing social problems and developing a critical eye in policing making.

**PO: 5** The course intends to encourage students to use sociological knowledge to inform policy debates and promote public understanding.

**PO: 6** Students will have the opportunity to join professional careers in Sociology and allied fields.

### **COURSE LEARNING OUTCOME (CO)**

**CO1:** To develop a clear comprehension of issues and variables that influences the environment and society relationship

**CO2:** To understand various sociological approaches in studying the society and environment interaction

**CO3:** To describe the current theoretical and empirical debates on environmental movements and sustainable resource management practices

**CO4:** To apply sociological theories and concepts to explain environmental issues

**CO5:** To analyze the implications of environmental change for people, communities, flora and wildlife

**CO6:** To evaluate policy, community and other responses to environmental change

### **CO-PO Mapping**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	3	1	1	2	2
<b>CO2</b>	3	3	1	1	3	3
<b>CO3</b>	3	3	1	1	3	3
<b>CO4</b>	3	3	1	2	3	3
<b>CO5</b>	3	3	1	3	3	3
<b>CO6</b>	3	3	2	3	3	3
<b>Avg.</b>	3	3	1.16	1.83	2.83	2.83

Highly Correlated: **3**

Moderately Correlated: **2**

Slightly Correlated: 1

### **PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

**PEO1:** Students will be able to understand concepts and principles of different disciplines of social sciences, humanities and languages and their inter-relationships.

**PEO2:** Students will have advanced theoretical as well as methodological knowledge of the discipline of sociology and application of the same to better comprehend the social realities.

**PEO3:** Students will be able to develop themselves professionally by continuous life-long learning through research and innovations, while benefitting the society at the same time.

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**PEO6:** Students will be able to demonstrate their leadership qualities, appropriate skills and ethical values in diverse cultures, nationalities and fields while engaging with interdisciplinary teams.

## **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

**PSO 1: Academic competence** – Understand and apply fundamental concepts and theories in Sociology, in areas of research, work and everyday life. Demonstrate an understanding of the relationship between various social phenomena.

**PSO2: Research aptitude-** The students will acquire knowledge and understanding in their specific field of study as per their research interest as well as develop interest into current research and development work. Integrate theoretical understanding and research skills for the analysis of social problems and develop social policies.

**PSO 3: Entrepreneurial and social competence** - Employ skills in specific areas related to Sociology such as urban sociology, developmental sociology, public policy. Awareness of ethical issues: Emphasizing on academic and research ethics, academic and empathetic understanding of issues pertaining to vulnerable sections of Indian society.

**PSO 4: Lifelong learning-**The program provides in-depth knowledge of particular subject and arouses interest of the students and also develops the ability to implement their learning into real life practices.

**PSO5: Inter-disciplinary outlook-** The program will encourage the study look at any social situation from an intersectional perspective.

**PSO 6: Professional ability-** The program aims to develop the ability among students to compete in all professional fields.



Name of the department: **SOCIOLOGY**

Academic year: 2023-24

Programme: **M.A SOCIOLOGY**

Programme code: 2180022103A

Name	Code	level	Duration (year/Sem)	Cumulative credit
<b>Childhood, Youth and Society</b>	<b>2180022103A</b>	<b>PG</b>	<b>3 Years/6 Sems</b>	<b>40</b>

Semester-III

Course title: **Childhood, Youth and Society**

Type	Code	Credit	Credit division						Total no of lecture
			L	T	P	SW	FW	No. of PSDA	
Theory		4	3	1	0	0	0	0	40

*SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)*

Total contact hour	Contact hour/week
40	4

Component: Theory/Practical/Mid-Term Assessment/ End Semester Assessment

### **THEORY**

**Learning objectives:** Both in academia and in popular parlance an elongated silence generally pervaded about Childhood and Youth. Prior to the 1980s children and young people were on the margins of Sociology. In the 1980s, a growing number of European and American scholars called attention to the relative absence of knowledge about children and young people in social sciences. They argued that children and youth should be studied in their own right, as full social actors, rather than being framed primarily as adults-in-training or as problems for the adult social order. Childhood and youth Studies are considered to be a latecomer in India in a sense that nobody discovered it in terms of its epistemological and ontological existence.

