



Program name: B.A. (Sociology)
(with specialization in) Corporate
Social Responsibility and
Management

Syllabus for Bachelors in
Sociology(with specialization in)
Corporate Social Responsibility
and Management
4 years undergraduate Program structure
(Under New Education Policy) Program
Code: SOC3401

Offered by the Department of Sociology, School of Liberal Arts and Culture
Studies

Duration: 4 Years

Academic Year: 2026-2030

VISION OF THE UNIVERSITY

To be an internationally recognized university through excellence in inter-disciplinary education, research and innovation, preparing socially responsible well-grounded individuals are contributing to nation-building.

MISSION STATEMENTS OF THE UNIVERSITY

M.S 01: Improve employability through a futuristic curriculum and progressive pedagogy with cutting-edge technology

M.S 02: Foster outcomes-based education system for continuous improvement in education, research and all allied activities

M.S 03: Instil the notion of lifelong learning through a culture of research and innovation

M.S 04: Collaborate with industries, research centres and professional bodies to stay relevant and up-to-date

CHANCELLOR / VICE CHANCELLOR

SCHOOL OF LIBERAL ARTS AND CULTURE STUDIES
DEPARTMENT OF SOCIOLOGY

VISION OF THE SCHOOL

To foster inclusive excellence, shape the conversation about higher education, and develop effective leaders and resourceful problem solvers to create a culturally diverse, technologically advanced, and globally conscious community and to enact a new paradigm for liberal education that retains the proven values of a broad education while imparting career-oriented skills.

MISSION STATEMENTS OF THE SCHOOL

M.S 01: To promote inclusive excellence and academic innovation, offer professional and career development, provide resources and best practices, respond to current evolving issues, and advocate liberal learning and to engage and foster in creative activity and academic excellence of basic and applied research that advance disciplinary and interdisciplinary knowledge to a modern society and a global economy.

M.S 02: To ensure the acquisition of skills essential for professional careers and graduate study and prepare students to be knowledgeable, to question critically, think logically, communicate clearly, act creatively, live ethically and create engaged citizens who respond.

DEAN / SOLACS

VISION OF THE DEPARTMENT

To prepare socially responsible students with theoretical and substantive knowledge to contribute as skilled professionals within the institutions and organizations that shapes our future.

MISSION STATEMENT OF THE DEPARTMENT

M.S 01: Deliver high quality education with research-orientation.

M.S 02: Impart lifelong learning for contributing local, national and international quality of life and sustainable development

M.S 03: Produce skilled professionals with theoretical and practical knowledge

M.S 04: Indoctrinate team work, professional integrity and social responsibility

HOD

DEAN/SOLACS

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

PEO 01: Graduate will compete in national and international spheres to pursue their professional career in government jobs, NGO, public policy, social sectors, management, development, media and academia

PEO 02: Graduates will apply sociological perspectives to understand and solve social problems and pursue higher education and research with continuous upgradation of their professional skills

PEO 03: Graduate will value interpersonal professional relationships in team work and will inculcate sustainable development and quality of life in society

PEO 04: Graduates will become socially responsible, self-fulfilling human being

HOD

DEAN/SOLACS

PO1	Sociological Understanding:	<i>Sociological</i> studies range from the analysis of conversations and behaviours to the development of theories in order to understand how society works.
PO2	Problem analysis and critical understanding:	Sociological insight into various social problems like poverty, illiteracy, violence against men and women and third gender helps to understand the social problems critically through a sociological lens.
PO3	Construction of social problem-solving Strategies:	Any social problem can be solved by using sociological perspective along with certain measures or steps to curtail the problems in order to create an egalitarian society irrespective of caste, class, gender, creed.
PO4	Research formulation for social issues:	Research is the foundation of any social issue or social problem which helps the researcher to develop an in-depth understanding about the social issue.
PO5	Usage of modern mechanism:	Technologically advanced learning is adopted using Modern tools like SPSS software where data collected are analyzed and interpreted through this software.
PO6	Creation of socially responsible human being:	Studying sociology helps the students to be aware about social issues and social problems happening in society and also to work in the field in order to bring about a transformation in social reality and be socially responsible as members of society.
PO7	Ecological and Sustainable Development-	Apply sociological understanding of change and development to inculcate ecological balance and sustainable development
PO8	Ethics and Values inculcation:-	Inculcate ethics, values and values to successfully implement professional ethics and responsibilities
PO9	Individual, group and society-	Understand individual, group and society interconnectedness and implement diverse sociological investigation
PO10	Communication and social relationships-	Understand and value social relationships and communicate effectively with diverse societal organizations, being competent to comprehend and write effective reports and design documentation
PO11	Professional Skill Development-.	Enhancement of critical and analytical skills along with communication and team work skills ensure the students towards successful career in sociology and other allied fields. Students would be able to get employment opportunities in the Teaching, NGOs, WBCS/UPSC, Social welfare sectors and Private sectors

PO12	Life-Long	Recognize the need for, and have the preparation and aptitude to involve in independent and life-long learning in the wide-ranging context of society.
------	-----------	--

Contents

Type	Track	Course Name	Page
CC	SOC101	Fundamentals of Sociology	16
CC	SOC102	Sociology of India	18
MDC	SOC107	CONTEMPORARY SOCIAL ISSUES	20
Minor	SOC103	Minor-1 (Invitation to Sociology)	22
CC	SOC104	Sociological Thinkers	24
CC	SOC105	Sociology of Gender	27
MDC	SOC108	Sociology of Culture	29
Minor	SOC106	Minor-2 (INDIAN SOCIETY: ISSUES AND PERSPECTIVES)	32
CC	SOC201	Sociology of social change	34
CC	SOC202	Sociological Theories	37
MDC	SOC208	Ethnographic filmmaking	40
Minor	SOC203	Minor-3 (Sociological Thinkers)	42
CC	SOC204	Indian Sociological thinkers	45
CC	SOC205	Political Sociology	49
CC	SOC206	Sociology of Social Stratification	53
Minor	SOC207	Minor-4 (GENDER SENSITIZATION)	55
CC	SOC301	Sociology of economic and industrial relations	58
CC	SOC302	Sociology of Family, Marriage and Kinship	60
CC	SOC303	Modern sociological theory	64
Minor	SOC304	Minor-5 (SOCIAL PROBLEMS AND WELFARE)	68
CC	SOC306	Sociological Research Methods-1	69
CC	SOC307	Sociology of Religion	71
CC	SOC308	Environmental Sociology	74
Minor	SOC309	Minor-6 (SOCIOLOGY OF FAMILY)	78
CC	SOC401	Human Resource Management	81
CC	SOC402	Sociology of Population Studies	85
CC	SOC403	Fundamentals of CSR	89
CC (For With research)	SOC404	Computer Applications and Statistics for Sociology (should start working on dissertation topic)	92
CC (For Without research)	SOC405	Rural and Urban Sociology	95

Minor	SOC406	Minor-7 (URBAN SOCIOLOGY)	99
CC	SOC407	Sociology of globalization and Development	102
CC (For Without research)	SOC408	ORGANIZATIONAL BEHAVIOUR	106
CC (For Without Research)	SOC409	GLOBAL HR PRACTICES	109
Minor (For without research)	SOC311	Minor-8 (SOCIAL PSYCHOLOGY)	111
Minor (For without research)	SOC312	Minor-9 (SOCIOLOGY OF HEALTH AND AGING)	114

SCHOOL OF LIBERAL ARTS AND CULTURE STUDIES								
UNDERGRADUATE COURSE STRUCTURE								
B.A (H) Sociology								
BATCH 2024-28								
SEMESTER I								
S.No	Type of Course	Code	Title of the Course	Contact Hours Per Week				Remarks
				L	T	P	C	
1	CC	SOC101	Fundamentals of Sociology	3	1	0	4	CC-1
2	CC	SOC102	Indian Society: Structure and change	3	1	0	4	CC-2
3	MDC	SOC107	CONTEMPORARY SOCIAL ISSUES	2	1	0	3	
4	AEC	AEC101	Communicative English				3	
5	Minor	SOC103	Minor-1	3	1	0	4	
6	VAC	VAC105	COMMUNITY ENGAGEMENT AND SOCIAL RESPONSIBILITY				2	
Semester Credits							20	
SEMESTER II								
7	CC	SOC104	Sociological Thinkers	3	1	0	4	CC-3
8	CC	SOC105	Sociology of Gender	3	1	0	4	CC-4
9	MDC	SOC108	Society through visual Culture	3			3	
10	SEC			1	0	1	2	
11	VAC	VAC102	Human Values and Professional Ethics		0	0	2	
12	AEC	AEC102	Communicative English-II				3	
13	Minor	SOC106	Minor-2	3	1	0	4	
Semester Credits							22	
SEMESTER III								
14	CC	SOC201	Social change in India	3	1	0	4	CC-5
15	CC	SOC202	Sociological Theories	3	1	0	4	CC-6
16	MDC	SOC208	Ethnographic filmmaking	3			3	
17	Minor	SOC203	Minor-3	3	1	0	4	
18	AEC	AEC103	Introduction to Bengali Language and Literature				2	
19	SEC						2	
20	VAC	VAC103	Constitutions and Human Rights				2	
Semester Credits							21	
SEMESTER IV								
21	CC	SOC204	Indian Sociological thinkers	3	1	0	4	CC-7
22	CC	SOC205	Political Sociology	3	1	0	4	CC-8
23	CC	SOC206	Stratification and Mobility	3	1	0	4	CC-9
24	SEC			2		1	2	
25	Minor	SOC207	Minor-4	3	1	0	4	
26	VAC	VAC104	Yoga and Wellness				2	
Semester Credits							20	

SEMESTER V								
27	CC	SOC301	Work and Economic Life	3	1	0	4	CC-10
28	CC	SOC302	Sociology of Family, Marriage and Kinship	3	1	0	4	CC-11
29	CC	SOC303	Social movements in India	3	1	0	4	CC-12
30	Minor	SOC304	Minor-5	3	1	0	4	
31	SEC						2	
31	INT	SOC305	Internship				4	
Semester Credits							22	
SEMESTER VI								
32	CC	SOC306	Sociological Research Methods	2	1	1	4	CC-13
33	CC	SOC307	Sociology of Religion	3	1	0	4	CC-14
34	CC	SOC308	Environmental Sociology	3	1	0	4	CC-15
35	Minor	SOC309	Minor-6				4	
36	SEC						2	
37	Project	SOC310	Project				4	
Semester Credits							22	
Total Credits of the Program after 3 rd Year							127	
			SEMESTER VII					
38	CC	SOC401	Human Resource Management	3	1	0	4	CC-16
39	CC	SOC402	Sociology of Population Studies	3	1	0	4	CC-17
40	CC	SOC403	Fundamentals of CSR	2	1	1	4	CC-18
41	CC (For With research)	SOC404	Computer Applications and Statistics for Sociology (should start working on dissertation topic)	3	1	0	4	CC-19 (Research)
42	CC (For Without research)	SOC405	Rural and Urban Sociology	3	1	0	4	CC-19(without Research)
43	Minor	SOC406	Minor-7				4	
Total Semester Credit							20	
			Semester VIII					
44	CC	SOC407	Globalization and Development	3	1	0	4	CC-20
45	CC (For Without research)	SOC408	Organizational Behaviour	3	1	0	4	CC-21 (without Research)
46	CC (For	SOC409	Global HR practices	3	1		4	CC-22(without

	Without Research)							Research)
47	Minor (For without research)	SOC311	Minor-8				4	
48	Minor (For without research)	SOC312	Minor-9				4	
49	Dissertation	SOC410	Project/Dissertation	12	0	0	12	
Total Semester Credit							20	
Total Credits of the Program after 4th Year							167	

*NOTE: With research is only allowed for Students *who secure 75% marks and above in the first six semesters*

Minors to be offered by Sociology Department

1. SOC103- Invitation to Sociology – Sem I
2. SOC106- Sociology of Relationship – Sem II
3. SOC203-Sociology of Media– Sem III
4. SOC207-Gender sensitization– Sem IV
5. SOC304- Social problems and welfare - Sem V
6. SOC-309- Sociology of Family– Sem VI
7. SOC406-Urban sociology– Sem VII
8. SOC311-Social Psychology- Sem VIII
9. SOC312-Sociology of Health and Aging-Sem-VIII

Skill Enhancement Course

Serial No.	Courses	School
01	Communication in Professional Life	CLL
02	Creative writing	ENG
03	Personality Development	CLL
04	Data Analysis	CSE/MATHS
05	Basic IT Tools	CSE
06	Statistical Software Package	MATHS
07	Statistics with 'R'	MATHS
08	R Programming for Data Analytics	MATHS/CSE
09	Programming using Python	CSE
10	Python for Data Analytics	CSE
11	Data Visualization	CSE
12	Digital Marketing	Management
13	Social Media Marketing	Management
14	Front End Web Design and Development	CSE
15	Back-End Web Development	CSE

16	Big Data Analytics	CSE
17	Big Data Analytics-II	CSE
18	Introduction to Blockchain	CSE
19	Introduction to Cloud Computing (AWS)	CSE
20	Biofertilizers	SOSA
21	Organic Farming	SOSA
22	Hydroponic and Aeroponic Farming	SOSA
23	Mushroom Culture and Technology-I	SOSA
24	Mushroom Culture and Technology – II	SOSA
25	Basic Analytical Techniques	CHEM
26	Lab Testing and Quality Assurance	CHEM
27	Forensic Chemistry	FORENSIC
28	Environmental Auditing	ENV
29	PCB Designing and Fabrication	ECE
30	Content development	MEDIA
31	E Tourism	Management
32	Design Thinking	Innovation Cell
33	Innovation and Entrepreneurship	Innovation Cell
34	Yoga in Practice	
35	Finance for Everyone	Management/Commerce
36	Cyber Security	CSE

Ability Enhancement Course

Serial No.	Course Code	Courses	L	T	P	C	Department
1	AEC101	Communicative English-I	2	1	0	3	PAN University (Sem -I)
2	AEC102	Communicative English-II	2	1	0	3	PAN University (Sem-II)
3	AEC103	Introduction to Bengali Language and Literature	2	0	0	2	PAN University
4	AEC104	Hindi	2	0	0	2	PAN University
5	AEC105	Sanskrit	2	0	0	2	PAN University

Value Added Course

Serial No.	Course Code	Courses	L	T	P	C	Department
1	VAC101	Environmental Education-I	2	0	0	2	PAN University
2	VAC102	Human Values and Ethics	2	0	0	2	PAN University
3	VAC103	Constitutions and Human Rights	2	0	0	2	PAN University
4	VAC104	Yoga and Wellness	2	0	0	2	PAN University
5	VAC105	Community Engagement and Social Responsibility	1	0	1	2	PAN University
6	VAC201	Environmental Education-II	1	0	1	2	PAN University

SEMESTER-1

SOC101	FUNDAMENTALS OF SOCIOLOGY	L	T	P	C
Version 1.0	CONTACT HOUR--60	3	1	0	4
Pre-requisites/Exposure					
Co-requisites	--				

Course Objectives:

1. To acquaint the students with subject matter, nature and scope of Sociology and differentiate common sense knowledge from sociological knowledge
2. To understand the distinctiveness of sociological approaches among the other social sciences
3. To help students develop proficiency with sociological concepts, scientific vocabulary, terms and perspectives for understanding the social events
4. To apply sociological perspectives and sociological imagination to understand social issues and ensure effective social engineering

Course Outcomes

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

CO1. Identify the Foundations, Tools & Methods of studying sociology

CO2. Analyze the relation between Sociology and other social sciences

CO3. Illustrate the ideas about various sociological concepts and scientific vocabularies

CO4. Construct sociological imagination for understanding social issues and events CO5.

Evaluate the sociological concepts and relate them to everyday life

CO6. Apply sociological perspectives in understanding everyday social problems

Catalog Description: The course will highlight on the introductory part of sociology. This paper will acquaint the students with sociology as a social science and the distinctiveness of its approach among the social sciences. It will deal with nature, history of sociology and also make students understand about sociological imagination and sociological perspective which gives them better understanding of society and why sociology is different from other subjects. The students will earn various basic concepts of sociology- society, institutions, community etc. long with major component of sociology i.e. culture, values, beliefs etc. So, overall, the essence of sociology will introduce to the students in this paper.

Course Content:

Unit-1

Sociology - The Discipline:

- (a) Modernity and social changes in Europe and emergence of Sociology.
- (b) Scope of the subject and comparison with other social sciences.
- (c) Sociology and common sense.

Unit-2

Sociology as Science:

- (a) Science, scientific method, and critique.
- (b) Major theoretical strands of research methodology.
- (c) Positivism and its critique.
- (d) Fact value and objectivity.
- (e) Non-positivist methodologies.

Unit-III

Basic Concepts

Society, community, association, group,

Social structure,

Status and role

Institutions- Family, Marriage and kinship

Social process- cooperation, competition and conflict

Unit-IV

Culture and Society

Culture- personality and society;

Assimilation; Accommodation; Acculturation

Diffusion;

ReadingLists:

2. Bottomore, T.B. 1972. Sociology: A guide to problems and literature. Bombay: George Allen and Unwin (India).
3. [Giddens](#), A., 1993. Essentials of Sociology, Uk: Polity Press
4. Harlambos, M. 1998. Sociology: Themes and perspectives. New Delhi: Oxford University Press.
5. Inkeles, Alex. 1987. What is sociology? New Delhi: Prentice-Hall of India.
6. Jayaram, N. 1988. Introductory sociology. Madras: Macmillan India.
7. Johnson, Harry M. 1995. Sociology: A systematic introduction. New Delhi: Allied Publishers.
8. Rawat, H.K., 2015, Sociology: Basic Concepts, Rawat Publications
9. Schaefer, Richard T. and Robert P. Lamm. 1999. Sociology. New Delhi: Tata-McGraw Hill.

Modes of Examination: Assignment/Quiz/Project/Presentation/Extempore/Written Exam

Examination Scheme:

Components	Class Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Identify the Foundations, Tools & Methods of studying sociology	PO1, PO9, PO11, PO12
CO2	Analyse the relation between Sociology and other social sciences	PO1, PO4, PO6
CO3	Illustrate ideas about various sociological concepts and scientific vocabularies	PO1, PO6, PO9, PO10, PO12
CO4	Construct sociological perspectives and sociological imagination for analyzing social events	PO1, PO2, PO6, PO9, PO11, PO12
CO5	Evaluate the sociological concepts and relate them to everyday life	PO9, PO11, PO12
CO6	Apply sociological perspectives in understanding everyday social problems	PO10, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1
CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3
CO6	3	0	0	2	3	1	1	2	3	3	1	2

1=weakly mapped

2= moderately mapped

3=strongly mapped

SOC102	INDIAN SOCIETY: STRUCTURE AND CHANGE	L	T	P	C
Version 1.0	Contact Hour-60	3	1	0	4
Pre-requisites/Exposure	understand the history of ideas related to the analysis of Indian society				
Co-requisites	--				

Course Objectives:

1. To acquaint the students to the continuities and contradictions in Indian society.
2. To help students understand the history of ideas related to the analysis of Indian society.
3. To analyze the role of colonialism, democracy, nation building and globalization in shaping contemporary Indian society.
4. To Understand how Indology and its processes interacts with, and can maintain, social inequalities and power structures in society.

Course Outcomes

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

CO1. Determine that students have understood the formation of the discipline in India and the challenges that it has faced.

CO2. Identify that students have conceptual clarity and can articulate the main debates and arguments with regard to sociology in India.

CO3. Construct sociological understanding of Indian society.

CO4. Illustrate the students to the variety of ideas and debates about India

CO5. Analyze the role of colonialism in shaping Indian society

CO6. Evaluate how the processes of globalization influenced Indian sociology

Catalog Description: This course ensure that students have understood the formation of the discipline in India and the challenges that it has faced. It also ensures that students have conceptual clarity and can articulate the main debates and arguments with regard to sociology in India. To improve sociological understanding of Indian society. To compare and contrast theories and thoughts of western and eastern origin and apply in research. It also helps to understand all new changes

implemented in society and its consequences.

Course Content:

Unit- I

15 lecture hours

Introducing Indian Society -Impact of colonial rule on Indian society

(a) Social background of Indian nationalism.

(b) Modernization of Indian tradition.

(c) Protests and movements during the colonial period.

(d) Social reforms.

Unit-2

Social Structure:

(i) Rural and Agrarian Social Structure:

(a) The idea of Indian village and village studies.

(b) Agrarian social structure— evolution of land tenure system, land reforms.

Caste System:

(a) Perspectives on the study of caste systems: G. S. Ghurye, M. N. Srinivas, Louis Dumont, Andre Beteille.

(b) Features of caste system.

(c) Untouchability-forms and perspectives

Unit-3

Tribal Communities in India:

(a) Definitional problems.

(b) Geographical spread.

(c) Colonial policies and tribes.

(d) Issues of integration and autonomy.

Unit-4

Social Classes in India:

(a) Agrarian class structure.

(b) Industrial class structure.

(c) Middle classes in India.