This course is an attempt to disseminate knowledge about the heterogeneity of the categories of children and youth, whose members are to be conceptualized as active agents with rights. The course primarily focuses on the different theoretical paradigms on Sociology of childhood and youth, to enable students in understanding childhood and youth as social constructions whose meanings and experiences vary intersectionally, i.e. across cultures, nationality, social class, race, gender, (dis)ability, sexual orientation and other parameters of identity. The course also aims to make the students understand the various ethical and methodological concerns while studying and researching childhood and youth. The course especially focuses on the sociological articulations on the Indian children and youth along with the accompanying multi-faceted discourses on childhood and youth situating it within the historical experience of India. This course introduces students to looking at childhood and youth as steeped in power relations of class, case and gender relations. Currently, this subarea of Sociology is one of the most challenging and motivating concern of contemporary India and full of potentialities for our enriched sociological imagination.

**Prerequisite:** The students should have basic knowledge about key concepts in Sociology and some basic ideas about Sociological Theories and research methods.

**Course content/Syllabus:**

Module no.	No of lecture/Contact hour	Weightage (%)
<b>Module-I: Introduction to Children, Childhood &amp; Society</b>	15	37.5%
<b>Module-II: Understanding Sociology of Youth, Young Teens and Adults</b>	10	25%
<b>Module-III: Childhood &amp; Youth in Indian Context</b>	09	22.5%
<b>Module- IV: Institutional Inequality and Childhood &amp; Youth</b>	06	15%

**SYLLABUS OUTLINE:**

**Module-I: Introduction to Children, Childhood & Society (15 L)**

- 1.1 Understanding “New” Sociology of Childhood
- 1.2 UNCRC 1989 & Conceiving Child Rights
- 1.3 Methods and Challenges in researching Children and Childhood
- 1.4 Multiple Childhoods & Intersectionality
- 1.5 Exploring Children’s Agency
- 1.6 Children and their Everyday Life and Play

**Module-II: Understanding Sociology of Youth, Young Teens and Adults (10L)**

- 2.1 Defining, Theorizing and Researching Youth
- 2.2 Understanding Adolescence, Teens and Young Adults
- 2.3 Youth Hybridity and Globalized World
- 2.4 Youth, Family Intimacy, Sexuality and Social Change
- 2.5 Youth, Politics and State

### **Module-III: Childhood & Youth in Indian Context (09L)**

- 3.1 Children & Childhood in Indigenous thought of India
- 3.2 Children's & Youth's Diversified Experiences in India
- 3.3 Legislations, Policies for Children & Youth in independent India

### **Module- IV: Institutional Inequality and Childhood & Youth (06L)**

- 4.1 Violence towards Children and Adolescence at Home and School
- 4.2 Understanding How Power, Status and Inequality Affects Childhood and Youth Through Gender, Sexual Identity, Class and Caste lens.

**Pedagogy for Course Delivery:** Hybrid Mode (Offline Class/Presentation/Video/MOODLE/NPTEL)

**List of Professional Skill Development Activities (PSDA):** NA

**Continuous assessment:** Quiz/assessment/presentation/problem solving etc.

### **References/Reading List**

- Alanen, L (2016) "'Intersectionality' and other challenges to theorizing childhood", *Childhood*, vol. 23, 2, pp. 157-61.
- Alanen, L. (2012) "Disciplinarity, interdisciplinarity and childhood studies", *Childhood*, vol.14, 4 pp. 419-22.
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Woodman, D. & Threadgold, S. (2011), “The Future of Youth Sociology: Institutional, Theoretical and Methodological Challenges” *Youth Studies Australia*, vol 30, 3, pp.8-12.

## **PROGRAMME OUTCOMES (PO)**

**PO: 1** Provide a platform for higher level critical learning and research.

**PO: 2** Identify and apply sociological concepts and theories to understand social phenomena.

**PO: 3** The course intends to develop among the students' observational powers and develop good communication skills

**PO: 4** The course intends to build about basic ethical and social responsibility, by analyzing social problems and developing a critical eye in policing making.

**PO: 5** The course intends to encourage students to use sociological knowledge to inform policy debates and promote public understanding.

**PO: 6** Students will have the opportunity to join professional careers in Sociology and allied fields.

### **Course Learning Outcome (CO)**

**CO 1:** The course aims to introduce students to the Sociology of Childhood and after the completion of the course the students will not only be aware of the various theories related to the study of childhood and children but will also be familiarised with the various new research methods, methodology and ethical concerns that should be kept into consideration when studying the Sociology of Childhood, Children and Youth.

**CO 2:** After the completion of the course, students will have a deeper understanding of how childhood is a social construct and will cultivate the potential to critically analyse and debunk the idea that there is a universal concept of children and childhood.

**CO 3:** This course will help students to understand how children are active agents who contribute to social institutions and society. It would help students examine how the child-adult relationships always exist within power relations of the society.

**CO 4:** The course aims to help students recognize how important children's rights are and how important it is to protect their voices. It also helps students to acknowledge the dangers associated with essentializing and romanticizing children's voices. Students will have a nuanced understanding of the complexities that surround the policies and legislations concerning Indian children and youth.

**CO 5:** The course aims to help students to situate children and childhood intersectionally and view childhood and youth through the lens of caste, class, and gender so that they can have a broader understanding of how society shapes different children and their childhood.

**CO 6:** It will help students understand that children and youth should have their voice and minimize adult voicing over children and youth's experiences and perspectives. Students will have a better understanding of how the youth and young teens are affected by global trends and how their voices contribute to the larger society as well. Students will have a better understanding of children's and youth's needs in different institutions and context.

## **CO-PO Mapping**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	3	2	1	2	2
<b>CO2</b>	3	3	3	3	2	2
<b>CO3</b>	3	3	3	3	2	2
<b>CO4</b>	3	2	3	3	3	3
<b>CO5</b>	3	3	3	3	2	2
<b>CO6</b>	3	3	3	3	3	2
<b>Avg.</b>	3	2.83	2.83	2.66	2.33	2.16

Highly Correlated: **3**

Moderately Correlated: **2**

Slightly Correlated: **1**

## **PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

**PEO1:** Graduates will be able to understand concepts and principles of different disciplines of social sciences, humanities and languages and their inter-relationships.

**PEO2:** Graduates will have advanced theoretical as well as methodological knowledge of the discipline of sociology and application of the same to better comprehend the social realities.

**PEO3:** Graduates will be able to develop themselves professionally by continuous life-long learning through research and innovations, while benefitting the society at the same time.

**PEO4:** Graduates will have enhanced skills and capabilities to serve professionally while engaging with a state institution, industry, corporate, academic research organization, non-governmental organizations or by contributing through entrepreneurship.

**PEO5:** Graduates will be able to work as independent, critically discerning and creative participant in the workplace, community and personal life.

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## **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

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**PS0 4: Lifelong learning-**The program provides in-depth knowledge of particular subject and arouses interest of the students and also develops the ability to implement their learning into real life practices.

**PSO5: Inter-disciplinary outlook-** The program will encourage the study look at any social situation from an intersectional perspective.

**PSO 6: Professional ability-** The program aims to develop the ability among students to compete in all professional fields.

## **CO-PO MAPPING JUSTIFICATION**

Name of the department: **SOCIOLOGY**

Academic year: 2023-24

Programme: **MA SOCIOLOGY**

Programme code: 2180022103C

Name	Code	level	Duration (yr/Sem)	Cumulative credit
<b>ECONOMIC INSTITUTIONS AND PRACTICES</b>	<b>2180022103C</b>	<b>UG</b>	<b>2 Years</b>	<b>40</b>

**Semester-III**

**Course title: Economic Institutions and Practices**

Type	Code	Credit	Credit division						Total no of lecture
			L	T	P	SW	FW	No. of PSDA	
Theory		4	3	1	0	0	0	0	40

*SW = Self work, FW = Field work, Professional Skill Development Activities (PSDA)*

Total contact hour	Contact hour/week
40	4

**Component: Theory/Practical/Mid-Term Assessment/ End Semester Assessment**

### **THEORY**

**Learning objectives:** This course explores the relationship between society and the economy, focusing on how social factors shape economic processes and outcomes. It examines the social construction of markets, the impact of social networks on economic behavior and the role of economic institutions in shaping economic activities. Students will develop a sociological perspective on economic issues and gain insights into the social dimensions of economic life.

By the end of the course, students should have a solid foundation in economic sociology and able to approach economic issues with a sociological lens, understanding the social factors that shape economic behavior, market and outcomes. They should be equipped with the analytical



tools and knowledge necessary to critically evaluate economic phenomena and contribute to discussions on social implications of economic processes.