REFERENCES:

Text Books

1. Cohn, B.S., 1990, *An Anthropologist among the Historians and Other Essays*, Delhi: Oxford University Press, Pp.136-171
2. Kaviraj, S., 2010, *The Imaginary Institution of India*, Ranikhet: Permanent Black, Pp.85-126
3. Guha, R., 1982, *Subaltern Studies, Volume I*. Delhi: Oxford University Press, Pp.1-8
4. Srinivas, M.N., 1969, „The Caste System in India“, in A. Béteille (ed.) *Social Inequality: Selected Readings*, Harmondsworth: Penguin Books, Pp.265-272
5. Mencher, J., 1991, *The Caste System Upside Down*“, in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp.93-109
6. Agrarian Classes (Week 7) 2.2.1. Dhanagare, D.N., 1991, “The Model of Agrarian Classes in India”, in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp. 271-275

Modes of Examination: Assignment/Quiz/Project/Presentation/Extempore/Written Exam

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Determine that students have understood the formation of the discipline in India and the challenges that it has faced.	PO1, PO6, PO11, PO12
CO2	Identify that students have conceptual clarity and can articulate the main debates and arguments with regard to sociology in India	PO1, PO3, PO6, PO11
CO3	Construct sociological understanding of Indian society.	PO1, PO6, PO9, PO10, PO12
CO4	Illustrate the students to the variety of ideas and debates about India	PO2, PO3, PO9, PO11
CO5	Analyze the role of colonialism in shaping Indian society	PO6, PO11, PO12
CO6	Evaluate how the processes of globalization influenced Indian sociology	PO3, PO9, PO11

Examination Scheme:

Components				Midterm	Class Assessment				End Term			
Weightage (%)				20	30				50			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1
CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3
CO6	3	0	0	2	3	1	1	2	3	3	1	2

1=weakly mapped

2= moderately mapped

3=strongly mapped

SOC107	MDC- CONTEMPORARY SOCIAL ISSUES	L	T	P	C
Version 1.0	CONTACT HOUR--60	2	1	0	3
Pre-requisites/Exposure					
Co-requisites	--				

Course Objectives:

1. To acquaint the students with subject matter, nature and scope of the contemporary social issues and socially relevant things to develop their knowledge from sociological understanding

2. To understand the different dimensions of the societal issues
3. To help students develop proficiency with sociological concepts, scientific vocabulary, terms and perspectives for understanding the social events
4. To apply sociological perspectives and sociological imagination to understand social issues and ensure effective social engineering

Course Outcomes

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

- CO1. Identify the Foundations, Tools & Methods of studying sociology
- CO2. Analyze the relation between Sociology and other social sciences
- CO3. Illustrate the ideas about various sociological concepts and scientific vocabularies
- CO4. Construct sociological imagination for understanding social issues and events
- CO5. Evaluate the sociological concepts and relate them to everyday life
- CO6. Apply sociological perspectives in understanding everyday social problems

Catalog Description: The course will highlight the contemporary issues of sociology. This paper will acquaint the students with different social reality in the society. It will deal with understanding the contemporary problems such as social inequality, poverty, social abuses and to recognize the structural, systemic factors which affect the quality of life of persons of different ages, gender, social class, sexual orientation, disability, and racial/ethnic backgrounds. It will develop a holistic understanding among the students about the contemporary society.

Course Content:

Unit I

Social problems : Definition, meaning and concept, Characteristics of social problems , Causes of social problems

Unit II

Bases of Inequality: caste, class and gender
Poverty and illiteracy

Unit III

Juvenile Delinquency
Problems of Overpopulation in India
Unemployment Problem
Corruption and

Unit IV

Problems of Aged
Violence against Women
Child Abuse
Problems of Underprivileged

References:

1. Agarwal, Suresh. Social Problems in India. Rajat Publications, 2015.
2. Ahuja, Ram. Social Problems in India. 3rd ed., Rawat Publications, 2016.
3. Baruah, Arunima. Child Abuse. Reffrence Press, 2003.
4. Deb, Sibnath. Contemporary Social Problems in India. Anmol Publications PVT. Ltd., 2006.

5. Gupta, Sumitra, and Mannan Mollah, Abul Kalam Mohammad Abdul. Social Welfare in India. Chugh ,Publication ,Allahbad, 1998. .
6. Madan, G. R. Indian Social Problems: Social Disorganization and Reconstruction. Allied Publishers, 1966.
7. Mamoria, Chatur Bhuj. Social Problems and Social Disorganization in India C.B. Mamoria. 2d Rewritten and Enl. Ed. Kitab Mahal, 1965.
8. Mishra, Alaka. Child Abuse. Dynamic Printers , 2014.
9. .Patel, Manish. Contemporary Social Problems in India. Axis Publications,

Modes of Examination: Assignment/Quiz/Project/Presentation/Extempore/Written Exam

Examination Scheme:

Components	Midterm	Class Assessment	End Term
Weightage (%)	20	30	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Identify the social problems in India	PO1, PO9, PO11, PO12
CO2	Analyse the problems of the contemporary issues with sociological lens	PO1, PO4, PO6
CO3	Illustrate ideas about various vulnerable sections of the society	PO1, PO6, PO9, PO10, PO12
CO4	Construct sociological perspectives and sociological imagination for analyzing social events	PO1, PO2, PO6, PO9, PO11, PO12
CO5	Evaluate the sociological concepts and relate them to everyday life	PO9, PO11, PO12
CO6	Apply sociological perspectives in understanding everyday social problems	PO1, PO6, PO9

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1
CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3
CO6	3	0	0	2	3	1	1	2	3	3	1	2

1=weakly mapped

2= moderately mapped

3=strongly mapped

SOC103	INVITATION TO SOCIOLOGY (MINOR)	L	T	P	C
Version 1.0	Contact Hour-60	3	1	0	4
Pre-requisites/Exposure					
Co-requisites	--				

Course Objectives:

1. The students will learn about various social processes in our everyday lives.
2. The students will get a holistic understanding of the interconnectivity of social processes.
3. The students will acquire an in-depth knowledge about the relationship between individual and society.
4. To enable students to critically analyse social phenomena and apply their knowledge in their professional lives.

Course Outcomes

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

CO1. Understand the Foundations, Tools & Methods of studying sociology.

CO2. Apply sociological perspectives to examine the world through a sociological lens.

CO3. Demonstrate understanding of basic social processes of socialization, deviance, social control, and stratification by class, gender, and race, and social institutions.

CO4. Comprehend and effectively use the conceptual terminologies of sociology.

CO5. Apply sociological perspectives and sociological imagination to contemporary events and personal experience.

CO6. Evaluate the interconnectivity of social processes.

Course Description: This course will enable the students acquire knowledge about the basic concepts in Sociology. Students will be acquainted with different sociological concepts and their interconnectivity. Students would learn about culture and its influence on the society, the process of socialization by which we learn to become social beings, and social control which the society exerts on all of its inhabitants. By studying this course, students will be able to have an in-depth understanding of the social processes and the relationship between individual and society.

Course Content:

UNIT I:

Sociology as a Science

Sociology and other Social Sciences -Anthropology, Psychology, Economics, Political Science, History

Scope of sociology

UNIT II:

Basic Concepts I: Socialization, Status and Roles

Social Group, Community and Association

UNIT III:

Basic Concepts II: Norms (Folkways and Mores), Sanctions and values;

Social Institution: Family, Marriage and kinship,

UNIT IV:

Social Stratification: Meaning Forms;
Social Mobility: Meaning, Nature and Types;
Social Change: Meaning, Types and Factors.

Text Books

1. Abraham.F.2010. Contemporary Sociology: An Introduction to Concepts and Theories.Oxford University press
2. Bottomore, T.B. 1972. Sociology: A guide to problems and literature. Bombay: George Allen and Unwin (India).
3. [Giddens](#), A., 1993.Essentials of Sociology, Uk: Polity Press
4. Harlambos, M. 1998. Sociology: Themes and perspectives. New Delhi: Oxford University Press.
5. Inkeles, Alex. 1987. What is sociology? New Delhi: Prentice-Hall of India.
6. Jayaram, N. 1988. Introductory sociology. Madras: Macmillan India.
7. Johnson, Harry M. 1995. Sociology: A systematic introduction. New Delhi: Allied Publishers.
8. Schaefer, Richard T. and Robert P.Lamm. 1999. Sociology. New Delhi: Tata-McGraw Hill.

Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam

Examination Scheme:

Components	Midterm	Class Assessment	End Term
Weightage (%)	20	30	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Discuss the Foundations, Tools & Methods of studying sociology.	PO1, PO6, PO11, PO12
CO2	Have the competence to examine the world through a sociological lens.	PO1, PO3, PO6, PO11
CO3	Demonstrate understanding of basic social processes of socialization, deviance, social control, and stratification by class, gender, and race, and social institutions.	PO1, PO6, PO9, PO10, PO12
CO4	Comprehend and effectively use the conceptual terminologies of sociology.	PO2, PO3, PO9, PO11
CO5	Apply sociological perspectives and sociological imagination to contemporary events and personal experience.	PO2, PO3, PO6, PO11, PO12
CO6	Evaluate the interconnectivity of social processes.	PO2, PO3, PO6, PO11, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1
CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3
CO6	3	0	0	2	3	1	1	2	3	3	1	2

1=weakly mapped
2= moderately mapped
3=strongly mapped

SEMESTER -II

SOC104	Sociological Thinkers	L	T	P	C
Version 1.0	Contact hours-60	3	1	0	4
Pre-requisites/Exposure					
Co-requisites	--				

Course Objectives:

1. To understand what accounts for the emergence of the academic discipline of sociology.
2. To understand how the major classical theorists developed the academic discipline of sociology.
3. To understand distinctiveness of sociological approaches among the other social sciences.
4. To apply classical theories to contemporary social phenomenon
5. To analyze and to apply sociological perspectives and sociological imagination to understand social issues reformulate the theories for research work.

Course Outcomes

- 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. Analyse sociological perspectives for with respect to social events.
- CO5. Evaluate the distinctiveness of sociological approaches.
- CO6. Apply classical theories to contemporary social phenomena

Catalog Description: This course introduces the students with the critical understanding about the concept of what accounts for the emergence of the academic discipline of sociology. It helps to understand how the major classical theorists developed the academic discipline of sociology. It also helps to apply classical theories to contemporary social phenomenon. Students will be able to identify the philosophical, economic and political developments that lead to the development of classic social theory. Secondly, students will demonstrate an understanding of the major concepts used by Marx, Weber, Durkheim and Pareto for their sociological analysis. Lastly, students will be able to apply sociological theory to contemporary issues.

Unit I: Emergence of Sociology

Emergence of sociology: political, economic and social and intellectual factors; Beginnings of sociology: Comte, Spencer- Organic analogy, types of societies

Unit II:

Karl Marx - Historical materialism, mode of production, alienation, class struggle.

Unit III

Emile Durkheim - Division of labour, social fact, suicide, religion and society.

Unit IV:

Max Weber - Social action, ideal types, authority, bureaucracy, protestant ethic and the spirit of capitalism.

Unit V:

Pareto- logical and non-logical action, Circulation of Elites, Residues and Derivations

Reading Lists:

1. Abraham, F. & Morgan, J. F., (1994), Sociological Thought
2. Coser, Lewis, (1979), Masters of Sociological Thought, Harcourt Brace, New York.
3. Durkheim, E, (1958), The Rules of Sociological Method, New York: The Free Press.
4. Durkheim, E., ((1964), The Division of Labour in Society, New York: The Free Press.
5. Durkheim, E., (1966), Suicide, The Free Press
6. Fletcher, R., (1994), The Making of Sociology. Vols. 1 & 2, Rawat Publications, Jaipur.
7. Aron, Raymond: Main Currents in Sociological Thought, Vol. I and II, Penguin, Chapters on Marx, Durkheim and Weber. 1965 – 1967.
8. Bendix, Rinehard – Max Weber, An Intellectual Portrait (For Weber) Double Day. 1960.
9. Coser, L. A.: Masters of Sociological Thought, New York : Harcourt Brace, pp.43-87, 129-174, 217-260. 1977
10. Nisbet – The Sociological Tradition. Heinemann Educational Books Ltd., London. 1966.
11. Zeitlin Irvin – Ideology and the Development Sociological Theory. Prentice Hall. 1981.
12. Giddens, Anthony: Capitalism and Modern Social Theory – An analysis of Writings of Marx, Durkheim and Weber, Cambridge University Press, Whole Book. 1997.
13. Hughes, John A., Martin, Peter, J. and Sharrock, W. W. Understanding Classical Sociology – Marx, Weber and Durkheim, London: Sage Publications, Whole Book. 1995.

Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempore/Written Exam

Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Identify the philosophical, economic and political developments leading to the development of sociological theory starting from the late 20th Century onwards	PO1, PO9, PO11, PO12
CO2	Construct an understanding of the major concepts used by the various schools such as structural functionalism, conflict theory, symbolic Interactionism, Neo- Marxism	PO1, PO4, PO6
CO3	Apply sociological theory to contemporary issues.	PO1, PO6, PO9, PO10, PO12
CO4	Recognize sociological perspectives for analysing social events	PO1, PO2, PO6, PO9, PO11, PO12
CO5	Evaluate the distinctiveness of sociological approaches	PO2, PO6, PO9, PO11

CO6	Apply classical theories to contemporary social phenomena	
-----	---	--

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1
CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3
CO6	3	0	0	2	3	1	1	2	3	3	1	2

1=weakly mapped

2= moderately mapped

3=strongly mapped

SOC105	SOCIOLOGY OF GENDER	L	T	P	C
Version 1.0	Contact Hour-60	3	1	0	4
Pre-requisites/Exposure					
Co-requisites	--				

Course objectives:

The general aim of this course is to contextualize, historicize, and approach through a complex and multi-layered lens gender norms, relations and practices. At the end of the term, students should be able to: -

1. Demonstrate how gender relations, norms and practices are thought, built and shaped through social, political, economic realities and their imbricate dynamics.
2. Understand essential conceptual ideas and theories related to gender, feminisms and sexualities. -be equipped with a sociological lens that can be used to broaden an understanding of the world from everyday interactions to transnational realities.
3. Be able to identify and explain several main theoretical perspectives about gender, feminisms and sexualities and their interactions with concepts of race, class, ethnicity, religion etc.

Course Outcomes

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

CO1. Determine the important concepts of gender inequality and gender sensitization.

CO2. Distinguish between binary and non-binary categories of gender.

CO3. Construct an understanding of the major concepts and theoretical perspectives of sex-gender systems and practices.

CO4. Identify the reasons behind social construction of gender and sexuality.

CO5. Illustrate the importance of third gender and queer theory.

CO6. Evaluate theoretical perspectives about gender, feminisms and sexualities in explaining social life

Course Description: This course introduces a sociological perspective on the topic of gender and explores critically theories of gender and feminisms. It will look at how gender norms, roles, relations and practices are shaped through social structures, institutions and power relations and further

analyze the imbrications of gender and sexualities with race, class, religion, ethnicity etc. We will also explore critically feminist theories as well as core feminist concepts such as patriarchy, sexism and intersectionality. The course encourages students to investigate central themes in sociology such as violence, family, education, health, work, state, nation, religion etc. in relation to theories of gender, feminisms, and sexualities.

Course Content:

UNIT 1:

UNIT 1:

Introducing gender: Meaning, Scope, Nature of Gender and Society

Concept of Gender

- Gender Vs Sex
- Gender based Socialization
- Sexual division of Labor

Different forms of sexual orientation.

UNIT 2:

Doing Gender:

Social construction of gender, Meaning, nature and spheres of patriarchy, Patriarchy in Indian context.

UNIT 3:

Feminism:

Meaning

Types of Feminism

Waves of Feminism.

Unit 4: Development Policy and its Impacts

Women's movement in

Violence against women

Policies & legislation related to gender equality

Reading Lists:

Bilge, Sirma and Collins, Patricia Hill. 2016. Intersectionality. Wiley Publications

Disch, Estelle. 2009. Reconstructing Gender: A Multicultural Anthology. McGraw-Hill

Holmes, Mary. 2007. What is Gender? Sociological Approaches. Sage Publications. –

hooks, bell. 2000. Feminism is for everybody: passionate politics. South End Press. –

Kimmel, Michael, Kaler, Amy and Aronson, Amy (eds). 2015. The Gendered Society Reader. Oxford University Press. –

Linda, Lindsay L. 2005. Gender roles: a sociological perspective. Pearson Education. –
 Lorde, Audre. 1984. Sister Outsider. Essays and Speeches. Ten Speed Press. –
 Moraga, Cherrie & Anzaldúa, Gloria (eds). (1981) 2002. This Bridge Called my Back. Writings by Radical Women of Color. (Persephone Press) Third Women Press.
 West, Candace and Zimmerman, Don H. Doing Gender. Chapter 5. The Gendered Society Reader
 Messner, Michael. Boyhood, Organized Sports, and the Construction of Masculinities. Reconstructing Gender: A Multicultural Anthology.
 Bordo, Susan. The Body and the Reproduction of Femininity. Chapter 13. The Gendered Society Reader.
 Collins, Patricia Hill. 2009. Bloodmothers, other mothers, and women-centred networks. Reconstructing Gender: A Multicultural Anthology. Pp. 318-324. –
 Coltrane, Scott. 2015. Household Labour and the Routine Production of Gender. Chapter 23. The Gendered Society Reader.
 Walby, Sylvia. 1990. Theorizing Patriarchy, Basil Blackwell, 1990: “Introduction” pp. 1-24

Text Books

1. Liz Stanley. 2002. „Should Sex Really be Gender or Gender Really be Sex“ in S. Jackson and S. Scott (eds.) Gender: A Sociological Reader, London: Routledge (pp. 31-41)
2. Strathern, Marilyn. 1987. “An Awkward Relationship: The Case of Feminism and Anthropology.” Signs 12(2):276-292.
3. 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).
4. S. Jackson and S. Scott (eds.) 2002 Gender: A Sociological Reader, London: Routledge. Introduction, (pp. 1-26)

Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam

Examination Scheme:

Components	Midterm	Continuous Assessment	End Term
Weightage (%)	20	30	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Determine the important concepts of gender inequality and gender sensitization.	PO1, PO9, PO11, PO12
CO2	Distinguish between binary and non-binary categories of gender.	PO1, PO4, PO6
CO3	Construct an understanding of the major concepts and theoretical perspectives of sex-gender systems and practices.	PO1, PO6, PO9, PO10, PO12
CO4	Identify the reasons behind social construction of gender and sexuality.	PO1, PO2, PO6, PO9, PO11, PO12
CO5	Illustrate the importance of third gender and queer theory.	PO1, PO2, PO6, PO9, PO11, PO12

CO6	Evaluate theoretical perspectives about gender, feminisms and sexualities in explaining social life	PO2, PO6, PO9, PO11, PO12
-----	---	---------------------------

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1
CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3
CO6	3	0	0	2	3	1	1	2	3	3	1	2

1=weakly mapped
2= moderately mapped
3=strongly mapped

SOC108	MDC SOCIETY THROUGH VISUAL CULTURE	L	T	P	C
Version 1.0	Contact Hour-60	3	1	0	4
Pre-requisites/Exposure					
Co-requisites	--				

Course objectives:

The general aim of this course is to contextualize, and understand different domains of culture. At the end of the term, students should be able to: -

1. Demonstrate how cultural norms and practices are used in shaping the society.
2. Understand essential conceptual ideas and theories related to the culture.
3. Be able to identify and explain several approaches of culture that can be applicable in the contemporary context.

Course Outcomes

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

- CO1. Determine the important concepts of culture.
CO2. Distinguish between various approaches of culture.
CO3. Construct an understanding of the major concepts and theoretical perspectives of culture.
CO4. Identify the reasons behind culture and civilization.
CO5. Illustrate the importance of culture and its relation with environment.
CO6. Apply the approaches of culture that can be applicable in the contemporary context.

Course Description:

This course introduces students to the sociology of culture, understood as an area of study that examines the social influences on cultural developments, and cultural influences on social processes. While there is a distinct set of objects, practices, and organizations that are explicitly “cultural” (e.g., art, music, food, fashion) most of what we call “culture” happens beyond those domains. Thus, in this course, we will examine culture not as

those narrow domains, but as an approach to the study of social processes; that is, as shared meanings, shared orientations to the world, shared repertoires of action, or socio-cognitive schemas that shape social life. The focus of this course is on the role of culture, the widely shared values, and beliefs, logics of action, and practices that create patterns in the social world. This course is organized around theoretical approaches rather than substantive areas of research, with the goal of providing students with analytical tools to understand the social world, and how “culture” works.

Course Content:

Unit1

Introduction to the Sociological Study of the Visual

2. Sociology and the Practice of Photography

3. Video and Film in Sociology

4. Sociology, Multimedia and Hypermedia

Unit2

Introducing Visual Cultures and the Process of ‘Seeing’; The Spectacles of Modernity

Unit 3

Visual Environments and Representations, Power, Knowledge and gaze of the State, Visual Contestations, Visual Practices and Identity formation , Visual Cultures of Everyday Life

Reading List

1. Clifford Geertz, “Thick Description: Towards an Interpretive Theory of Culture,” chapter 1 in *The Interpretation of Cultures* (Basic Books, 1973), pp. 3-30.
2. Geertz, Clifford. 1973. *The Interpretation of Cultures*. New York, NY: Basic Books
3. Berezin, Mabel. 2015. “Sociology of Culture” In *International Encyclopedia of the Social & Behavioral Sciences*, 617–21
4. Alexander, Jeffrey, and Philip Smith. 2001. “The Strong Program in Cultural Theory: Elements of a Structural Hermeneutics.” In *Handbook of Sociological Theory*, 135–150. Springer
5. Lyn Spillman, “Introduction,” chapter 1 in *What is Cultural Sociology?* (Polity Press, 2020), pp. 1-21.
6. Wendy Griswold, “A Methodological Framework for the Sociology of Culture,” *Sociological Methodology* 17 (1987): 1-35.
7. Paul DiMaggio, “Review: On Pierre Bourdieu,” *American Journal of Sociology* 84 (1979): 1460-1474.

Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam

Examination Scheme:

Components	Midterm	Class Assessment	End Term
Weightage (%)	20	30	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Determine the important concepts of culture	PO1, PO9, PO11, PO12
CO2	Distinguish between various approaches of culture	PO1, PO4, PO6
CO3	Construct an understanding of the major concepts and theoretical perspectives of culture	PO1, PO6, PO9, PO10, PO12
CO4	Identify the reasons behind culture and civilisation	PO1, PO2, PO6,

		PO9, PO11, PO12
CO5	Illustrate the importance of culture and its relation with environment.	PO1, PO2, PO6, PO9, PO11, PO12
CO6	Apply the approaches of culture that can be applicable in the contemporary context	PO2, PO6, PO9, PO11, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1
CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3
CO6	3	0	0	2	3	1	1	2	3	3	1	2

1=weakly mapped
2= moderately mapped
3=strongly mapped

SOC106	Minor 2- Sociology of Relationship	L	T	P	C
Version 1.0	CONTACT HOUR--60	3	1	0	4
Pre-requisites/Exposure					
Co-requisites	--				

Course Objectives:

1. To introduce students to key theoretical frameworks and debates in the sociology of relationships.
2. To explore the ways in which intimacy, love, friendship, marriage, kinship, and other relationships are socially constructed and regulated.
3. To critically analyse the impact of modernity, technology, and globalization on personal and social relationships.
4. To examine how identities like gender, sexuality, caste, and class intersect in shaping relational experiences.
5. To encourage reflexive engagement with one's own social location and relational practices.

Course Outcomes:

By the end of this course, students will be able to:

CO1. Understand and explain major sociological theories of relationships and intimacy.

CO2. Critically analyse the influence of structural and cultural factors on the formation and dissolution of relationships.

CO3. Evaluate the role of digital media and globalization in transforming notions of love, friendship, and family.

CO4. Apply sociological concepts to real-life cases, narratives, and media representations of relationships.

CO5. Demonstrate sensitivity and awareness toward the diversity of relationship practices across cultures and communities.

CO6. Engage in independent research on contemporary relational issues using appropriate sociological methods and present findings effectively through written or oral formats.

Catalogue Description

This course offers an in-depth sociological exploration of relationships in contemporary society, focusing on how intimacy, love, friendship, kinship, and marriage are shaped by social, cultural, and technological forces. Students will engage with classical and contemporary sociological theories to understand the structural and symbolic dimensions of relationships. Through case studies, media analysis, and research exercises, the course encourages critical thinking about how identities like gender, caste, class, and sexuality influence relational experiences. Students will also examine the transformative impact of globalization and digital technologies on personal and collective bonds. By the end of the course, learners will be equipped to analyse, critique, and create knowledge around evolving relationship patterns in a rapidly changing social world.

Unit 1

- The presentation of self in everyday life
- Importance of social relationship
- Domains of social relationship

Unit II

- Media in social relationship
- Social media and social relationship
- Media networks and social relationships

Unit III

- Family, group, neighbourhood, global society
- Friendships and love
- Mental agony and stress

Unit IV

- Social Structure and Social Interaction
- Power and inequality
- Gender roles and stereotypes

Reading List:

- Abraham, M. F. 2014. *Contemporary Sociology*. Oxford University Press, USA.
<https://www.goodreads.com/book/show/6799540-contemporary-sociology>.
- Bauman, Zygmunt. 2013. *The Individualized Society*. Wiley.
- Castells, Manuel. 2009. *The Rise of the Network Society*. Wiley Online Library.
- Chomsky, N., & Herman, E. S. 1988. *Manufacturing consent: The political economy of the mass media*. Pantheon Books.
- Crisp, R. J. & Turner, R. N. 2010. *Essential Social Psychology* (2nd ed.). London, England: Sage.
- Goffman, Erving, 1922-1982. 1959. *The presentation of self in everyday life*. Garden City, N.Y: Doubleday.
- Ghosh, Biswajit. 2022. 'Politics of Manufacturing Consent in a Post-Truth Society', *Journal of Developing Societies*, 38(1): 7-26.
- Giddens, Anthony. 1991. *Modernity and self-identity: self and society in the late modern age*. Stanford, Calif: Stanford University Press
- Giddens, Anthony. 1990. *The consequences of modernity*, Stanford, Calif.: Stanford University Press.
- Iorio, G. 2014 (June 10). *Sociology of Love [Hardback edition]*. Vernonpress.com; Vernon Press.
<https://vernonpress.com/book/27>.
- SpringerLink. Social Relations and the Life Course. 2018. <https://doi.org/10.1057-9780230598232>.

Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group
 Discussion/ Presentation/Extempo/Written Exam
 Examination Scheme:

Components	Midterm	Continuous Assessment	End Term
Weightage (%)	20	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Determine an understanding about the different aspects of Indian society.	PO1, PO6, PO11, PO12
CO2	Distinguish between Indian unity and diversity in terms of its aspects.	PO1, PO3, PO6, PO11
CO3	Construct an understanding about the major social and political institutions and processes.	PO1, PO6, PO9, PO10, PO12
CO4	Identify the relation between family and gender along with caste and religion.	PO2, PO3, PO9, PO11
CO5	Evaluate the role of colonialism in the emergence of Indian society from fragmented principalities to a unified nation.	PO6, PO9, PO10, PO12
CO6	Apply an in-depth understanding about the various elements that have played a role in unifying Indian society.	PO2, PO3, PO9, PO11

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1

CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3
CO6	3	0	0	2	3	1	1	2	3	3	1	2

1=weakly mapped

2= moderately mapped

3=strongly mapped

SEMESTER-III

SOC201	Social Change in India	L	T	P	C
Version 1.0	CONTACT HOUR-90	2	1	1	4
Pre-requisites/Exposure	focus on doing sociology and social anthropology through forms other than the written, in particular, the oral, aural, and the visual.				
Co-requisites	--				

Course Objectives:

1. To introduce the students to the concept of development and change from various sociological perspectives with global, comparative, and historical dimensions
2. To explain the causes and consequences of inequalities among countries through the major theories and critiques of development and underdevelopment
3. To expose the students to the contemporary issues
4. To make students understand about various challenges centered on the ideas and practices of development

Course outcome:

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

CO-1 Understand sociological understanding of change and developmental issues

CO-2 Develop idea about paths and agencies of Development

CO3- Construct knowledge about theories of change, development and Globalization

CO-4 Develop a critical understanding regarding Development Programmes in India

Catalog Description:

Society is always changing. Change and development are integral part of society. This paper will provide the concept, components and directions of change and developments. The students will get detailed understanding of change and development on the basis of various sociological perspectives. The causes and consequences of inequalities among countries through the major theories and critiques of development and underdevelopment will be understood by the students. Various developmental programme and schemes of India will also be discussed to give better understanding of India.

Unit-1

Visions of Social Change in India:

- (a) Idea of development planning and mixed economy.
- (b) Constitution, law, and social change.
- (c) Education and social change.

Unit-2

Rural and Agrarian Transformation in India:

- (a) Programmes of rural development, Community Development Programme, cooperatives, poverty alleviation schemes.
- (b) Green revolution and social change.
- (c) Changing modes of production in Indian agriculture.
- (d) Problems of rural labour, bondage, migration.

Unit-3

Industrialization and Urbanisation in India:

- (a) Evolution of modern industry in India.
- (b) Growth of urban settlements in India.
- (c) Working class: structure, growth, class mobilization.
- (d) Informal sector, child labour.
- (e) Slums and deprivation in urban areas.

Unit-4

Politics and Society:

- (a) Nation, democracy and citizenship.
- (b) Political parties, pressure groups, social and political elite.
- (c) Regionalism and decentralization of power.
- (d) Secularization.

Unit-5

Social Change in Modern Society:

- (a) Sociological theories of social change.
- (b) Development and dependency.
- (c) Agents of social change.
- (d) Education and social change.
- (e) Science, technology, and social change.

1. Alavi, H. and T. Shanin. Introduction to the Sociology of Developing Societies. London: Macmillan, 1982
2. Desai, A.R. (1985), India's Path of Development: A Marxist Approach. Bombay: Popular.
3. Derezee, Jean and Amartya Sen.(1996), India: Economic Development and Social Opportunity. New Delhi: OUP
4. Peet, R. Theories of Development. Jaipur: Rawat Publications, 2005. 2. Pietersen, J.N.

Development Theory: Deconstructions/ Reconstructions. New Delhi: Vistaar Publications, 2011.

5. N.Long (1977), An Introduction to the Sociology of Rural Development, Tavistock Publications;London
1. Politics of development: Knowledge and power in development, Grassroots level movements in development Post-development theories: Foucault and post-development theories Critiques of post-development theories
2. Sen, A. Development as Freedom. New Delhi: Oxford University P, 200
3. Singh, S. (2015). Sociology of Development.Delhi: Rawat Publications.
4. Sharma, SL(1986), Development: Socio-Cultural Dimensions. Jaipur: Rawat Publications.

Modes of Examination: Assignment//Project/Presentation/Written Exam Examination

Scheme:

Components	Mid	Continuous	End Term
	term	Assessment	
Weightage (%)	20	30	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand sociological understanding of change and developmental issues	PO1, PO6, PO7, PO9, PO11, PO12
CO2	Develop idea about paths and agencies of Development	PO1, PO9, PO11, PO12
CO3	Construct knowledge about theories of change, development and Globalization	PO1, PO9, PO11, PO12
CO4	Develop a critical understanding regarding Development Programmes in India	PO1, PO6, PO9, PO11, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1
CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3

1=weakly mapped

2= moderately mapped
3=strongly mapped

SOC202	SOCIOLOGICAL THEORIES	L	T	P	C
Version 1.0	Contact Hour-60	3	1	0	4
Pre-requisites/Exposure					
Co-requisites	--				

Course Objectives:

1. To introduce the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking in the latter half of the 20th century, and which continue to concern the practitioners of sociology today.
2. To understand the structural, functional, and conflict theories, and symbolic interactionism, phenomenology, ethnomethodology and Neo-marxism.
3. To understand interactionist perspective of sociological theories and the contribution by interactionist thinkers.
4. To apply modern theories to contemporary social phenomenon
5. To analyze the theoretical relevance and analytical utility of the premises, methodology and conclusions of these diverse theoretical perspectives in understanding social structure and change.

Course Outcomes

CO1. Identify the philosophical, economic and political developments leading to the development of sociological theory starting from the late 20th Century onwards.

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

CO3. Apply sociological theory to contemporary issues.

CO4. Recognize sociological perspectives for analysing social events.

Catalog Description: This course introduces the students with the philosophical, economic and political developments leading to the development of sociological theory starting from the late 20th Century onwards. It also helps to apply the theories to contemporary social phenomenon. Secondly, students will demonstrate an understanding of the major concepts of structural functionalism, interactionism, conflict theories followed by structuralism and post-structuralism for their sociological analysis. Lastly, students will be able to apply sociological theory to contemporary issues.

Course Content:

Unit 1. Structural-functionalism

Talcott Parsons: Social system, AGIL, Pattern Variables

Merton- Latent and manifest functions, conformity and deviance, reference groups.

Unit 2. Interactionist Perspective

G. H. Mead - Self and identity

Erving Goffman: Interactional Self Unit

Unit 3: Conflict Theory

R.Dahrendorf; L.Coser

Unit 4: Critical Theory

Max Horkheimer, T.W. Adorno-Public Sphere and Culture Industry. Herbert Marcuse- One dimensional man

Reading Lists:

1. Craib, Ian. Modern social theory: From Parsons to Habermas (2nd edition). London: Harvester Press. 1992.
2. Giddens, Anthony. Central problems in social theory: Action, structure and contradiction in social analysis. London: Macmillan. 1983.
3. Kuper, Adam and Jessica Kuper (eds.). (2nd edition). The social science encyclopaedia. London and New York: Routledge. 1996.
4. Ritzer, George. (3rd edition). Sociological theory. New York: McGraw-Hill. 1992
5. Turner, Jonathan H. (4th edition). The structure of sociological theory. Jaipur and New Delhi: Rawat. 1995
6. Zeitlin, Irving M. (Indian edition). Rethinking sociology: A critique of contemporary theory. Jaipur and New Delhi: Rawat. 1998.

Suggested Readings :

1. Alexander, Jeffrey C. Twenty lectures: Sociological theory since world war II. New York: Columbia University Press. 1987.
2. Bottomore, Tom. The Frankfurt school. Chester, Sussex: Ellis Horwood and London: Tavistock Publications. 1984.

3. Collins, Randall. (Indian edition). Sociological theory. Jaipur and New Delhi: Rawat. 1997.

Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group

Discussion/ Presentation/Extempore/Written Exam

Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Identify the philosophical, economic and political developments leading to the development of sociological theory starting from the late 20th Century onwards	PO1, PO9, PO11, PO12
CO2	Construct an understanding of the major concepts used by the various schools such as structural functionalism, conflict theory, symbolic Interactionism, Neo- Marxism	PO1, PO4, PO6

CO3	Apply sociological theory to contemporary issues.	PO1, PO6, PO9, PO10, PO12
CO4	Recognize sociological perspectives for analysing social events	PO1, PO2, PO6, PO9, PO11, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1
CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3

1=weakly mapped
2= moderately mapped
3=strongly mapped

SOC203	SOCIOLOGY OF MEDIA (Minor)	L	T	P	C
Version 1.0	Contact Hours – 60	3	1	0	4
Pre-requisites/Exposure					
Co-requisites	--				

Course Objectives

1. To Understand the Core sociological Concepts related to media.
2. To Critically Analyse Media Content and develop the ability to critically evaluate media texts (news, film, social media, etc.) through a sociological lens.
3. To Examine Media's Role in Society and analyse how media shapes and reflects social institutions, cultural norms, identities, and power relations.
4. To Engage with Emerging Media Technologies and analyse the sociological implications of digital media, algorithms, surveillance, and social networking platforms.

Course Outcome

CO1- Understanding the relationship between media, society, and culture through a sociological lens.

CO2: Describe the historical development and transformation of media institutions.

CO3: Apply sociological theories to analyse various forms of media (e.g., news, advertisements, social media).

CO4: Demonstrate how media influences identity formation, socialization, and public opinion.

- CO5: Differentiate between media portrayals of various social groups (race, gender, class, etc.).
CO6: Evaluate the role of media in the construction and reinforcement of social norms and ideologies.
CO7: Critically assess the impact of digital media on privacy, surveillance, and civic engagement.

COURSE DESCRIPTION

This course explores the complex relationship between media and society from a sociological perspective. Students will examine how media both reflects and shapes cultural norms, identities, power structures, and social change. Topics include media production and ownership, representation of race, gender, and class, audience reception and interpretation, digital media and social networks, and the global impact of media. Through critical analysis of films, news, social media, and advertising, students will develop tools to deconstruct media messages and understand their broader social implications.

UNIT I

Conceptual Understandings

- Media in everyday life
- Types of media
- Functions and dysfunctions of media
- History of media in India
- Impact of Mass media in society

UNIT II

Transmission-Reception Model

- Introduction
- Transmission-Reception Model (Stuart Hall)
- Audience Reception
- Criticisms of Reception Theory

UNIT III

Media Policy

- Authoritarian View
- Libertarian View
- Neo-Liberalisation

UNIT IV

Media and Violence

- Depiction of Violence in Media Upon Children
- Effect of Violence in Media Upon adults
- Effect of media-Violence upon women

Essential and Suggested Readings:

- Tony Bennett 1982. "Theories of the Media, The Theories of Society." In Culture, Society and the Media. Edited by Michael Gurevitch et.al. London: Methuen, 1982.
- Kumar, K.J 2005. Mass Communication in India. Mumbai. Jaico Publishing House.
- Castells, M. 2009. Communication Power. Oxford. Oxford University Press.
- Karl Marx. 2010. A contribution to the Critique of Political Economy. Peoples Publishing House (P) Ltd.
- Mc Quail, D. 2005. Mass Communication Theory. (5th Edition) New Delhi. Vistaar.
- Sundaram, R (eds.) 2013. No Limit: Media Studies from India. Oxford India Studies. New Delhi: Oxford University Press.
- Everett M. Rogers. Communication in Development. Annals of the American Academy of Political and Social Science, Vol. 412, The Information Revolution. (Mar., 1974), pp. 44-54.

Vol. 23, No. 6. (Mar., 1962), pp. 417-432. Stable URL: <http://links.jstor.org/sici?sici=0010-0994%28196203%2923%3A6%3C417%3AMC%2FPCN%3E2.0.CO%3B2-U>.

International Review of the Aesthetics and Sociology of Music, Vol. 14, No. 1. (Jun., 1983), pp.93-98. Stable URL: <http://links.jstor.org/sici?sici=0351>

Charles R. Wright. Functional Analysis and Mass Communication. The Public Opinion Quarterly, Vol. 24, No. 4. (Winter, 1960), pp. 605- 620.

Robert Holton. Globalization's Cultural Consequences. Annals of the American Academy of Political and Social Science, Vol. 570, Dimensions of Globalization. (Jul., 2000), pp. 140-152.

Modes of Examination: Assignment/Quiz/Project/Presentation/Extempore/Written Exam

Examination Scheme:

Components	Mid Term	Class Assessment	End Term
Weightage (%)	20	30	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	CO1- Understanding the relationship between media, society, and culture through a sociological lens.	PO1, PO2, PO3, PO4,
CO2	CO2: Describe the historical development and transformation of media institutions.	PO2, PO3, PO4, PO12
CO3	CO3: Apply sociological theories to analyse various forms of media (e.g., news, advertisements, social media).	PO1, PO4, PO6, PO10, PO12
CO4	CO4: Demonstrate how media influences identity formation, socialization, and public opinion.	PO2, PO3, PO4, PO10, PO11, PO12
CO5	CO5: Differentiate between media portrayals of various social groups (race, gender, class, etc.).	PO4, PO5, PO6, PO10, PO11, PO12
CO6	CO6: Evaluate the role of media in the construction and reinforcement of social norms and ideologies.	PO4, PO5, PO6, PO10

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1
CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

SOC208	SKILL ENHANCEMENT COURSES-II ETHNOGRAPHIC FILMMAKING	L	T	P	C
Version 1.0	CONTACT HOUR-60	0	0	3	3
Pre-requisites/Exposure					
Co-requisites	--				

Course Objectives:

1. To enable students to focus on doing sociology and social anthropology through forms other than the written, in particular, the oral, aural, and the visual.
2. To introduces students to film techniques as a form and method of description and argument
3. To enable an understanding of the relationship between film and text as distinct ethnographic practices

Learning Outcome:

CO1: Construct challenges of doing sociological fieldwork and observing real-world spheres through the mode of filmmaking

CO2: Identify students to the skills and sensitivity needed to engage with the social world

CO3: Determine the film techniques as a form and method of description and argument and enables a comparison between film and the written mode as ethnography

Catalog Description:

This ethnographic methodology course considers filmmaking/videography as a tool in conducting ethnographic research as well as a medium for presenting academic research to scholarly and non-scholarly audiences. The course engages the methodological and theoretical implications of capturing data and crafting social scientific accounts/narratives in images and sounds. Students are required to put theory into practice by conducting ethnographic research and producing an ethnographic film as their final project. In service to that goal, students will read about ethnography (as a social scientific method and representational genre), learn and utilize ethnographic methods in fieldwork, watch non-fiction films (to be analyzed for formal properties and implicit assumptions about culture/sociality), and acquire rigorous training in the skills and craft of digital video production.

Course Content:

Unit-I

Ethnographic research and documentary film

Unit-II

6 Lecture Hours

Understanding the use of Camera in ethnography

Unit-III

4 Lecture Hours

The Filmmaker and the Filmed: Relationship and understanding 'ethics'- Ethical considerations in ethnographic

Unit-IV

4 Lecture Hours

Filming Oral testimonies, Interviews and Interactions

Final Film Projects

Reference Books:

1. Heider, Karl G. *Ethnographic Film*, Austin: University of Texas Press, 2006
2. Hastrup, Kirsten. 'Anthropological Visions: Some Notes on Visual and Textual Authority' In *Film as Ethnography*. Peter Ian Crawford, and David Turton, eds. Manchester and New York: Manchester University Press, 1993.
3. El Guindi, Fadwa. 'For God's Sake Margaret' In *Visual Anthropology: Essential Method and Theory*, Walnut Creek, CA: AltaMira, 2004. Pp. 61-82
4. MacDougall, 'Whose Story is it?' In *Visual Anthropology Review*, Volume 7, Issue 2, Pp. 2–10, September 1991
6. Nichols, Bill. 'What types of Documentary are there?' In *Introduction to Documentary*. Bloomington: Indiana University Press, 2001
7. Rouch, Jean, 'Conversation between Jean Rouch and Professor Enrico Fulchignoni,' In trans. Steven Feld, *Cine-Ethnography*. University of Minnesota Press, 2003.
8. Suggested Screening of Film Scenes/Sequences: *Diyas*, Judith MacDougall, 56 mins, 1997/2000.
9. Spiegel, Pauline, 'The Case of the Well-Mannered Guest' in *The Independent Film and Video Monthly* April 1984. Pp. 15-17

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Construct challenges of doing sociological fieldwork and observing real-world spheres through the mode of filmmaking	PO1, PO9, PO11, PO12
CO2	Identify students to the skills and sensitivity needed to engage with the social world	PO1, PO4, PO6
CO3	Determine the film techniques as a form and method of description and argument and enables a comparison between film and the written mode as ethnography	PO1, PO6, PO9, PO10, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1
CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3

1=weakly mapped

2=moderately mapped

3=strongly mapped

SEMESTER IV

SOC204	INDIAN SOCIOLOGICAL THINKERS	L	T	P	C
Version 1.0	Contact Hour-60	3	1	0	4
Pre-requisites/Exposure	understand the history of ideas related to the analysis of Indian society.				
Co-requisites	--				

Course Objectives:

1. To acquaint the students to the continuities and contradictions in Indian society.
2. To help students understand the history of ideas related to the analysis of Indian society.
3. To analyse the role of colonialism, democracy, nation building and globalization in shaping contemporary Indian society.
4. Understand how Indology and its processes interacts with, and can maintain, social inequalities and power structures in society.
5. Understanding of different approaches by renowned Indologists.

Course Outcomes

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

- CO1. Understand the formation of the discipline in India and the challenges that it has faced.
 CO2. Develop conceptual clarity and can articulate the main debates and arguments with regard to sociology in India.
 CO3. Construct sociological understanding of Indian society.
 CO4. Compare and contrast theories and thoughts of western and eastern origin and apply in research.
 CO5. Understand all new changes implemented in society and its consequences.

Catalog Description: This course ensure that students have understood the formation of the discipline in India and the challenges that it has faced. It also ensures that students have conceptual clarity and can articulate the main debates and arguments with regard to sociology in India, improve their sociological understanding of Indian society and to compare and contrast theories and thoughts of western and eastern origin and apply in research.

Course Content:

Unit- I 15 lecture hours
 Development of Sociology in India—an overview. Schools in Sociology in India

Unit-II 15 lecture hours

(a) Contribution of G.S.Ghurye : Indology, Approach to Sociology; Caste and Tribe; Dynamics of culture and society; Religion.

(b) M N Srinivas-Structural functionalism , Sanskritization, Dominant Caste

Unit-III 15 lecture hours

(a) Contribution of D.P. Mukerji: Personality; Methodology; Interpretation of tradition and social change in India; Middle class in India.

(b) Contribution of N.K. Bose;; Structure of Hindu society; Concept of tribal absorption;

Unit- IV 15 lecture hours

(a) A R Desai-Marxist sociology

(b) M. K. Gandhi: model of development: village reconstruction; Hind Swaraj and village republic;

Text Books

1. Andre Beteille, Sociology: Essays on Approach and Method, OUP, New Delhi, 2002.

2. D.N.Dhanagare, Themes and Perspectives in Indian Sociology, Rawat Publications, 1999.

3. Gail Omvedt, *Dalits and Democratic Revolution*, Sage, New Delhi, 1994.
4. M.N.Srinivas, *Collected Essays*, OUP, New Delhi, 2002.
5. Satish Deshpande, *Contemporary India: Sociological Perspectives*, Penguin Books: New Delhi, 2003.
6. Veena Das, *The Oxford Companion to Sociology and Social Anthropology*, Vol. I and II, OUP, New Delhi, 2003.
7. Oommen T. K. Mukherji Partha, (ed), *Indian Sociology: Reflections and Introspections* Sangam Books, 1986.
8. Vanaik, Achin. *Communalism Contested — Religion, Modernity and Secularization*; Vistaar Publications, Delhi, 1997.
9. Patel, Sujata. *Doing Sociology in India: Genealogies, Locations and Practices*, Oxford University Press: New Delhi, 2011.
10. Kapadia, K.M. *Marriage and family in India* Oxford University Press: India, 1966.
11. Uberoi, Patricia, *Family, Kinship and Marriage in India*. Oxford University Press: India, 1994.

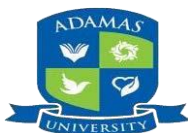
Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempore/Written Exam

Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Understand the formation of the discipline in India and the challenges that it has faced.	PO1, PO9, PO10, PO12
CO2	Develop conceptual clarity and can articulate the main debates and arguments with regard to sociology in India.	PO1,PO4, PO6



CO3	Construct sociological understanding of Indian society.	PO1, PO6, PO9, PO10, PO11
CO4	Compare and contrast theories and thoughts of western and eastern origin and apply in research.	PO1, PO2, PO6, PO9, PO11, PO12
CO5	Understand all new changes implemented in society and its consequences.	PO1, PO2, PO8, PO9, PO11, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1
CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3

1=weakly mapped

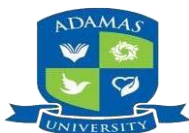
2=moderately mapped

3=strongly mapped

SOC205	CORE PAPER 5- Political Sociology	L	T	P	C
Version 1.0	Contact Hour-90	3	1	0	4
Pre-requisites/Exposure	introduces the meaning, scope and importance of political sociology				
Co-requisites	--				

Course Objectives:

1. To introduces the students to the meaning, scope and importance of political sociology
2. To make students aware about political culture and the relationship between religion, class, caste and political institutions
3. To provide understanding of political socialization meanings, types, agencies and the relationship between individual, political institutions and society
4. To make the students aware about the theoretical debates and concepts in Political Sociology, while situating these within contemporary political issues



- (b) Power elite, bureaucracy, pressure groups and political parties.
- (c) Nation, state, citizenship, democracy, civil society, ideology.
- (d) Protest, agitation, social movements, collective action, revolution.

Unit-III 14 Lecture Hours

Political Socialization:

Meaning, Characteristics and Major Agencies of Political Socialization; Importance of Political Socialization

Unit-IV 15 Lecture Hours

Role of Region, Caste and Regionalism in Indian Politics:

Religion and Politics; Caste and Politics; Regionalism and Politics

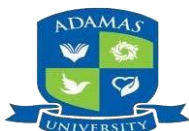
Unit-V 14 Lecture Hours

Political Participation:

Meaning and Factors Facilitating to Political Participation; Women's Participation of Politics; Factors Resisting Women's Participation in Politics

Reference Books:

1. Eisenstadt, S. N. '1971, 'General Introduction: The Scope and Development of Political Sociology' in Political Sociology: A Reader Basic Books, New Your Publication, pp 3-24
2. Dower R. E. & Hughes (1971): Political Sociology, New York
3. S. N.(1971). Political Sociology: Reader Basic Books.
4. R. and A. Mason, (2003). Political Concepts. Manchester University Press.
5. Gupta Dipankar (1996): Political Sociology in Indian (Contemporary Trends) Orient Longman Limited, New Delhi-2002, P. 25-35, 75-80
6. Indian Council of Research (1981): A Survey of Research in Political Dynamics. Allied Publishers Private Limited, New Delhi.
7. Kothari R. (1970): Caste in Indian Politics in India, Orient Longmans Ltd.
8. Desai I. P.: Caste and Politics, Economic and Political Weekly, 1967, 2 (17) 29, 797-799
9. Singh Yogendra : Caste and Class Some Aspects of Community and Change Sociological Bulletin, 1968, XVII, 166.
10. Ferreira J. V. (Editor) : (1986) Survey of Research in Sociology Anthropology (1969-1970) Vol. III, Indian Council of Social Science Research
11. Weber, Max. 1978, Economy and Society: An Outline of Interpretative Sociology, Berkeley : University of California Press, pp. 53-54; 941-54; 212-30; 241-54.
12. Lukes, Steven. 2005, Power: A Radical View, 2nd Ed., Hampshire : Palgrave, pp. 14-49.
13. Mitchell, Timothy. 'Society, Economy, and the State Effect', in A. Sharma and A. Gupta (Ed.), The Anthropology of the State: A Reader, Oxford: Blackwell, 2006, pp. 169-85



14. Mills, C. Wright, 1956. The Power Elite, New Edition, OUP, pp.269-297.
15. Bottomore, T.B. 1993, Elites and Society, 2nd Edition, Routledge, pp. 15-34
16. Fuller, C.J. and V. Benei (Eds.), 2000. The Everyday State and Society in Modern India. Social Science Press, pp. 1-30

Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam Examination Scheme:

Mapping between COs and POs				
	Course Outcomes (COs)			Mapped Program Outcomes
CO1	Construct the meaning, scope and importance of political sociology			PO1, PO6, PO11, PO12
CO2	Illustratesociological understanding of formation of political institutes and the relationship with other institutions			PO1, PO6
CO3	Identify knowledge about political culture and the relationship between religion, class, caste and political institutions			PO1, PO6, PO9, PO11, PO12
CO4	Develop conceptual clarity and can articulate the main debates and arguments with regard to political institution in society			PO1, PO11, PO12
CO5	Distinguishdifferent types of political relationships on the basis of various themes such as power, governance and state and society relationships			PO1, PO6, PO9, PO11, PO12
Components	Internal	Attendance	Mid Term	End Term
Weightage (%)	30	10	20	40

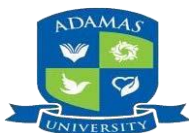
Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1
CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3

1=weakly mapped

2= moderately mapped

3=strongly mapped



SOC206	Stratification and Mobility	L	T	P	C
Version 1.0	Contact Hour-60	3	1	0	4
Pre-requisites/Exposure	introduces students to Sociological Study of Social Inequalities				
Co-requisites	--				

Course Objective:

1. To introduce students to Sociological Study of Social Inequalities
2. To introduce students with principal theoretical perspectives on and diverse forms of Social inequality in articulation with each other
3. To provide understanding of concept and forms of social mobility
4. To introduce students the opportunity to examine the world through a sociological lens of social inclusion and exclusion
5. To offer understanding of contemporary Debates in stratification such as sexuality and disability

Course Outcome:

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

CO1: Determine the intersection of various categories in society

CO2: Construct the relevance of theories and apply theories and methods of social stratification

CO3: Identify social mobility in terms of stratification

CO4: Illustrate knowledge about social exclusion and inclusion strategies

CO5: Develop the sociological knowledge and skills that will enable students to think critically and imaginatively about society and social issues

Catalog Description: The course will introduce the concept of social stratification and its theoretical foundations. It aims to acquaint the learners with the key issues with regard to social stratification across societies. The course is weaved upon the central axes of the phenomena of stratification in the society like class, gender, race, tribe, caste, ethnicity, etc. While examining the intersection of these categories in the making of stratification in society, the relevance of applying theory and methods for studying social stratification in contemporary India will be covered. The course will also cover social mobility, social exclusion, inclusion and various program and policies. This paper will also highlight various contemporary debates including disability and sexuality.

Course Content:

Unit-I

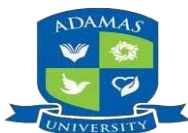
15 Lecture Hours

Stratification and Mobility:

Concepts - equality, inequality, hierarchy, exclusion, poverty, and deprivation.

Unit-2

Theories of social stratification - Structural functionalist theory, Marxist theory, Weberian theory.



Unit-3

Dimensions - Social stratification of class, status groups, gender, ethnicity and race.

Unit-4

Social mobility - open and closed systems, types of mobility, sources and causes of mobility.

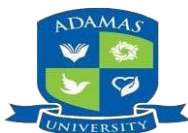
Reference Books:

1. Acker, Joan. 'Women and Social Stratification: A Case of Intellectual Sexism'. American Journal of Sociology 78.4, 1973. Pp. 936-944
2. Bottero, Wendy. Stratification. London: Routledge, 2005. Chapters 12 & 14 pp. 205-223 & 246-258
3. Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. American Sociological Review 10.2 (1945): pp. 242-249
4. Ghurye, G.S. 1990. Caste and Race in India. Bombay: Popular Prakashan Press.
5. Madan T.N. (Ed.). 1992. Religion in India. Delhi: Oxford University Press.
6. McLellan, David. The Thought of Karl Marx. London: Papermac, 1995. Part 2. Chapter 6. Class, pp. 182-194
7. Gupta Dipankar (Ed.) – Social Stratification, OUP
8. Jain, Ravindra K. 'Hierarchy, Hegemony and Dominance: Politics of Ethnicity in Uttar Pradesh, 1995' Economic and Political Weekly, Vol. 31, No. 4 (Jan. 27, 1996), pp. 215-223
9. Sharma. K. L. 1997, Social Stratification in India, Sage.
10. Singh. Y. 1980. Social Stratification and Change, Manohar
11. Tumin, M.M. 2003. Social Stratification: The Forms and Functions of Inequality. New Delhi: Prentice Hall of India
12. Tawney, R. H. Equality. London: Unwin Books, 1964. Chapter 1. The Religion of Inequality, Pp. 33-56
13. Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis'. American Sociological Review 18.4 (1953): 387-394
14. Worsley, Peter. Introducing Sociology. 2nd ed. Harmondsworth: Penguin Books, 1970. Chapter 8, Social Stratification: Class, Status and Power, pp. 395 – 408
15. Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. From Max Weber. New York: Oxford University Press, 1946. Chapter VII, Class, Status, Party. Pp. 180– 195

Modes of Examination: Assignment/Quiz/Project/Presentation/Extempore/Written Exam

Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50



Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Determine the intersection of various categories in society	PO1, PO9, PO11, PO12
CO2	Construct the relevance of theories and apply theories and methods of social stratification	PO1, PO4, PO6
CO3	Identify social mobility in terms of stratification	PO1, PO6, PO9, PO10, PO12
CO4	Illustrate knowledge about social exclusion and inclusion strategies	PO1, PO2, PO6, PO9, PO11, PO12
CO5	Develop the sociological knowledge and skills that will enable students to think critically and imaginatively about society and social issues	PO1, PO2, PO6, PO9, PO11, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1
CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3

1=weakly mapped

2=moderately mapped

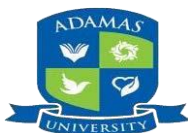
3=strongly mapped

SOC207	MINOR 4- GENDER SENSITIZATION	L	T	P	C
Version 1.0	Contact Hours - 90	3	1	0	4
Pre-requisites/Exposure					
Co-requisites	--				

Course objectives:

The general aim of this course is to contextualize, historicize, and approach through a complex and multi-layered lens gender norms, relations and practices. At the end of the term, students should be able to: -

2. Demonstrate how gender relations, norms and practices are thought, built and shaped through social, political, economic realities and their imbricate dynamics.



3. Understand essential conceptual ideas and theories related to gender, feminisms and sexualities. -be equipped with a sociological lens that can be used to broaden an understanding of the world from everyday interactions to transnational realities.
4. Be able to identify and explain several main theoretical perspectives about gender, feminisms and sexualities and their interactions with concepts of race, class, ethnicity, religion etc.

Course Outcomes

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

CO1. Determine the important concepts of gender inequality and gender sensitization.

CO2. Distinguish between binary and non-binary categories of gender.

CO3. Construct an understanding of the major concepts and theoretical perspectives of sex-gender systems and practices.

CO4. Identify the reasons behind social construction of gender and sexuality.

CO5. Illustrate the importance of third gender and queer theory.

CO6. Evaluate theoretical perspectives about gender, feminisms and sexualities in explaining social life

Course Description: This course introduces a sociological perspective on the topic of gender and explores critically theories of gender and feminisms. It will look at how gender norms, roles, relations and practices are shaped through social structures, institutions and power relations and further analyze the imbrications of gender and sexualities with race, class, religion, ethnicity etc. We will also explore critically feminist theories as well as core feminist concepts such as patriarchy, sexism and intersectionality. The course encourages students to investigate central themes in sociology such as violence, family, education, health, work, state, nation, religion etc. in relation to theories of gender, feminisms, and sexualities.

Course Content:

UNIT 1:

UNIT 1:

Introducing gender: Meaning, Scope, Nature of Gender and Society

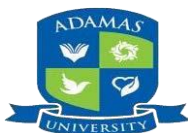
Concept of Gender

- Gender Vs Sex
- Gender based Socialization
- Sexual division of Labor

Different forms of sexual orientation.

UNIT 2:

Doing Gender:



Social construction of gender, Meaning, nature and spheres of patriarchy, Patriarchy in Indian context.

UNIT 3:

Feminism:
Meaning
Types of Feminism
Waves of Feminism.

Unit 4: Development Policy and its Impacts
Women's movement in
Violence against women
Policies & legislation related to gender equality

Reading Lists:

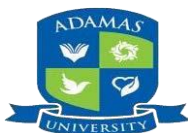
Bilge, Sirma and Collins, Patricia Hill. 2016. Intersectionality. Wiley Publications
Disch, Estelle. 2009. Reconstructing Gender: A Multicultural Anthology. McGraw-Hill
Holmes, Mary. 2007. What is Gender? Sociological Approaches. Sage Publications. –
hooks, bell. 2000. Feminism is for everybody: passionate politics. South End Press. –
Kimmel, Michael, Kaler, Amy and Aronson, Amy (eds). 2015. The Gendered Society Reader. Oxford University Press. –
Linda, Lindsay L. 2005. Gender roles: a sociological perspective. Pearson Education. –
Lorde, Audre. 1984. Sister Outsider. Essays and Speeches. Ten Speed Press. –
Moraga, Cherrie & Anzaldúa, Gloria (eds). (1981) 2002. This Bridge Called my Back. Writings by Radical Women of Color. (Persephone Press) Third Women Press.
West, Candace and Zimmerman, Don H. Doing Gender. Chapter 5. The Gendered Society Reader
Messner, Michael. Boyhood, Organized Sports, and the Construction of Masculinities. Reconstructing Gender: A Multicultural Anthology.
Bordo, Susan. The Body and the Reproduction of Femininity. Chapter 13. The Gendered Society Reader.
Collins, Patricia Hill. 2009. Bloodmothers, other mothers, and women-centred networks. Reconstructing Gender: A Multicultural Anthology. Pp. 318-324. –
Coltrane, Scott. 2015. Household Labour and the Routine Production of Gender. Chapter 23. The Gendered Society Reader.
Walby, Sylvia. 1990. Theorizing Patriarchy, Basil Blackwell, 1990: "Introduction" pp. 1-24

Text Books

2. Liz Stanley. 2002. „Should Sex Really be Gender or Gender Really be Sex“ in S. Jackson and S. Scott (eds.) Gender: A Sociological Reader, London: Routledge (pp. 31-41)
3. Strathern, Marilyn. 1987. “An Awkward Relationship: The Case of Feminism and Anthropology.” Signs 12(2):276-292.
4. 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).
5. S. Jackson and S. Scott (eds.) 2002 Gender: A Sociological Reader, London: Routledge. Introduction, (pp. 1-26)

Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam

Examination Scheme:



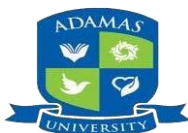
Components	Midterm	Continuous Assessment	End Term
Weightage (%)	20	30	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Determine the important concepts of gender inequality and gender sensitization.	PO1, PO9, PO11, PO12
CO2	Distinguish between binary and non-binary categories of gender.	PO1, PO4, PO6
CO3	Construct an understanding of the major concepts and theoretical perspectives of sex-gender systems and practices.	PO1, PO6, PO9, PO10, PO12
CO4	Identify the reasons behind social construction of gender and sexuality.	PO1, PO2, PO6, PO9, PO11, PO12
CO5	Illustrate the importance of third gender and queer theory.	PO1, PO2, PO6, PO9, PO11, PO12
CO6	Evaluate theoretical perspectives about gender, feminisms and sexualities in explaining social life	PO2, PO6, PO9, PO11, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1
CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3
CO6	3	0	0	2	3	1	1	2	3	3	1	2

1=weakly mapped
 2= moderately mapped
 3=strongly mapped



SEMESTER V

SOC301	Work and Economic Life	L	T	P	C
Pre-requisites/Exposure		3	1	0	4

Course Objectives

1. To understand work and economic life as socially embedded processes.
2. To examine classical and modern sociological theories of economy and labour.
3. To analyze industrial relations, labour movements, and workplace power.
4. To link economic institutions with stratification, inequality, and social change.

Course Outcomes

CO1: Define and explain key sociological concepts related to work, economy, labour, and industrial relations.

CO2: Explain and compare work, economic life, labour process, and industrial relations.

CO3: Analyze the relationship between capitalism, class structure, power, and industrial relations in both developed and developing societies.

CO4: Apply sociological theories of work and economy to Indian labour systems, including informal sector, migration, and industrial conflict.

CO5: Evaluate the role of the state, labour legislation, trade unions, and industrial institutions in regulating work and protecting labour rights.

CO6: Critically assess the impact of globalization, neoliberal reforms, technology on the changing nature of work and employment relations.

Course Description

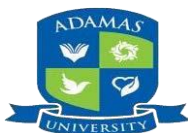
This course explores economic life and industrial relations as core sociological processes. It examines work, labour, class, power, organization, and industrial conflict through classical and contemporary sociological theories, with special emphasis on Indian labour systems, informal economy, and globalization.

Course Content

Unit I: Economy as a Social Institution

- Social organization of work in different types of society - slave society, feudal society, industrial capitalist society.
- Formal and informal organization of work
- Labour and society.

UNIT II: Industrialization, Capitalism, and Labour Process



- Evolution of Industrial Society
- Capitalism and Industrial Production
- Fordism and Post-Fordism
- Technological Change and Work

UNIT III: Class, Power, and Industrial Relations

- Social Class and Economic Stratification
- Migrant Labour and Contractualization
- Gender and Child Labour
- Trade Unions, Collective Bargaining and Workers' Participation
- Industrial Conflict, Labour Legislation and Welfare

UNIT IV: Globalization, Neoliberalism, and Changing Nature of Work

- Globalization and Restructuring of Work
- Multinational Corporations and Labour
- Privatization and Outsourcing

References

Gisbert, Pascual S.J. *Fundamentals of Industrial Sociology*. Tata Me-Graw-Hill Publishing Co.Ltd., Mumbai, (1972).

Harvey, David. (2005). *A Brief History of Neoliberalism*. Oxford: Oxford University Press.

Mayo Elton, *The Social problems of an Industrial Civilization*, Routledge & Kegan Paul, London, (1975).