**Prerequisite:** The students should have basic knowledge about key concepts in Sociology and some basic ideas about Sociological Theories.

**Course content/Syllabus:**

Module no.	No of lecture/Contact hour	Weightage (%)
<b>Module-I: Introduction to Economic Sociology</b>	10	25%
<b>Module-II: Social Foundations and Economic Behaviour</b>	12	30%
<b>Module-III: System of Production and Consumption</b>	12	30%
<b>Module-IV: Contemporary Issues in Economic Sociology</b>	06	15%

***SYLLABUS OUTLINE:***

**Module-I: Introduction to Economic Sociology. (10L)**

- 1.1 Defining Economic Sociology
- 1.2 Historical Developments and Key thinkers in the field.
- 1.3 Perspectives in Economic Sociology: Formalism and Substantivism.
- 1.4 New Economic Sociology

**Module-II: Forms of Exchange (12 L)**

- 2.1. Reciprocity and Gifts
- 2.2 Market
- 2.3 Exchange and Money.
- 2.4. Role of State in Exchange and Economic Activities

**Module-III: Production Work and Leisure (12 L)**

- 3.1 Conceptual Understanding of work
- 3.2 Pre Modern Modes of Production: Hunting and Gathering, Domestic Mode of Production

3.3 Modern Modes of Production: Capitalism, Socialism

3.4 Women and Work

3.5 Work and Leisure

**Module-IV: Contemporary Issues in Economic Sociology (6 L)**

4.1. Development and Globalization

4.2. Economic Development and Inequalities in Global Context.

*Pedagogy for Course Delivery: Hybrid Mode (Offline Class/Presentation/Video/MOODLE/NPTEL)*

*List of Professional Skill Development Activities (PSDA):NA*

*Continuous assessment: Quiz/assessment/presentation/problem solving etc.*

**References/Reading List**

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### **PROGRAM OUTCOMES (PO)**

**PO 1:** Develop sociological knowledge and imagination that will enable to think critically and imaginatively about society.

**PO 2:** Analyze systematically the existing scholarship and expand critical questions and the knowledge base in the field of Sociology.

**PO3:** Channelize the interests and cultivate analytical skills in areas such as policy analysis, administration/management, communication and qualitative analysis of data and thereby laying the foundation for considering careers in human resource development and management, corporate social responsibilities, government service, development sector, public policy and research etc. after the completion of the graduate programme.

**PO 5:** Understand the importance of sociological knowledge in different socio-environmental contexts and demonstrate the knowledge of, and need for sustainable development.

**PO 4:** Promote values of rights and duties and apply these values to real life situations through social processes for promoting community welfare.

**PO 6:** Recognize the need for, and have the preparation and ability to engage in independent and lifelong learning and research in the broader context of the changing society

## **COURSE OUTCOMES (CO's)**

**CO: 1** Students should be able to think critically and analytically about economic issues from a sociological perspective. They should be able to apply sociological theories and research methods to examine economic phenomena, evaluate arguments and develop evidence-based conclusions.

**CO: 2** Students should be able to demonstrate an understanding of the key theories and concepts in economic sociology, such as social embeddedness, social networks, institutions, power and inequality.

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**CO: 5** Students should be able to apply the theories and concepts in real life situations and provide insights for future policies.

**CO: 6** Through readings, discussions and assignments, students will develop their critical thinking skills and learn to apply sociological theories and concepts to analyse and interpret real-world issues related to gender.

### **CO-PO Mapping**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
<b>CO1</b>	3	2	2	3	3	3
<b>CO2</b>	3	3	2	2	3	3
<b>CO3</b>	2	3	2	1	2	2
<b>CO4</b>	2	3	3	1	3	2
<b>CO5</b>	1	2	3	3	1	2
<b>CO6</b>	2	2	2	2	3	1
<b>Avg</b>	2.16	2.66	2.33	2	2.5	2.16

Highly Correlated: **3**

Moderately Correlated: **2**

Slightly Correlated: **1**

## **PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

**PEO1:** Graduates will be able to understand concepts and principles of different disciplines of social sciences, humanities and languages and their inter-relationships.

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Programme code: **2180022103C**

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