Singh Narendar, *Industrial Sociology*. Tata McGraw Hill Education Private Limited, New Delhi, (2012).

Watson Tony J, *Sociology, Work and Industry*. Routledge & Kegan Paul Ltd., (3rd Ed.), (1995).

Weber, Max. (1978). *Economy and Society: An Outline of Interpretive Sociology*. Berkeley: University of California Press

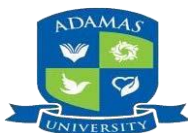
Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam

Examination Scheme:

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	10	30	40

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Define and explain key sociological concepts related to work, economy, labour, and industrial relations.	PO1, PO9, PO11, PO12
CO2	Explain and compare work, economic life, labour process, and industrial relations.	PO1, PO4, PO6



CO3	Analyze the relationship between capitalism, class structure, power, and industrial relations in both developed and developing societies.	PO1, PO6, PO9, PO10, PO12
CO4	Apply sociological theories of work and economy to Indian labour systems, including informal sector, migration, and industrial conflict.	PO1, PO2, PO6, PO9, PO11, PO12
CO5	Evaluate the role of the state, labour legislation, trade unions, and industrial institutions in regulating work and protecting labour rights.	PO1, PO2, PO6, PO9, PO11, PO12
CO6	Critically assess the impact of globalization, neoliberal reforms, technology on the changing nature of work and employment relations.	PO1, PO2, PO6, PO9, PO11, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1
CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3

1=weakly mapped

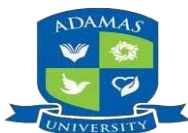
2=moderately mapped

3=strongly mapped

SOC302	SOCIOLOGY OF FAMILY, MARRIAGE AND KINSHIP	L	T	P	C
Version 1.0	Contact Hour-60	3	1	0	4
Pre-requisites/Exposure					
Co-requisites	--				

Course Objectives:

1. To introduce general principles of kinship and marriage.
2. To introduce the students to get acquainted with key terms and theoretical statements in kinship substantiated by ethnographies.
3. To introduce the trajectories and new directions in kinship studies.
4. To introduce students to critically understand the interrelationship between kinship and marriage for the society.
5. To introduce students with an in-depth understanding of the forces of change affecting kinship and marriage in India.



Course Outcomes

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

- CO1. Construct the key terms of kinship like descent, family and marriage.
- CO2. Determine the various forms and functions of kinship and marriage in society.
- CO3. Identify wholesome perspective in kinship studies owing to the forces of change.
- CO4. Construct the changes in kinship and marriage with the introduction of new reproductive technologies.
- CO5. Illustrate the significance of kinship in Indian context.

Course Description: This course introduces the students with the critical understanding about the concept of kinship and marriage and its significance in the society. Students will be able to learn about different forms of family and lineage, followed by the crucial relationship between kinship and family --- and effects of changes in family patterns and kinship ties. By studying this course, students will be able to have an in-depth understanding of concepts of kinship, descent and family and its sociological significance.

Course Content:

Unit 1: Introduction to Family, Marriage and Kinship 15 lecture hours

Systems of Kinship:

- (a) Family, household, marriage.
- (b) Types and forms of family.
- (c) Lineage and descent.
- (d) Patriarchy and sexual division of labour.
- (e) Contemporary trends.

Unit 2: Family & Household 15 lecture hours

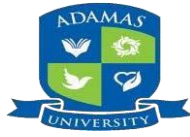
- 2.1 Structure & Change; Alternatives & emergent forms of family; Divorce and Separation; the modern family in India
- 2.2 Re-imagining families: Unconventional family relationships; families of choice, Single Parenting

Unit 3: Contemporary Issues in Family, Marriage & Kinship 15 lecture hours

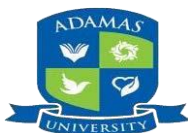
- 3.1 Power & discrimination in the family; Gender gap
- 3.2 New Reproductive Techniques: Assisted Reproductive Technology, Donor insemination, Surrogacy
- 3.3 Marriage strategies & mobility

Unit 4: Family and marriage: emerging issues 15 lecture hours

- 4.1 Forms of marriage among different communities in India, Joint Nuclear family debate, Emerging changes in family system



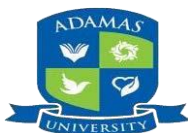
Readings List:



1. Carsten, J., 2004, 'Introduction' in *After Kinship*, Cambridge: Cambridge University Press, pp.1-30.
2. Carsten, J., 2004, 'Assisted Reproduction' in *After Kinship*, Cambridge: Cambridge University Press, pp. 163-183.
3. Chambers, Deborah. 2012. *A sociology of family life: Change and diversity in intimate relations*. Cambridge: Polity Press.
4. Chowdhry, P., 1998, 'Enforcing Cultural Codes: Gender and Violence in Northern India', in M. E. John and J. Nair (eds.), *A Question of Silence: The Sexual Economies of Modern India*, New Delhi: Kali for Women, pp. 332-67.
5. Dumont, L., 1968, 'Marriage Alliance', in D. Shills (ed.), *International Encyclopedia of the Social Sciences*, U.S.A.: Macmillan and Free Press, pp.19-23.
6. Haralambos and Heald. *Sociology—Themes and Perspectives*
7. Kahn, Susan Martha, 2004, 'Eggs and Wombs: The Origins of Jewishness', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 362-77
8. Kapadia. K.M., (1955). *Marriage and Family in India*. Oxford University Press.
9. Karve Irawati, (1953). *Kinship Organization in India*. Asia Publishing House.
10. Patricia Uberoi, (1993). *Family, Kinship and Marriage in India*. Oxford University Press.
11. Palriwala, Rajni & Uberoi, Patricia (Eds.). (2008). *Marriage, Migration & Gender*. Sage Publications.
12. Parkin, R. and L. Stone, 2004, 'General Introduction', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, pp. 1-23.
13. Schneider, D. M., (2004). 'What is Kinship All About?', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, pp. 257-274.
14. Shah, A.M., 1998, 'Changes in the Indian Family: An Examination of Some Assumptions', in A.M. Shah, *The Family in India: Critical Essays*, New Delhi: Orient Longman.
15. Sharma, U., 1993, 'Dowry in North India: Its Consequences for Women', in Patricia Uberoi (ed.), *Family, Kinship and Marriage in India*. Delhi: Oxford University Press, pp. 341-356.
16. Thorner, Daniel and Alice Thorner. (1962). 'The Agrarian Problem in India Today', from, *Land and Labour in India*, Bombay: Asia Publishing House.
17. Uberoi, P. (1993). *Family, Kinship and Marriage in India*. New Delhi: OUP.
18. Worsley, Peter. (1984). *Introducing Sociology*. Harmondsworth: Penguin Books.

Text Books:

1. Alex, Inkeles. 1975. *Sociology*. London: Prentice Hall.
2. Anthony Giddens. 2013. *Sociology (Seventh Edition)*.
3. Berger, Peter. 1966. *An Invitation to Sociology – A Humanist Perspective*. Harmondsworth: Penguin.
4. Bottomore, T.B. 1962. *Sociology*. London: George Allen and Unwin.
5. Charsley, K., 2005, 'Unhappy Husbands: Masculinity and Migration in Transnational Pakistani Marriages', *Journal of the Royal Anthropological Institute*, (N.S.) 11, pp. 85-105.
6. Chowdhry, P., 1998, 'Enforcing Cultural Codes: Gender and Violence in Northern India', in M. E. John and J. Nair (eds.), *A Question of Silence: The Sexual Economies of Modern India*, New Delhi: Kali for Women, pp. 332-67.
7. Fortes, M., 1970, 'The Structure of Unilineal Descent Groups', in M. Fortes, *Time and Social Structure and Other Essays*, University of London: The Athlone Press, pp. 67-95.
8. Fulcher, James and John Scott. 2007. *Sociology*. Third Ed. OUP.



9. Ghurye G. S. : Urbanization & Family Change,

Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam

Examination Scheme:

Components	Mid Term	Class Assessment	End Term
Weightage (%)	20	30	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

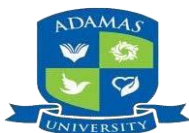
Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Construct the key terms of kinship like descent, family and marriage.	PO1, PO6, PO11, PO12
CO2	Determine the various forms and functions of kinship and marriage in society	PO1, PO3, PO6, PO11
CO3	Identify wholesome perspective in kinship studies owing to the forces of change.	PO1, PO6, PO9, PO10, PO12
CO4	Construct the changes in kinship and marriage with the introduction of new reproductive technologies	PO2, PO3, PO9, PO11
CO5	Illustrate the significance of kinship in Indian context	PO2, PO3, PO6, PO11, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1
CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3

1=weakly mapped

2= moderately mapped

3=strongly mapped



SOC303	SOCIAL MOVEMENTS IN INDIA	L	T	P	C
Version 1.0	Contact Hour-60	3	1	0	4
Pre-requisites/Exposure	overview of conceptual and theoretical issues in the study of social movements.				
Co-requisites	--				

Course Objectives:

Course Objectives:

1. This course aims to inculcate students with sociological perspectives to study social movements.
2. It provides an overview of conceptual and theoretical issues in the study of social movements.
3. This course also illustrates certain significant social movements in India, stretching from pre-colonial to contemporary period.
4. This course also helps to understand the different types of old and new social movements.
5. It provides an in depth understanding about the significance of social movements in India.

Course Outcomes

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

CO1. Determine the relation between social movements and social change from theoretical perspectives.

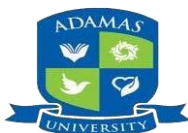
CO2. Distinguish between old and new social movements.

CO3. Construct an understanding of the nature and dynamics of social movements.

CO4. Identify the meaning of social movements in India.

CO5. Illustrate significant social movements in India, stretching from pre-colonial to contemporary period.

Catalog Description: The course will emphasize the social change brought about by such movements in Indian context. This course aims to inculcate students with sociological perspectives to study social movements. It provides an overview of conceptual and theoretical



issues in the study of social movements. This course also illustrates certain significant social movements in India, stretching from pre-colonial to contemporary period. Students will be able to understand the meaning and nature of social movements followed by different types of social movements in India Dalit, Peasant, working class, Women's movement and environmental movements in India.

Course Content:

Unit-1 7 lecture hours

Defining features of social movements; types of social movements; social movements and Political Factions.

Unit-2

8 lecture hours

Traditional social movements: **peasant and farmers movement**; labour and trade union movement; tribal movement; nationalist movement.

Unit-3 10 lecture hours

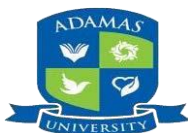
New social movements: **Dalit and backward class movement; Women's movement; Ecological and Environmental movement, Ethnicity and Identity movements**

Unit-4

Civil Society and Citizenship; NGOs, Activism and Leadership; Reservation policy

Text Books

1. Banks, J.A. 1972 : The Sociology of Social Movements (London : Macmillan)
2. Desai, A.R. Ed. 1979 : Peasant Struggles in India (Bombay : Oxford University Press)
3. Dhanagare, D.N., 1983 : Peasant Movements in Indian 1920-1950 (Delhi : OxfordUniversity Press)
4. Gore, M.S., 1993 : The Social Context of an Ideology : Ambedkar's Political and Social Thoughts (New Delhi : Sage)
5. Oomen, T.K., 1990 : Protest and Change : Studies in Social Movements (Delhi ;Sage)
6. Rao, M.S.A., 1979 ; Social Movements in India (New Delhi : Manohar)
7. Rao, M.S.A., 1979 : Social Movements and Social Transformation (Delhi : Macmillan)



8. Singh, K.S., 1982 : Tribal Movements in India (New Delhi : Manohar)
9. Selliot, Eleanor, 1995 : From Untouchable to dalit : Essays on the Ambedkar Movement (New Delhi : Manohar)

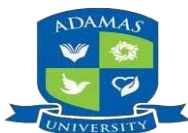
Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam

Examination Scheme:

Components	Mid Term	Class Assessment	End Term
Weightage (%)	20	30	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Determine the relation between social movements and social change from theoretical perspectives.	PO1, PO9, PO11, PO12
CO2	Distinguish between old and new social movements.	PO1, PO4, PO6
CO3	Construct an understanding of the nature and dynamics of social movements.	PO1, PO6, PO9, PO10, PO12
CO4	Identify the meaning of social movements in India.	PO1, PO2, PO6, PO9, PO11, PO12
CO5	Illustrate significant social movements in India, stretching from pre-colonial to contemporary period.	PO1, PO2, PO6, PO9, PO11, PO12



SOC304	SOCIAL PROBLEMS AND WELFARE (minor)	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure					
Co-requisites	--				

Course

Objectives:

- To introduce the students to Conceptual analysis of Social Problem.
- To understand the Findings of the pattern of social problems, causes, extents and welfare policies.
- To apply modern theories to contemporary social issues.
- To Demonstrate an awareness of the complexities of social problems and the difficulties in resolving them

Course Outcomes

- CO1. Understand the social problems confronting India.
 CO2. Construct an understanding of the major issues and their relevance in contemporary society.
 CO3. Apply sociological theory to contemporary issues.
 CO4. Understand the policies & programmes implemented to ameliorate the social problems

Catalog Description: This course analyzes various social problems from a sociological perspective (i.e., using social theory and social science research). Students of this course will be able to understand the social problems and Social Disorganization. They would be able to analyze nature, causes and different types of social disorganization. This course will also help students to develop awareness towards different social problems with the capacity to finding solutions for it.

Course Content:

Unit 1. Social problems: concept and approaches

Social problems-Concept, characteristic, causes

Social problems and social change in India

Unit 2. Poverty, unemployment, population explosion

Poverty- concept, causes, measures for eradication of poverty

Unemployment- types, causes, consequences, measures taken to control unemployment

Population explosion- causes and consequences, measures taken to control population explosion

Unit 3: Illiteracy, child labour, juvenile delinquency

Illiteracy- magnitude of illiteracy, measures adopted for eradicating illiteracy

Child labour- causes and measures for eradication

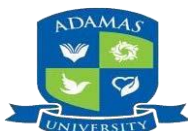
Juvenile delinquency- concept and types, preventive programmes

Unit 4: social welfare and social service

social planning and social welfare in India, priorities for social welfare, the gap in social welfare, The emergence of the idea of the welfare state, functions and problems of the welfare state.

Text Books

- Agarwal, Suresh. Social Problems in India. Rajat Publications, 2015.
- Ahuja, Ram. Social Problems in India. 3rd ed., Rawat Publications, 2016.



3. Baruah, Arunima. Child Abuse. Reffrence Press, 2003.
4. Deb, Sibnath. Contemporary Social Problems in India. Anmol Publications PVT. Ltd., 2006.
5. Gupta, Sumitra, and Mannan Mollah, Abul Kalam Mohammad Abdul. Social Welfare in India. Chugh ,Publication ,Allahbad, 1998.
6. Das , Paramita .Social Problems in India. Anjali Publications, 2018
7. Horton, Paul B., and Gerald R. Leslie. The Sociology of Social Problems. Prentice-Hall, 1981.
8. Madan, G. R. Indian Social Problems: Social Disorganization and Reconstruction. Allied Publishers, 1966.
9. Madan, Gurmukh Ram. Indian Social Problems. Allied Publ., 1987.
10. Mamoria, Chatur Bhuj. Social Problems and Social Disorganization in India C.B. Mamoria. 2d Rewritten and Enl. Ed. Kitab Mahal, 1965.
11. Mishra, Alaka. Child Abuse. Dynamic Printers , 2014.
12. i r Indian Social Problems. Mark Publishers, 2009.
13. Patel, Manish. Contemporary Social Problems in India. Axis Publications, 2010.

Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempore/Written Exam

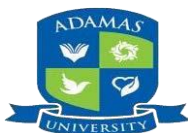
Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	. Understand the social problems confronting India.	PO1, PO9, PO11, PO12
CO2	Construct an understanding of the major issues and their relevance in contemporary society.	PO1, PO4, PO6
CO3	Apply sociological theory to contemporary issues.	PO1, PO6, PO9, PO10, PO12
CO4	Understand the policies & programmes implemented to ameliorate the social problems	PO1, PO2, PO6, PO9, PO11, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1
CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3



1=weakly mapped
2=moderately mapped
3=strongly mapped

SEMESTER VI

SOC306	Sociological Research Methods	L	T	P	C
Version 1.0	Contact hours-60	3	1	0	4
Pre-requisites/Exposure	introduction to the methodologies of sociological research methods				
Co-requisites	--				

Course Objective:

1. To introduce the methodologies of sociological research methods
2. To provide the student with some elementary knowledge of the complexities and philosophical underpinnings of research
3. To provide knowledge about various aspects of quantitative and qualitative research
4. To introduce statistics and data collection methods
5. To provide skills to write research articles

Course Outcome:

- CO1. Construct knowledge about the importance of research methodologies of sociology
CO2. Identify knowledge about multidisciplinary approach to research methodology
CO3. Illustrate nuances of qualitative and quantitative techniques and analysis
CO4. Determine use and importance of statistics in sociology
CO5. Construct how to produce original academic writing

Catalog Description:

This course will provide knowledge about importance of research methodology in sociology and other social sciences. The students will get to know about scientific nature of sociology through data analysis, interpretation and result making. They will gain knowledge about both qualitative and quantitative methods of research. They will get to know various forms of data collection, data analysis and interpretation process and will be able to write research papers. In this paper students will be trained with statistical applications of Sociology. Students will practice various statistical methods – frequency distribution, graphs, central tendency, dispersion and the application of those in sociology and will be trained to write research proposal and do small scale research and write research paper.

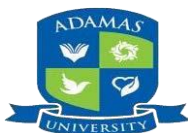
Course Content:

Course Outline:

Unit 1 14 Lecture Hours

Research in Social Sciences

Meaning of Methodology; Methods and Methodology; Major types of Social Research



Unit-2 16 Lecture Hours

Modes of Enquiry

Theory and Research; Quantitative research and Qualitative research

Unit-3 15 Lecture Hours

Techniques of data collection

Unit-4 15 Lecture Hours

Variables, sampling, hypothesis, reliability, and validity.

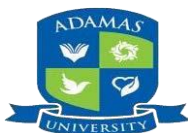
Reference Books:

1. Babbie, E. 2004. The Practice of Social Research. Thomson and Wadsworth.
2. Baker, T.L. 1990. Doing Social Research. McGraw-Hill.
3. Bailey, F.G. 2007. Methods of Social Research. Free Press
4. Bryman, Alan. 2004, Quantity and Quality in Social Research, New York: Routledge, Chapter 2 & 3 Pp. 11-70
5. Kothari, C.R Research Methodology: Methods and Techniques, New Delhi: New Age. 2004.
6. Mills, C. W. 1959, The Sociological Imagination, London: OUP Chapter 1 Pp. 3-24
7. Harding, Sandra 1987, "Introduction: Is there a Feminist Method?" in Sandra Harding (ed.) Feminism & Methodology: Social Science Issues, Bloomington: Indiana University Press, Pp. 1-14
8. Kaplan, D The Sage handbook of quantitative methodology for the social sciences, London: Sage. 2004.
9. Ringer, Fritz Max Weber's methodology: The unification of the cultural and social sciences, Cambridge, Mass:, Harvard Uni Press. 1997.
- 10 .Smith, L.T Decolonizing Methodologies: Research and Indigenous Peoples, Zed Books. 2012.

Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam Examination

Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50



Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Construct knowledge about importance of research methodologies of sociology	PO1, PO4, PO11, PO12
CO2	Identify knowledge about multidisciplinary approach to research methodology	PO2, PO4, PO11, PO12
CO3	Illustrate nuances of qualitative and quantitative techniques and analysis	PO1, PO2, PO4, PO11, PO12
CO4	Determine use and importance of statistics in sociology	PO2, PO4, PO11, PO12
CO5	Construct how to produce original academic writing	PO4, PO11, PO12

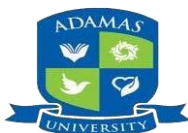
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1
CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3

1=weakly mapped
2=moderately mapped
3=strongly mapped

SOC307	Sociology of Religion	L	T	P	C
Version 1.0	CONTACT HOUR-60	3	1	0	4
Pre-requisites/Exposure	familiarize the students with the major sociological approaches and theoretical framework to the study of religion				
Co-requisites	--				

Course Objectives:

1. To familiarize the students with the major sociological approaches and theoretical framework to the study of religion
2. To make student understand about numerous interconnections between religion and other institutions



of society

3. To acquaint the students about recent debates in the sociology of religion
4. To acquaint Religion and its relevance in contemporary world.
5. To acquaint functions and dis-functions of religion.

Course Outcomes

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

CO1. Construct that students have understood the approaches of the religion

CO2. Illustrate sociological understanding of religion

CO3. Identify that students have conceptual clarity and can articulate the main debates and arguments with regard to religion

CO4. Illustrate the students to the variety of ideas and debates and perspectives of religion CO5.

Develop various changes and globalization in shaping contemporary religion.

Catalog Description: This course ensure that students have understood the approaches of the religion and to improve sociological understanding of religion. This also ensure that students have conceptual clarity and can articulate the main debates and arguments with regard to religion. It acquaints the students to the variety of ideas and debates and perspectives of religion, last but not the least it analyze various changes and globalization in shaping contemporary religion.

Course Content:

Unit-I 15 lecture hours

Meaning and perspective of Sociology of Religion

Meaning and Nature of Sociology of Religion; Perspectives of Sociology of Religion ----- Comte, Marx, Weber, Durkheim

Unit-II 15 lecture hours

Religion and Society:

(a) Religious communities in India.

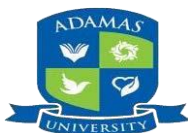
(b) Problems of religious minorities.

Unit-III 15 lecture hours

Types of religious practices: animism, monism, pluralism, sects, cults.

Unit-IV 15 lecture hours

Religion in modern society: religion and science, secularization, religious revivalism, fundamentalism



Text Books

1. Berger, Peter L. The Sacred Canopy : Elements of a Sociological Theory of Religion (1967). Anchor Books 1990 Paperback : ISBN 0-38507305-5
2. Clarke, Peter B. (ed. 2009), The Oxford Handbook of the Sociology of Religion Oxford / New York. Oxford University Press. ISBN 9780199279791
3. Kevin J. Christiano, et al., (2ndec., 2008), Sociology of Religion: Contemporary Developments, Lanham, MD: Rowman& Littlefield Publishers. ISBN 9780742561113
4. Uberoi, J.P.S. 1996. Religion, Civil Society and the State, New Delhi, Oxford University Press.
5. Srinivas, M. N. 1952. Religion and society among the Coorgs of south India. Clarendon : Oxford, pp100-122.
6. Weber,Max. Sociology of Religion, Oxford Uni. Press, U.K.

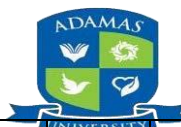
Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempore/Written Exam

Examination Scheme:

Components	Mid Term	Attendance	Class Assessment	End Term
Weightage (%)	20	10	30	40

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Construct that students have understood the approaches of the religion	PO1, PO9, PO10, PO12
CO2	Illustrate sociological understanding of religion	PO1, PO4, PO6
CO3	Identifythat students have conceptual clarity and can articulate the main debates and arguments with regard to religion	PO1, PO6, PO9, PO10, PO11
CO4	Illustratethe students to the variety of ideas and debates and perspectives of religion	PO1, PO2, PO6, PO9, PO11, PO12
CO5	Developvarious changes and globalization in shaping contemporary religion	PO1, PO2, PO8, PO9, PO11, PO12



	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1
CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3

1=weakly mapped
2=moderately mapped
3=strongly mapped

SOC308	ENVIRONMENTAL SOCIOLOGY	L	T	P	C
Version 1.0	Contact hours-60	3	1	0	4
Pre-requisites/Exposure	introduce students to the core debates of environmental sociology, different approaches within the sub-discipline				
Co-requisites	--				

Course Objectives:

1. To inculcate students with sociological perspectives to study environment.
2. To introduce students to the core debates of environmental sociology, different approaches within the sub-discipline and
3. To explain how these approaches may be used to understand environmental issues and movements in India
4. To provide a better understanding of environment and society
5. To help students to think critically about relationship between environment and society

Course Outcomes

CO1. Determine the relation between environment and society

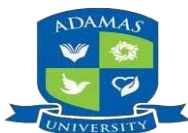
CO2. Identify the solutions to environmental problems facing the world.

CO3. Construct an understanding of the theoretical approaches to environment.

CO4. Distinguish between Environmental realism vs. Social Constructionism.

CO5. Illustrate the impact of Ecological modernization and significant environmental movements in India.

Catalog Description: The course will emphasize on the relation between environment and society. This course aims to inculcate students with sociological perspectives to study major environmental movements in India. It provides an overview of the theoretical perspectives in the study of social movements. This course also illustrates certain significant social movements in India. Students will be able to understand the difference between Environmental realism vs. Social Constructionism followed by the impact of major environmental movements in India.



Course Content:

Unit-1 7 lecture hours

Envisioning Environmental Sociology
What is Environmental Sociology?

Unit-2 9 lecture hours

Approaches
Treadmill of Production; Ecological Modernization; Risk; Ecofeminism and Feminist Environmentalism;
Political Ecology

Unit-3 15 lecture hours

Environmental Problems –
Land, Air, Water, Deforestation and its consequences; Environmental Degradation and Health Problems.

Unit-4 11 lecture hours

Environmental Movements in India
Forest based movement – Chipko; Water based movement – Narmada; Land based movements – Anti-mining and Seed

Unit-5 8 lecture hours

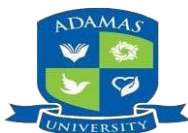
Environmental issues
Major Environmental issues – Global Warming;

Unit-6 10 lecture hours

Environment and Sociology:
Environment and Women;

Text Books

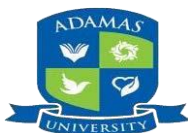
1. Aggarwal, Bina .1986. Cold Hearths and Barren Slopes: The woodfuel crisis in the Third World. Delhi: Allied Publisher
2. Arnold, David and Ramchandra Guha (eds) 1994 Nature, culture, imperialism: essays in the environmental History of South Asia. New Delhi: Oxford University Press
3. A Proliferation of Ecofeminisms,” and “From Natural Identity to Radical Democracy.”
4. Chs. 1, 3, 4 in *The Good Natured Feminist: Ecofeminism and the Quest for Democracy*.
5. Minneapolis: University of Minnesota Press. pp. 3-27, 48-96.
6. Baviskar, Amita. 1995. In the Belly of the River : Tribal Conflict over development in the Narmada Valley. New Delhi: Oxford University Press.
7. Friedman, John and Haripriya Rangan. 1993. In defense of Livelihood. : Comparative Studies on Environmental Action . Connecticut: Kumarian Press. Mies and Shiva .Ecofeminism. 1993. Delhi: Rawat Publications.



8. Gadgil, Madhav and Ramachandra Guha. 1996. environmental Movements in India: Paper presented at TISS Mumbai Conference on movement and Campaigns for the empowerment of marginalised groups. Nov 1-4.
9. Guha, Ramchandra. 1997. Social-ecological Research in India : A status Report. Ecocomic and Political Weekly 32 (7)
10. Munshi Indra. Environment in Sociological theory. Sociological Bulletin Vol 49 (2) September 2000.
11. Merchant, Carolyn. 1992. "The Global Ecological Crisis." Ch. 1 in *Radical Ecology. The Search for a Livable World*. New York: Routledge. Pp. 17-40.
12. Sharma S.L. 1996. Perspectives on Sustainable Development in the Asia-Pacific Region. Pp.89-97.

Suggested Readings:

1. Demeritt, David. 2001. "Being Constructive about Nature." Ch. 2 in *Social Nature: Theory, Practice, and Politics*. Eds. N. Castree and B. Braun. Malden: Blackwell. Pp. 22-40.
3. Redclift, Michael and Graham Woodgate. 1997. "Sustainability and Social Construction." Ch. 3 In *The International handbook of Environmental Sociology*. Eds. M. Redclift and G. Woodgate. Cheltenham: Edward Elgar. Pp. 55-70.
5. Proctor, James D. 2001. "Solid Rock and Shifting Sands: The Moral Paradox of Saving a Socially Constructed Nature." Ch. 12 in *Social Nature: Theory, Practice, and Politics*. Eds. N. Castree and B. Braun. Malden: Blackwell. Pp. 225-40
8. Sandilands, Catriona. 1999. "A Genealogy of Ecofeminism," "From Difference to Differences: Rocheleau, Dianne, Barbara Thomas-Slayter, and Esther Wangari. 1996. "Gender and Environment: A Feminist Political Ecology Perspective." Ch. 1 in *Feminist Political Ecology: Global Issues and Local Experiences*. D. Rocheleau et al. Eds. New York: Routledge. pp. 3-23.
10. Faber, Daniel. 1993. "A Legacy of Ecological Imperialism," "Poverty, Injustice and the Ecological Crisis,"
11. Faber, Daniel. 1993. "Revolution in the Rainforest," "The Nicaraguan Revolution and the Liberation of Nature," "War Against Nature: Militarization and the Impacts of U.S. Policy," and "Conclusion: The Struggle for Social and Ecological Justice." In *Environment Under Fire: Imperialism and the Ecological Crisis in Central America*. New York: Monthly Review Press. pp. 117-236
12. Harper, Charles. Environment and Society: Human Perspectives on Environmental Issues. Upper Saddle, NJ: Prentice Hall. 2001.
13. Burger, Joanna and Micahel Gochfeld. "The Tragedy of the Commons." *Environment*. December 1998.



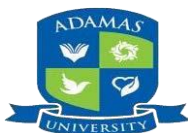
14. Campbell, Colin and Jean Laherrere. "The End of Cheap Oil." *Scientific American*. March 1998.
- Catton, William and Riley Dunlap. "Environmental Sociology: A New Paradigm." *American Sociologist*. 13 (1978), 41-49.
15. Freudenberg, William and Robert Gramling. "The Emergence of Environmental Sociology." *Sociological Inquiry*. 59 (1989), 439-452.
16. Gardner, Gary, and Paul Stern. *Environmental Problems and Human Behavior*. Needham Heights, Mass.: Simon & Schuster. 1996.

Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam
Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Determine the relation between environment and society	PO1, PO9, PO11, PO12
CO2	Identify the solutions to environmental problems facing the world.	PO1, PO4, PO6
CO3	Construct an understanding of the theoretical approaches to environment.	PO1, PO6, PO9, PO10, PO12
CO4	Distinguish between Environmental realism vs. Social Constructionism.	PO1, PO2, PO6, PO9, PO11, PO12
CO5	Illustrate the impact of Ecological modernization and significant environmental movements in India.	PO1, PO2, PO6, PO9, PO11, PO12



	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1
CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3

1=weakly mapped

2=moderately mapped

3=strongly mapped

SOC309	MINOR-6 SOCIOLOGY OF FAMILY	L	T	P	C
Version 1.0	Contact hours-60	3	1	0	4
Pre-requisites/Exposure	introduce students to the core debates of family, different approaches within the sub-discipline				
Co-requisites	--				

Course description: This course examines the family as a fundamental social institution. It explores the structure, functions, changing forms, and contemporary challenges of family systems with special reference to India. The course integrates classical and contemporary sociological theories, empirical studies, and policy perspectives to understand continuity and change in family and kinship

Course Objectives

- To develop a sociological understanding of family and kinship systems
- To analyze family structures and functions across cultures
- To examine changes in family in the context of modernization and globalization
- To understand gender, power, and inequality within family relations
- To critically assess family-related social problems and state interventions

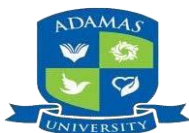
Course Outcomes

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

CO1. Construct the key terms of kinship like descent, family and marriage.

CO2. Determine the various forms and functions of kinship and marriage in society.

CO3. Identify wholesome perspective in kinship studies owing to the forces of change.



- CO4. Analyze changes in family structures in India in relation to caste, class, gender, urbanization, and globalization.
- CO5. Evaluate contemporary family issues such as divorce, domestic violence, gender inequality, and elderly care in the light of social policies and laws.
- CO6: Construct sociological arguments or case-based interpretations on emerging family forms and challenges using empirical evidence and theoretical insights.

Course Content:

Unit I: Family as a Social Institution

- Concept, definition, and characteristics of family
- Family, household, and kinship: distinctions
- Universality and diversity of family forms
- Forms and types of family

Unit II: Theoretical Perspectives and Family Relations

- Functionalist perspective (Murdock, Parsons)
- Marriage: meaning, forms, and rules
- Kinship systems and role relations within family
- Authority, power, and decision-making in family

Unit III: Family System in India

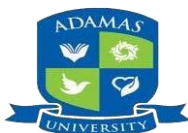
- Features of traditional Indian family
- Joint family: structure, functions, and debates
- Family among tribes, rural and urban communities
- Changing marriage and family patterns

Unit IV: Changing Family and Contemporary Issues

- Impact of industrialization, urbanization, and globalization
- Gender relations and family
- Divorce, separation, single-parent families
- Domestic violence and family conflict

Readings List:

1. Carsten, J., 2004, 'Introduction' in After Kinship, Cambridge: Cambridge University Press, pp.1-30.
2. Carsten, J., 2004, 'Assisted Reproduction' in After Kinship, Cambridge: Cambridge University Press, pp. 163-183.



3. Chambers, Deborah. 2012. A sociology of family life: Change and diversity in intimate relations. Cambridge: Polity Press.
4. Chowdhry, P., 1998, 'Enforcing Cultural Codes: Gender and Violence in Northern India', in M. E. John and J. Nair (eds.), A Question of Silence: The Sexual Economies of Modern India, New Delhi: Kali for Women, pp. 332-67.
5. Dumont, L., 1968, 'Marriage Alliance', in D. Shills (ed.), International Encyclopedia of the Social Sciences, U.S.A.: Macmillan and Free Press, pp.19-23.
6. Haralambos and Heald. Sociology—Themes and Perspectives
7. Kahn, Susan Martha, 2004, 'Eggs and Wombs: The Origins of Jewishness', in R. Parkin and L. Stone (eds.), Kinship and Family: An Anthropological Reader, U.S.A.: Blackwell, Pp. 362-77
8. Kapadia. K.M., (1955). Marriage and Family in India. Oxford University Press.
9. Karve Irawati, (1953). Kinship Organization in India. Asia Publishing House.
10. Patricia Uberoi,(1993). Family, Kinship and Marriage in India. Oxford University Press.
11. Sharma, U., 1993, 'Dowry in North India: Its Consequences for Women', in Patricia Uberoi (ed.), Family, Kinship and Marriage in India. Delhi: Oxford University Press, pp. 341-356.
12. Uberoi, P. (1993). Family, Kinship and Marriage in India. New Delhi: OUP.
13. Worsley, Peter. (1984). Introducing Sociology. Harmondsworth: Penguin Books.

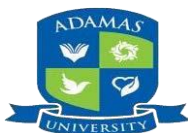
Modes of Examination: Assignment/Quiz/Project/Presentation/Extempore/Written Exam

Examination Scheme:

Components	Mid Term	Continuous Assessment	End Term
Weightage (%)	20	30	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Construct the key terms of kinship like descent, family and marriage	PO1, PO9, PO11, PO12
CO2	Determine the various forms and functions of kinship and marriage in society.	PO1,PO4, PO6



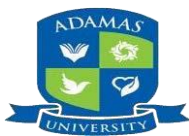
CO3	Identify wholesome perspective in kinship studies owing to the forces of change.	PO1, PO6, PO9, PO10, PO12
CO4	Analyze changes in family structures in India in relation to caste, class, gender, urbanization, and globalization.	PO1, PO2, PO6, PO9, PO11, PO12
CO5	Evaluate contemporary family issues such as divorce, domestic violence, gender inequality, and elderly care in the light of social policies and laws.	PO1, PO2, PO6, PO9, PO11, PO12
CO6	Construct sociological arguments or case-based interpretations on emerging family forms and challenges using empirical evidence and theoretical insights.	PO1, PO2, PO6, PO9, PO11, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1
CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3

1=weakly mapped

2=moderately mapped

3=strongly mapped



SEMESTER VII

SOC401	Human Resource Management	L	T	P	C
Version 1.0	CONTACT HOUR--60	3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Course Objectives:

- To understand HRM as a social and institutional process
- To analyze HR practices using classical and contemporary sociological theories
- To examine HRM in relation to power, control, inequality, and labour relations

Course Outcomes:

1. Apply sociological theories to analyze HRM and organizational behaviour (UPSC Paper I)
2. Examine labour processes, industrial relations, and HR governance (UPSC Paper I)
3. Analyze HR practices in Indian socio-economic contexts (UPSC Paper II)
4. Critically evaluate contemporary HR issues such as informalization and gig work

Course Content

UNIT I: Human Resource Management as a Social Institution

HRM in Industrial and Post-Industrial Society

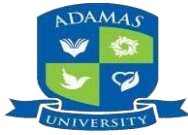
HRM and Bureaucratic Rationality (Weber)

Organizations as Social Systems

Formal and Informal Organization

Division of Labour and Authority

UNIT II: Sociological Theories of Work and Labour



Marx: Labour, Alienation and Exploitation
Durkheim: Division of Labour and Solidarity
Weber: Rationalization and Authority
Labour Process Theory – Braverman
Human Relations School – Mayo
Post-Fordism and Flexible Specialization

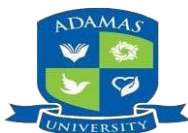
UNIT III: HR Functions and Organizational Behaviour
Social Networks and Hiring
Meritocracy, Bias and Inequality
Skill Formation and Human Capital
Performance Appraisal and Control

UNIT IV: Power, Control and Industrial Relations

Power and Control: Foucault
Surveillance, Discipline and Management
Trade Unions and Collective Bargaining
Industrial Conflict and Cooperation
Labour Laws and Industrial Relations in India
Outsourcing and Informal Employment
Digital Surveillance and Remote Work
Ethics, CSR and Sustainable HRM

Texts

Braverman, Harry -Labor and Monopoly Capital
Weber, Max -Economy and Society
Robbins, S.P.-Organizational Behaviour (selective)
Pugh, D.S. -Organization Theory



Reference

Abraham, Francis. 2014. Contemporary Sociology: An introduction to Concepts and Theories. Oxford.

Ahuja, R. (2014). Social Problems in India. New Delhi: Rawat Publications.

Berger, P. 1963. An Invitation to Sociology: A Humanistic Perspective, Bantam: Doubleday Dell
Publication

Davis, Kingsley. 1973. Human Society, New York; Macmillan (Hindi translation available)

Fincham, Robin and Peter Rhodes (4thed.) (2010) Principles of Organizational Behaviour,
New Delhi: OUP.

Pettinger, Richard (2010) Organizational Behaviour: Performance Management in Practices, London:
Routledge.

Weber, M. (1947). The Theory of Social and Economic Organization. Translated by A. M. Henderson &
Talcott Parsons. New York: Oxford University Press.

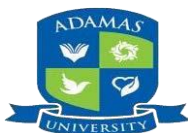
Modes of Examination:

Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempore
/Written Exam

Examination Scheme:

Components	Mid-term	Continuous Assessment	Class	End Term
Weightage (%)	20	30		50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)



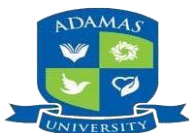
Mapping between COs and POs

	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Recall key concepts, terminology, and classical theories of organizational behaviour.	PO1, PO10, PO9, PO12
CO2	Explain the structure and functioning of organizations as social systems, and interpret the relationship between individual behaviour, groups, and organizational goals	PO1, PO4, PO10
CO3	Apply motivational theories, leadership models, and communication processes to analyze behaviour in real-life organizational settings, particularly in Indian public and private organizations	PO1, PO2, PO4, PO11, PO12
CO4	Analyze power relations, authority structures, bureaucracy, and informal networks within organizations to identify sources of conflict, inefficiency, and organizational dysfunctions.	PO1, PO2, PO3, PO4, PO11, PO12
CO5	Evaluate organizational practices, leadership styles, and administrative reforms in India using sociological perspectives, ethical frameworks, and governance principles.	PO1, PO2, PO4, PO4, PO11, PO12
CO6	Design sociologically informed solutions and case-based interpretations for improving organizational effectiveness, work culture, and governance, relevant to policy-making and civil services.	PO1, PO2, PO4, PO11, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	1	1	3	1	2	2	1	0	0	1	1
CO2	1	1	1	1	1	1	2	1	0	0	1	1
CO1	1	1	0	2	2	1	1	1	0	0	1	1
CO4	1	0	0	1	1	2	2	2	0	0	3	0
CO5	1	1	1	2	1	0	0	2	1	1	1	1
CO6	1	0	0	1	1	2	2	2	0	0	3	0

SOC402	SOCIOLOGY OF POPULATION STUDIES	L	T	P	C
Version 1.0	Contact Hour-60	3	1	0	4
Pre-requisites/Exposure	Relationship between demography and society.				
Co-requisites	--				

Course Objectives:



1. To introduce students to population studies, which includes the analysis of population structures and dynamics overall, as well as the specific study of fertility, mortality, and migration.
2. To make student aware about the entrenched relationship between demography and society.
3. To introduce the students with the basic concepts and theories of population and their critique
4. To understand various population composition in India and its relationship with socio-economic development and its impact on society
5. To understand various population control measures and policies in India along with their critical assessment. It will help students grapple with various complex issues relating to population.

Course Outcomes

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

CO1. Construct the basic demographic measures related to population structure and dynamics, fertility, mortality, and migration.

CO2. Determine the major demographic theories related to population structure.

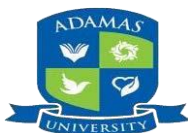
CO3. Identify the claims made about population in relation to the development and its impact on society.

CO4. Distinguish and resolve population issues, including public health, urban development and environmental concerns.

CO5. Illustrate the awareness about impact of population on society and its study in the changing global scenario.

Catalog Description: This course introduces the students with the critical understanding about the population dynamics, the basic concepts of demography and the relationship between demography and society. The course entails a detailed discussion of concepts of fertility, mortality and migration, and their significance for demography. Students would have an understanding of the theoretical debates on demography. By studying this course, students will be able to have an in-depth understanding of the relationship between population growth and economic development, along with its environmental and health implications.

Course Content:



Unit- I 10 lecture hours

Population size, growth, composition and distribution.

Unit- II 12 lecture hours

Components of population growth: birth, death, migration. Fertility & Mortality: Determinants and Consequences; Migration, Modernity & Social Transformation

Unit –III 12 lecture hours

Population Theories: Malthusian Theory ; Neo-Malthusian Theory ; Demographic Transition Theory ; Marxist and socialist views on population theories

Unit – IV 8 lecture hours

Population Policy and family planning.

Unit – V 8 lecture hours

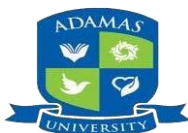
Emerging issues: ageing, sex ratios, child and infant mortality, reproductive health.

Unit-VI 10 lecture hours

Population Explosion: Causes and Consequences; Population Control and Policy measures

Text Books

1. Agarwal, S.N. 1989. *Population Studies with Special Reference to India*. New Delhi: Lok Surjeet Publication
2. Bhende, A and Kanitkar, T.2011. *Principles of population studies*. Mumbai:Himalaya Pub. House
3. Dubey, Surendra Nath. 2001. *Population of India*. Delhi: Authors Press.Dudley L. Poston and Michael Micklin. 2006. *Handbook of Population*. Springer
4. Haq, E.2007. *Sociology of Population in India*. USA: MacMillan
5. Heer. D. M. 1968. *Society & Population*, Prentice –Hall
6. Judah Matras.1977. *Introduction to Population: A Sociological Approach*. Englewood Cliffs, N.J. : Prentice-Hall
7. Malthus, T.R. 1986. *An Essay on the Principle of Population*. London: William Pickering
8. Premi, M.K. 1983. *An Introduction to Social Demography*. Delhi: Vikas Publishing House
9. Rajendra .1997. *Demography and Population Problems*. New Delhi: Atlantic Publishers.
10. Shah, K.S .1995. *Population Explosion:A Different Views*.Jaipur: Sublime publications
11. Bose, A. 2010. *India's Quest for Population Stabilization*. New Delhi: National Book Trust.



12. Dube. R.S. 1990. *Population Pressure & Agrarian Change* 6. M.I.Hasan. 2005. *Population Geography*, Rawat
13. Ghosh. B. 2011. 'Population Change and its Consequences: India's concern in the 21st century', *Man & Development*, 33: 1, March, 2011: 1-18
14. Lundquist,J.H. Anderton,D.L and Yaukey,D.2015. *Demography: The study of Human population*.4th ed.Long Grove, IL: Waveland Press, Inc
15. Massimo Livi-Bacci. 1997. *A Concise History of World Population* .2nd ed. Blackwell
16. Mehta S.R. (ed).1997. *Poverty, Population and Sustainable Development*. New Delhi: Rawat Publications
17. Mishra. B.D. 1982. *An Introduction to the Study of Population*, South Asian Publishers, Pvt. Ltd., New Delhi
18. Premi, M.K. 2004. *Social Demography*.Delhi: Jawahar Publishers and Distributors Sharma
19. Preston.S.1984.*Children and the elderly: divergent paths for America's dependents*. Demography 21:435-457
20. Shah, Baviskar and Ramaswamy. 1997. *Social Structure and Change* (Vol.4), Sage
21. Sinha, V.C & Zakaria,E 1984. *Elements of Demography*; New delhi: Allied Pub
22. Singh, D.P.1990. Inter-state Migration in India : A Comparative Stusy of Age-Sex pattern in India. *Indian Journal of Social work*, Vol-Lie, No-4,P-702
23. Srivastava. S.P. (ed) 1998. *The Development Debate*, Rawat
24. Srivastava, S.C .1989. *Studies in Demography*.“Action” (1962).UNO. E/3613, New York
25. Srivastava, O.S. 1998. *Demography and Population Studies*. New Delhi: Vikas Publishing House

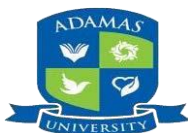
Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam

Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Construct the basic demographic measures related to population structure and dynamics, fertility, mortality, and migration.	PO1, PO9, PO11, PO12



CO2	Determine the major demographic theories related to population structure.	PO1,PO4, PO6
CO3	Identify the claims made about population in relation to the development and its impact on society.	PO1, PO6, PO9, PO10,PO12
CO4	Distinguish and resolve population issues, including public health, urban development and environmental concerns.	PO1, PO2, PO6, PO9, PO11, PO12
CO5	Illustrate the awareness about impact of population on society and its study in the changing global scenario.	PO1, PO2, PO6, PO9, PO11, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1
CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3

1=weakly mapped

2= moderately mapped

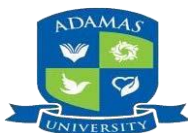
3=strongly mapped

SOC403	FUNDAMENTALS OF CSR	L	T	P	C
Version 1.0	Contact hours-60	3	1	0	4
Pre-requisites/Exposure	understand the importance of the institution of health through various sociological perspectives and its intersectionality with other institutions of our society like caste, gender.				
Co-requisites	--				

Course Objectives

- To understand the concept and evolution of CSR and perspective of CSR both in the Indian and global context.
- To understand the legislations and guidelines of CSR both in India and in other countries across the world.
- To identify the various thematic areas in which CSR intervention can be done.
- To be able to identify the key outcomes of various CSR interventions.

Course Outcome:



CO1 – Understanding and Defining the concept, evolution, objectives, and importance of CSR in the context of business–society relations.

CO2 – Analyzing the major CSR theories and models, including stakeholder theory, triple bottom line, and ethical approaches.

CO3 – Applying the knowledge of the legal and institutional framework of CSR in India, with reference to the Companies Act, 2013 and CSR policy guidelines.

CO4 – Evaluating the CSR initiatives and practices of corporations using case studies, reports, and social impact assessments.

CO5 –Creating basic CSR strategies or project proposals addressing social, environmental, or community development issues.

CO6 – Evaluating the ethical issues, corporate accountability, and governance practices related to CSR.

Course Description

This course introduces students to the fundamental concepts, theories, and practices of Corporate Social Responsibility (CSR) in the contemporary business environment. It examines the evolving relationship between business, society, and sustainable development, highlighting ethical, social, environmental, and economic responsibilities of corporations. The course provides a comprehensive understanding of CSR frameworks, stakeholder approaches, and ethical foundations, along with the legal and institutional mechanisms governing CSR in India, particularly under the Companies Act, 2013. Students are exposed to national and global CSR standards, sustainability principles, and development perspectives. Through case studies, policy documents, and practical examples, the course enables students to critically analyze corporate initiatives and assess their social impact, accountability, and governance practices. The course aims to develop analytical, ethical, and applied skills, preparing learners to engage with CSR planning, implementation, and evaluation in diverse organizational and community contexts.

Course Content

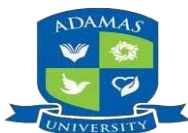
UNIT I: Understanding Corporate Social Responsibility

- Meaning and Evolution of CSR
- CSR, Philanthropy and Corporate Citizenship
- Ethics, Accountability and Social Responsibility
- CSR and Capitalism
- Functionalist, Marxist and Weberian Views

UNIT II: CSR, Development and Social Change

Outcomes of CSR

- Democratizing Development
- Community Ownership
- Connecting the Last Mile



- CSR as a Development Tool
- Inclusive Growth and Social Justice
- CSR and Sustainable Development
- Community Development Programs
- Education, Health and Livelihood Initiatives
- Environment and Climate Responsibility

Unit III: Institutions and Actors

- Role of NGOs and Civil Society
- Public–Private Partnerships
- Corporate–Community Relations

UNIT IV: CSR, Inequality and Social Justice

- CSR and Gender Equality
- CSR and Caste-based Inequalities
- Tribal Development and Displacement
- CSR vs Corporate Accountability
- Greenwashing and Ethics

TEXT BOOKS

Carroll, A. B., & Buchholtz, A. K. *Business and Society: Ethics, Sustainability, and Stakeholder Management*. Cengage Learning.

Crane, A., Matten, D., Glozer, S., & Spence, L. J. *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization*. Oxford University Press.

Kotler, P., & Lee, N. *Corporate Social Responsibility: Doing the Most Good for Your Company and Your Cause*. Wiley.

Blowfield, M., & Murray, A. *Corporate Responsibility*. Oxford University Press.

Visser, W., Matten, D., Pohl, M., & Tolhurst, N. *The A–Z of Corporate Social Responsibility*. Wiley. CSR in the Indian Context

Arora, B., & Puranik, R. *A Review of Corporate Social Responsibility in India*. Tata McGraw-Hill.

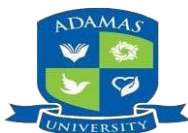
Chakraborty, S. K. *Corporate Ethics and Ethical Leadership*. Oxford University Press.

Ramanathan, K. V. *Business Ethics and Corporate Social Responsibility*. Oxford University Press (India).

Modes of Examination: Assignment/Quiz/Project/Presentation/Extempore/Written Exam

Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50



Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	CO1: Construct the institution of health through sociological lenses and various perspectives.	PO1, PO9, PO11, PO12
CO2	CO2: Determine the historicity of health, medicine and sickness in South Asian context.	PO1, PO4, PO6
CO3	CO3: Identify the condition of health system in India with respect to communities, gender, caste and disability.	PO1, PO6, PO9, PO10, PO12
CO4	CO4: Distinguish the alternate methods of healing and the archaeology of knowledge related to it.	PO1, PO2, PO6, PO9, PO11, PO12
CO5	CO5: Illustrate the changes taking place in the institution of health due to various global forces along with the advent of new technologies.	PO1, PO2, PO6, PO9, PO11, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1
CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3

1=weakly mapped

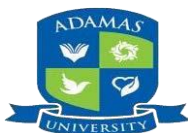
2= moderately mapped

3=strongly mapped

SOC404	Computer Applications and Statistics for Sociology	L	T	P	C
Version 1.0	Contact hours-60	3	1	0	4
Pre-requisites/Exposure	Understand the importance of the statistics and computer applications in the domain of sociology				
Co-requisites					

Course Objectives:

1. To teach students basic computer skills and mathematical applications required for their research in social science



2. To introduce statistics and data collection methods

3. To apply statistics for analysis social phenomena

Course Outcomes

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

CO1: Construct the "List and define basic statistical terms used in sociological research, such as population, sample, variable, and standard error."

CO2: Determine the statistical analysis required for research about any social issue

CO3: Identify the computer skills required for dissertation and social science research

CO4. Distinguish the survey data to identify key trends and relationships between variables like education, income, and social mobility

CO5. Illustrate the strengths and weaknesses of using quantitative methods in sociological research, particularly in capturing social phenomena.

Course Description: This course is a skill enhancement course, so, in this paper students will be given first hand practical based knowledge on computer and statistical applications of Sociology. The students will get to know about various statistical methods – frequency distribution, graphs, central tendency, dispersion and the application of those in sociology and also will be provided practical knowledge of computer, word, excel, PowerPoint etc. and most importantly students will be given training on SPSS, statistical tool for analysis data and they will be involved in data analysis projects of department.

Course Content:

Unit- I 11 lecture hours

Statistics: Definition, Terminology and Typology; Place of statistics in social Research; Levels of measurement Continuous and Discrete variables; Frequency distribution; Grouping of data; Cumulative frequency and percentage distribution; Graphic techniques

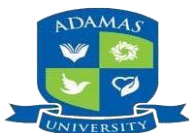
Unit-II 12 lecture hours

Measures of Central Tendency : Arithmetic Mean , Median and skewness

Unit-III 10 lecture hours

Measures of dispersions: Range; Interquartile Range; Mean Deviation; Variance and Standard Deviation

Unit-IV 12 lecture hours



Computer skills: SPSS version 21; MS-office skills- word, excel, power-point Internet skills: browsing; bookmarking; downloading Condensation.

Reference Books:

1. Blalock. Social Statistics Mc. Graw Hill Series in Sociology 2nd Edition. Delhi:1979
2. Elifson and others. Fundamentals of Social Statistics (Chs. 1-8) Mc Graw Hill Delhi:1990
3. R Mark Sirkin. Statistics for the Social Science 3rd Edition Sage Publications.

London:2005

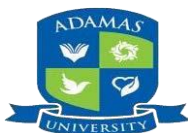
4. S. Landau and S. Everitt, A handbook of Statistical analysis using SPSS, Chapman andHall/CRC, 2004
5. Arthur Aron and Eliot Coups. Statistics for the Behavioural and Social Sciences: A brief Course 5th Edition. Pearson Publisher. 2010.
6. Levin, Jack and James A.F Elementary Statistics in Social Research. Pearson Publisher. 2006.

Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam
Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Construct the "List and define basic statistical terms used in sociological research, such as population, sample, variable, and standard error."	PO1, PO2, PO3, PO4, PO11, PO12
CO2	Determine the statistical analysis required for research about any social issue	PO1, PO2, PO4, PO8, PO10, PO11, PO12
CO3	Identify the computer skills required for dissertation and social science research	PO2, PO3, PO4, PO5, PO10, PO11, PO12



CO4	Distinguish the survey data to identify key trends and relationships between variables like education, income, and social mobility	PO1, PO2, PO3, PO4, PO11, PO12
CO5	Illustrate the strengths and weaknesses of using quantitative methods in sociological research, particularly in capturing social phenomena.	PO2, PO3, PO4, PO5, PO10, PO11, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1
CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3

1=weakly mapped

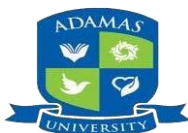
2= moderately mapped

3=strongly mapped

SOC405	RURAL AND URBAN SOCIOLOGY	L	T	P	C
Version 1.0	Contact hours-60	3	1	0	4
Pre-requisites/Exposure	develop sociological skills to analyse and to diagnose the urban question in India				
Co-requisites	--				

Course Objective:

1. To provide the exposure to the traditions of enquiry and key substantive issues in agrarian sociology.
2. To give a comparative understanding of Indian and global agrarian society
3. To familiarize students with agrarian situation past and present with the help of necessary theories and categories
4. To introduce an in-depth understanding of urban sociology in India.
5. To introduce students on urban dimensions of society, its social structure and social process in India.



Course Outcome:

CO1: Construct knowledge about the traditions of enquiry and key substantive issues in agrarian sociology

CO2: Determine empathy for and ability to engage agrarian communities as living societies and understand grasp they condition as human condition

CO3: Identify appreciation of agrarian world and familiarity with the trajectory of theoretical conversation on agrarian issues and their social, political and policy implications

CO4. Distinguish among measures of segregation commonly used and use them to make comparisons across metropolitan areas.

CO5. Illustrate relationships of stratification within cities, especially race and class, and how that impacts personal interactions and political dynamics in urban settings.

Catalog Description: This course will provide understanding of agrarian society as well as introduces the students with the critical understanding of urban sociology. It will familiarize students with agrarian situation past and present with the help of necessary theories and categories. It will create sense of agrarian communities, their structure, transformation and trials and tribulations in modern world and the students will achieve the rich legacy of theoretical and empirical work in agrarian sociology and its continued relevance and the future of agrarian society. Also, the students will be able to learn about the emerging trends, factors, and sociological dimensions of urbanization. This course would acquaint the students with an in-depth understanding of the changing occupational structure due to urbanization, and its impact on family, class, caste, and gender.

Course content

UNIT I: Nature and scope of rural sociology

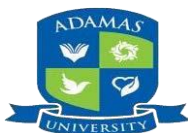
- 1.1. Importance of the study of rural sociology
- 1.2. Agrarian Social Structure and Change
- 1.3. Village Social Structure; Land ownership pattern in Rural Society,
- 1.4. Jajmani systems

UNIT II: Rural Social Problems and Developmental Strategies

- 2.1. Land Reform programs; Green Revolution; Rural Development Programs
- 2.2 Agrarian Unrest and Peasant Movements- Untouchability; Rural Violence; Landlessness; Rural Indebtedness
- 2.3. Seasonal unemployment, Superstitions
- 2.4 Water Resources and Utilization, Health and sanitation, Bonded and Migrant laborer's

UNIT III: Urban Sociology-Nature and Scope of Urban Sociology

- 3.1. Importance of the Study of Urban Sociology; Urbanism as a way of life; Factors of Urbanization.
- 3.2. Urban Planning - Definition of urban locality, urban place - Urban agglomeration and



other related terms.

3.3. Urban Renewal; Planning for New Settlements - Measuring Urbanization

3.4. Location of cities - nature, culture, function, migration.

UNIT IV: Urban Social problems and Developmental Strategies

4.1. India- Urban Social Problems-Crime;

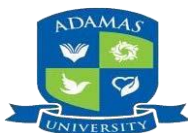
4.2. Juvenile Delinquency; Slums; Housing Problems;

4.3. Environmental Problems; Poverty; Unemployment

4.4. Developmental Strategies

Text Books:

1. Bhaduri, A. 1984 The Economic Structure of Backward Agriculture. Macmillan, Delhi
2. Desai, A.R. 1959 Social Background of Indian Nationalism. Popular Prakshan, Bombay.
3. K.L. Sharma, (1986) Agrarian Stratification: Old Issues, New Explanations and New Issues, Old Explanations', Caste, Class and Social Movements, Rawat Publications, Jaipur, First Published,
4. Dipankar Gupta (ed.), (1992) 'The Model of Agrarian Classes in India, Social Stratification (Excerpted from D.N. Dhanagare, The Model of Agrarian Classes in 'India', in Peasant Movements in India, 1920-50), Oxford University Press, Delhi, First Published,.
5. Beteille, Andre 1986. Studies in Agrarian Social Structure. Oxford University Press: Delhi
6. Chauhan, Brij Raj 1968. A Rajasthan Village. Vir Publishing House: Delhi 5. Dube, S.C. 1955. Indian Village. Cornell University Press: New York
7. Madan, Vandana (ed.) 2002. The Village in India. Oxford University Press: New Delhi
8. Sharma.K.L. 1997. Rural Society in India. Mittal Publications: New Delhi
9. Srinivas, M.N. (ed.) 1978. India's Villages. Media Promoters: Bombay
10. 1. Rao, M.S.A. (ed.) 1991. A Reader in Urban Sociology Orient Longman: New Delhi.
11. . Kundu Amitabh and DarshiniMahadevia (Eds.). 2002. Poverty and vulnerability in a globalising metropolis Ahmedabad: New Delhi: Manak Publication Pvt. Ltd.
12. A critic of poverty theories and policies, Rutgers University.
13. Beteille Andre. 2003. _Poverty and Inequality' EPW. Vol-42, October –2004.
14. Rao, M .S. A. (ed.), 1974. Urban Sociology in India, Orient Longman, New Delhi.
15. Ramachandran, R., 1989. Urbanization and Urban Systems in India, OUP, Delhi.
16. Desai. A. R and S. Devadas Pillai. Eds. (1990). Slums and Urbanisation. Bombay. Popular Prakashan.
17. A.R.Desai and S. D. Pillai. (1972). A Profile of an Indian Slum. University of Bombay.
18. Verma, Gita Dewan. (2002). Slumming India: A chronicle of slums and their saviours. Delhi. Penguin Books.
19. Dhadave M. S. (1989). Sociology of Slum. New Delhi. Archives Books.
20. Bose, Ashish. (1985). —Urbanization and Slums, Important Strategies for the future. in Prodipto Roy and Shagon Dasgupta.



21. Waxman, Chaim. I. 1983. The stigma of property: A critic of poverty theories and policies, Rutgers University.

Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam

Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

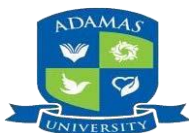
Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Construct knowledge about the traditions of enquiry and key substantive issues in agrarian sociology	PO1, PO6, PO11, PO12
CO2	Determine empathy for and ability to engage agrarian communities as living societies and understand grasp they condition as human condition	PO1, PO3, PO6, PO11
CO3	Identify appreciation of agrarian world and familiarity with the trajectory of theoretical conversation on agrarian issues and their social, political and policy implications	PO1, PO6, PO9, PO10, PO12
CO4	Distinguish among measures of segregation commonly used and use them to make comparisons across metropolitan areas.	PO2, PO3, PO9, PO11
CO5	Illustrate relationships of stratification within cities, especially race and class, and how that impacts personal interactions and political dynamics in urban settings.	PO2, PO3, PO6, PO11, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1
CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3

1=weakly mapped

2= moderately mapped

3=strongly mapped



SOC406	URBAN SOCIOLOGY (Minor)	L	T	P	C
Version 1.0		3	1	0	4
Pre-requisites/Exposure	Understand sociological perspectives and sociological imagination to understand social issues				
Co-requisites	--				

Course Objectives:

1. To enable students with sociological skills to analyze and to diagnose the urban question in India.
2. To understand urban development planning from the point of view of sociological principles
3. To sensitized students about urban dimensions of society, its social structure and social process in India.
4. To apply sociological perspectives and sociological imagination to understand social issues
5. To practice sociological understanding to ensure effective social engineering

Course Outcomes

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

CO1: Construct the key concepts and terminology related to urban sociology, such as urbanization, gentrification, urban sprawl, and social stratification.

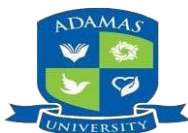
CO2: Determine the causes and consequences of urban social problems like homelessness, segregation, and poverty.

CO3: Identify the sociological theories and concepts to interpret urban phenomena, such as migration patterns, neighborhood dynamics, and spatial segregation.

CO4: Distinguish the urban policies and their impacts on community development and social equity.

CO5: Illustrate the urban planning initiatives and policies based on sociological frameworks, assessing their effectiveness in addressing urban inequalities.

Catalog Description: The course will highlight on the central analytical components of



traditional "human ecology" perspectives on cities, and how they describe processes of growth and development associated with industrial cities. It will describe the central insights and arguments presented by political economy perspective in Urban Sociology, and how they differ from traditional perspectives. It will also explain the history of post-war suburbanization, and how it has changed spatial patterns and introduced new challenges to both urban equality and governability. Distinguish among measures of segregation commonly used in the United States, and use them to make comparisons across metropolitan areas. Lastly analyze relationships of stratification within cities, especially race and class, and how that impacts personal interactions and political dynamics in urban settings.

Course Content:

15 Lecture Hours

Unit-1

Classical sociological traditions as urban and city dimensions, Emile Durkheim, Karl Marx, Max Weber and Tonnies.

Unit-2

17 Lecture Hours

Urban community and spatial dimensions. Park, Burgers and Mc Kenzie. George Simmel: Metropolis, Louis- Wirth Urbanism and Redfield Rural-Urban continuum as cultural form.

Unit-3

13 Lecture Hours

Urban sociology in India; Urbanism, Urbanity and Urbanization, emerging trends in urbanization, Factors of urbanization, sociological dimensions of urbanization, Social consequences of urbanization.

Unit-4

14 Lecture Hours

Industry Classification of urban centers, cities and towns and Mega-Cities

Unit-5

16 Lecture Hours

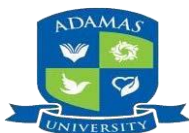
Changing occupational structure, and its impact on social stratification—class, caste Gender, family Indian city and its growth, migration, problems of housing, slum development, Slums and Ethnic Enclaves, Middle Class and Gated Communities, Urban Movements and Violence, urban environmental problems

Unit-6

15 Lecture Hours

Urban planning and problems of urban management in India: Emerging issues

Reference Books



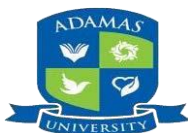
1. Quinn J A 1955, Urban Sociology, S Chand & Co., New Delhi
2. Pickwance C G (ed) 1976, Urban Sociology; Critical Essays, Methuen.
3. Saunders peter 1981, Social Theory and Urban Question, Hutchison.
4. Bose Ashish 1978, Studies in India Urbanisation 1901-1971, Tata Mc Graw Hill.
5. Abrahamson M 1976 Urban Sociology, Englewood, Prentice Hall.
6. Ronnan, Paddison, 2001 : Handbook of Urban Studies. Sage : India
6. Bharadwaj, R.K. 1974 : Urban Development in India. National Publishing House.
7. Gold, Harry, 1982 : Sociology of Urban Life. Prentice Hall, Englewood Cliff.
8. Colling Worth, J b 1972 Problems of Urban Society VOL. 2, George and Unwin Ltd.
7. Alfred de Souza 1979 The Indian City ; Poverty, ecology and urban developement, Manohar, Delhi.
8. Desai A R and Pillai S D (ed) 1970 Slums and Urbanisation, Popular prakashan, Bombay. 9. Castells M 1977 : The Urban Question, Edward Arnold, London.
10. Ramachandran R 1991 Urbanisation and Urban Systems in India, OUP, Delhi.

Modes of Examination: Assignment/Quiz/Project/Presentation/Written Exam
Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Construct the key concepts and terminology related to urban sociology, such as urbanization, gentrification, urban sprawl, and social stratification.	PO1, PO2, PO3, PO4, PO11, PO12
CO2	Determine the causes and consequences of urban social problems like homelessness, segregation, and poverty.	PO1, PO2, PO4, PO8, PO10, PO11, PO12



CO3	Identify the sociological theories and concepts to interpret urban phenomena, such as migration patterns, neighborhood dynamics, and spatial segregation.	PO2, PO3, PO4, PO5, PO10, PO11, PO12
CO4	Distinguish the urban policies and their impacts on community development and social equity.	PO2, PO3, PO4, PO5, PO10, PO11, PO12
CO5	Illustrate the urban planning initiatives and policies based on sociological frameworks, assessing their effectiveness in addressing urban inequalities.	PO1, PO2, PO4, PO8, PO10, PO11, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1
CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3

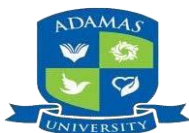
1=weakly mapped
2=moderately mapped
3=strongly mapped

SEMESTER VIII

SOC407	SOCIOLOGY OF GLOBALIZATION AND DEVELOPMENT	L	T	P	C
	Contact Hour- 60	3	1	0	4
Version 1.0					
Pre-requisites/Exposure	understanding about the process of social change and Development				
Co-requisites	--				

Course Objectives:

1. To introduce the students to the global nature of contemporary social change
2. To understand the process of Globalization and Development through the theoretical approaches followed by the challenges posed by the process
3. To make students aware of an ideology that supports economic globalization, consider alternative models of global society, and consider strategies for educating congregations and equipping them for action.



Course Outcomes

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

- CO1. Determine the relation between globalization and society
- CO2. Distinguish between economic and political dimensions of globalization.
- CO3. Construct an understanding of features of globalization.
- CO4. Identify the challenges posed by globalization.
- CO5. Illustrate the importance of post globalization and its impact on society.

Catalog Description: The course will emphasize on relation between globalization and social change. This course aims to inculcate students about the process of Globalization through the theoretical approaches followed by the challenges posed by the process. It provides an overview of the theoretical perspectives of globalization. This course also illustrates certain challenges posed by globalization in society. Students will be able to understand the ideology that supports economic globalization followed by impact of post-globalization on society.

Course Content:

Unit-1 10 lecture hours

Understanding Globalization

Concept- globalization and global governance,
Characteristics and dimensions (economic, political and cultural)

Unit-2 11 lecture hours

Theoretical approaches

Martin Albrow, R. Robertson, Anthony Giddens, Emmanuel Wallerstein,

Unit-3 11 lecture hours

Challenges posed by Globalization

Environmental degradation, the Patenting of indigenous knowledge, biodiversity
Fundamentalism and religious resurgence
Issues related to transnational migration

Unit-4 13 lecture hours

Crisis of development: displacement, environmental problems and sustainability.

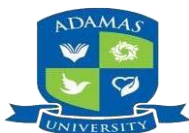
(b) Poverty, deprivation and inequalities.

(c) Violence against women.

(d) Caste conflicts.

(e) Ethnic conflicts, communalism, religious revivalism.

(f) Illiteracy and disparities in education.



Text Books

1. Appadurai Arjun, 1996, Modernity at Large, University of Minnesota Press
 2. Applebaum R. and Robinson W., 2005, Critical Global Studies, Routledge, New York.
 3. Bremen Yan, 1993, Footlose Labour, Cambridge University Press, Cambridge
 4. Browning, Halcli, Webster(ed), 1996, Understanding contemporary society: Theories of the present, SAGE Publications, London
 5. Cohen Robin and Shirin M.(ed), Global Social Movements, The Athlone Press, London
 6. Dubhashi P.R., 2002, Peoples Movement against Global Capitalism : EPW Feb.9
 7. Giddens Anthony, 2000, Runaway World : How globalization is reshaping our lives, Routledge, New York.
 8. Jha Avinash, 2000, Background to Globalization, Centre for Education and Documentation, Mumbai
- MA Sociology syllabus for 2008-2010 37
9. Kofman and Young, 2003, Globalization, Theory and Practice. Continuum, London
 10. Lechner F. and Boli J.(ed), 2000, The Globalization, Blackwell Oxford
 11. Schuurman Frans J. (ed) 2002, Globalization and Development Studies, Sage Publications, New Delhi
 12. Upadhy C. and Vasavi A.R.(edt), 2007, In an outpost of the Global Economy: Work and Workers in India's information technology industry, Routledge India
 13. Waters M., 1995, Globalization, Routledge, London.
 14. Jogdand P. G, Bansode P., Meshram, N. G. (Ed.), 2008, Globalization and social justice, Rawat, Jaipur

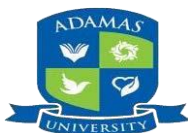
Modes of Examination: Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempo/Written Exam

Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Determine the relation between globalization and society.	PO1, PO9, PO11, PO12
CO2	Distinguish between economic and political dimensions of globalization.	PO1, PO4, PO6
CO3	Construct an understanding of features of globalization.	PO1, PO6, PO9, PO10, PO12



CO4	Identify the challenges posed by globalization.	PO1, PO2, PO6, PO9, PO11, PO12
CO5	Illustrate the importance of post globalization and its impact on society.	PO1, PO2, PO6, PO9, PO11, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1
CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3

1=weakly mapped

2= moderately mapped

3=strongly mapped

SOC408	ORGANIZATIONAL BEHAVIOUR	L	T	P	C
Version 1.0	CONTACT HOUR--60	3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

COURSE DESCRIPTION

This paper introduces students to the sociological understanding of organizations and organizational behaviour. It examines classical and contemporary theories of organizations, individual and group behaviour in organizations, leadership, power, culture, and organizational change. Special emphasis is placed on bureaucracy, public administration, work culture, industrial relations, and Indian organizations.

Course Objectives:

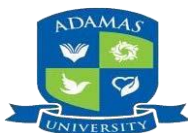
- To develop a sociological understanding of organizations and work behaviour
- To familiarize students with classical and contemporary organization theories
- To analyze power, authority, leadership, and decision-making in organizations
- To examine organizational culture, conflict, and change
- To relate organizational behaviour to Indian administration, governance, and development

Course Outcomes:

CO1: Recall key concepts, terminology, and classical theories of organizational behaviour.

CO2: Explain the structure and functioning of organizations as social systems, and interpret the relationship between individual behaviour, groups, and organizational goals.

CO3: Apply motivational theories, leadership models, and communication processes to analyze behaviour in



real-life organizational settings, particularly in Indian public and private organizations.

CO4: Analyze power relations, authority structures, bureaucracy, and informal networks within organizations to identify sources of conflict, inefficiency, and organizational dysfunctions.

CO5: Evaluate organizational practices, leadership styles, and administrative reforms in India using sociological perspectives, ethical frameworks, and governance principles.

CO6: Design sociologically informed solutions and case-based interpretations for improving organizational effectiveness, work culture, and governance, relevant to policy-making and civil services.

Course Content

UNIT I: Sociology of Organizations – Foundations

- Meaning and Nature of Organization
- Organizations as Social Systems
- Formal and Informal Organizations
- Types of Organizations: Economic, Political, Educational, Religious, Voluntary
- Organization and Society: Social Structure, Culture, and Institutions

UNIT II: Individual Behaviour in Organizations

- Personality and Perception
- Attitudes, Values, and Job Satisfaction
- Work Stress and Alienation
- Ethics and Morality in Organizational Life

UNIT III: Group Behaviour and Leadership

- Group Dynamics and Team Behaviour
- Formal and Informal Groups
- Communication in Organizations
- Leadership Theories:
 - Trait and Behavioural Approaches
- Power, Authority, and Influence

UNIT IV: Organizational Culture, Conflict, and Industrial Relations

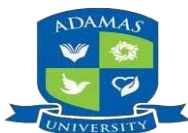
- Organizational Culture and Climate
- Conflict: Sources, Types, and Resolution
- Industrial Relations in India
- Trade Unions and Collective Bargaining
- Gender, Caste, and Inequality in Organizations

Reference

Berger, P. 1963. An Invitation to Sociology: A Humanistic Perspective, Bantam: Doubleday Dell Publication

Davis, Kingsley. 1973. Human Society, New York; Macmillan (Hindi translation available)

Fincham, Robin and Peter Rhodes (4th ed.) (2010) Principles of Organizational Behaviour, New Delhi: OUP.



Pettinger, Richard (2010) *Organizational Behaviour: Performance Management in Practices*, London: Routledge.

Weber, M. (1947). *The Theory of Social and Economic Organization*. Translated by A. M. Henderson & Talcott Parsons. New York: Oxford University Press.

Modes of Examination:

Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempore /Written Exam

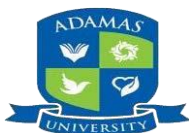
Examination Scheme:

Components	Mid-term	Continuous Assessment	Class	End Term
Weightage (%)	20	30		50

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Recall key concepts, terminology, and classical theories of organizational behaviour.	PO1, PO10, PO9, PO12
CO2	Explain the structure and functioning of organizations as social systems, and interpret the relationship between individual behaviour, groups, and organizational goals	PO1, PO4, PO10
CO3	Apply motivational theories, leadership models, and communication processes to analyze behaviour in real-life organizational settings, particularly in Indian public and private organizations	PO1, PO2, PO4, PO11, PO12
CO4	Analyze power relations, authority structures, bureaucracy, and informal networks within organizations to identify sources of conflict, inefficiency, and organizational dysfunctions.	PO1, PO2, PO3, PO4, PO11, PO12
CO5	Evaluate organizational practices, leadership styles, and administrative reforms in India using sociological perspectives, ethical frameworks, and governance principles.	PO1, PO2, PO4, PO4, PO11, PO12
CO6	Design sociologically informed solutions and case-based interpretations for improving organizational effectiveness, work culture, and governance, relevant to policy-making and civil services.	PO1, PO2, PO4, PO11, PO12

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	1	1	3	1	2	2	1	0	0	1	1
CO2	1	1	1	1	1	1	2	1	0	0	1	1
CO3	1	1	0	2	2	1	1	1	0	0	1	1
CO4	1	0	0	1	1	2	2	2	0	0	3	0
CO5	1	1	1	2	1	0	0	2	1	1	1	1
CO6	1	0	0	1	1	2	2	2	0	0	3	0



SOC409	GLOBAL HR PRACTICES	L	T	P	C
Version 1.0	CONTACT HOUR--60	3	1	0	4
Pre-requisites/Exposure					
Co-requisites					

Global HR practices

Course Objectives

- To understand Human Resource Practices as socially embedded and globally structured
- To analyze HR practices through sociological theories of work, power, and organization
- To examine the impact of globalization, transnational corporations, and international labour regimes
- To align HR practices with UPSC Sociology themes such as globalization, labour, bureaucracy, and inequality

Course Outcomes (COs)

After completing this course, students will be able to:

CO1: Sociologically analyze global HR practices within capitalist and bureaucratic systems

CO2: Examine labour regulation, migration, and global labour markets

CO3: Critically assess diversity, gender, and inequality in global workplaces

CO4: Apply sociological perspectives to HR policy-making and organizational governance

CO5: Evaluate organizational practices, leadership styles, and administrative reforms in India using sociological perspectives, ethical frameworks, and governance principles.

CO6: Design sociologically informed solutions and case-based interpretations for improving organizational effectiveness, work culture, and governance, relevant to policy-making and civil services.

COURSE CONTENTS

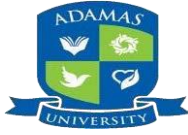
UNIT I: Globalization, Work and Human Resource Management

Meaning and Dimensions of Globalization

Global Labour Markets and Workforce Mobility

Transnational Corporations (TNCs) and Work Organization

Evolution from Personnel Management to Global HRM



HRM and Bureaucratic Rationality (Weber)

HR as a Tool of Control and Coordination

UNIT II: Comparative and International HR Systems

Varieties of Capitalism and HR Regimes

Developed vs Developing Country HR Models

ILO and Global Labour Standards

Role of WTO, World Bank, IMF in Labour Regulation

Corporate Codes of Conduct and CSR

UNIT III: Power, Control and the Labour Process in Global Organizations

Labour Process Theory – Braverman

Deskilling, Reskilling and Automation

Surveillance, Performance Management and Control

Hegemony and Consent (Gramsci)

Unit IV: Diversity, Gender and Inequality in Global Workplaces

Feminization of Labour

Glass Ceiling and Sticky Floor

Work–Life Balance in Global Organizations

Remote Work and Digital Surveillance

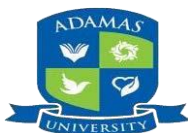
Ethical HR Practices and Labour Rights

Sustainable HRM and SDGs

Global Crisis and Labour (Pandemics, Climate Change)

REFERENCES

1. Punnett Betty Jane, INTERNATIONAL PERSPECTIVES ON ORGANIZATIONAL BEHAVIOR AND HUMAN RESOURCE MANAGEMENT, M.E. Sharpe,



2. Monir Tayeb, INTERNATIONAL HRM, Oxford University Press,

3. Dowling & Welch, INTERNATIONAL HRM: MANAGING PEOPLE IN

MULTINATIONAL CONTEXT, Cengage Learning, NewDelhi,

Modes of Examination:

Assignment/Quiz/Film review (documentaries)/ Project/Group Discussion/ Presentation/Extempore
/Written Exam

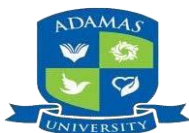
Examination Scheme:

Components	Mid-term	Continuous Assessment	Class	End Term
Weightage (%)	20	30		50

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Program Outcomes
CO1	Sociologically analyze global HR practices within capitalist and bureaucratic systems	PO1, PO10, PO9, PO12
CO2	Examine labour regulation, migration, and global labour markets	PO1, PO4, PO10
CO3	Critically assess diversity, gender, and inequality in global workplaces	PO1, PO2, PO4, PO11, PO12
CO4	Apply sociological perspectives to HR policy-making and organizational governance	PO1, PO2, PO3, PO4, PO11, PO12
CO5	Evaluate organizational practices, leadership styles, and administrative reforms in India using sociological perspectives, ethical frameworks, and governance principles.	PO1, PO2, PO4, PO4, PO11, PO12
CO6	Design sociologically informed solutions and case-based interpretations for improving organizational effectiveness, work culture, and governance, relevant to policy-making and civil services.	PO1, PO2, PO4, PO11, PO12

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	1	1	1	3	1	2	2	1	0	0	1	1
CO2	1	1	1	1	1	1	2	1	0	0	1	1
CO3	1	1	0	2	2	1	1	1	0	0	1	1
CO4	1	0	0	1	1	2	2	2	0	0	3	0
CO5	1	1	1	2	1	0	0	2	1	1	1	1
CO6	1	0	0	1	1	2	2	2	0	0	3	0



SOC311	SOCIAL PSYCHOLOGY (Minor)	L	T	P	C
Version 1.0	Contact Hour-60	3	1	0	4
Pre-requisites/Exposure	understand the importance of the psychology of social mind through various sociological perspectives				
Co-requisites	--				

Course Objective:

1. To make students understand the importance of the psychology of mind through various sociological perspectives
2. To understand its intersectionality with other institutions of our society
3. To understand the condition of mental health in India and the role of sociology
4. To sensitize the students about issues related to health and the sociology of mind
5. To Understand the basic concepts of psychology and the problems related to it.

Course Outcome:

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

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

CO2: Develop the historicity of mind in sociological context.

CO3: Describe the different theories in social psychology

CO4: Illustrate the condition of mental health system in India with respect to communities, gender, caste and disability and the changes taking place in the institution of health due to various global forces along with the advent of new technologies.

CO5: Develop basic concepts of psychology and the problems related to it.

CO6: Create an understanding of the mental health well-being.

Catalog Description:

This course provides an introduction to social psychology, exploring how individuals think, feel, and behave in social contexts. Students will learn key concepts and theories about human behavior, including social perception, attitudes, group dynamics, interpersonal relationships, and social influence. The curriculum emphasizes the role of culture, social norms, and identity in shaping behavior, with a focus on understanding social behavior in the Indian context. By integrating classic and contemporary research, the course encourages critical thinking and application of social psychology to real-world issues such as prejudice, conflict resolution, leadership, and communication. Students will participate in discussions, case studies, and practical assignments to develop their analytical skills and deepen their understanding of social dynamics.

Course Content:

Unit- 1 10 Lecture Hours Introduction to Social Psychology:

Nature, Definition and scope of Social Psychology.

Social Psychology and related disciplines – Social Psychology and Sociology,

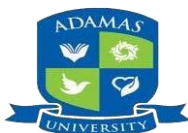
Social Psychology and Personality Psychology, Levels of explanation.

Methods of Social Psychology – Correlational research, Experimental research.

Unit- 2 10 Lecture Hours

Social Motives and Attitudes:

Social motives – Nature of Social Motives, Types of Social motives –



Achievement, Power motivation and need for affiliation.

Attitudes – characteristics of attitudes, Measurement of attitudes, Formation of attitudes, Attitude change.

Unit- 3 12 Lecture Hours

Social Interaction:

Interpersonal attraction, Determinants of interpersonal attraction.

Prosocial behaviour. Personal influences in helping – Genetic factors, Emotional factors, motivational factors, Interpersonal influences – Characteristics of the person in need, The fit between the giver and receivers; Situational influences – models, place of living.

Aggression – Origins and forms of aggression, Prejudice and Intergroup hostility, Control of aggression.

Unit-4 9 Hours Lecture Group

Processes:

Groups – Characteristics and functions of groups. Important aspects of group functioning – roles, Norms and cohesiveness.

Leadership – Characteristics of leaders, Functions of leaders, Types of leadership, Leadership training.

Public Opinion – Meaning, Formation of Public opinion, Methods of measuring public opinion.

Unit-5 9 Hours Lecture

Applying Social Psychology:

Organizational Behaviour – Personnel selection, Motivating employees, performance appraisal, Increasing Productivity.

Health Psychology – Social Psychological aspects of health care, Preventive behaviour in illness, Doctor – Patient interaction.

REFERENCE BOOKS:

1. Robert A. Baros & Donn Byrne, Social Psychology, Prentice Hall of India, New Delhi, 1988.
2. Suprithy Paliwal, Social Psychology, RBSA Publishers, Jaipur, 2002.
3. Kuppaswamy. B., Introduction to Social Psychology, Medial Promoter & Publishers, Bombay – 1980.
4. Lindgren, Introduction to Social Psychology.
5. Sharon s. Brehm and Saul M. Kassim, Social Psychology, Houghton Mifflinco, Boston 1996.
6. David G Myers, Social Psychology, McGraw Hill Book Company, New Delhi 1988.

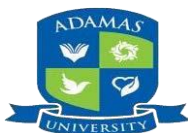
Modes of Examination: Assignment/Quiz/Project/Presentation/Extempore/Written Exam

Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

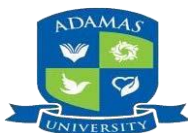
Mapping between COs and Pos		
	Course Outcomes (COs)	Mapped Program Outcomes



CO1	Analyze the institution of mental health through sociological lenses and various perspectives.	PO1, PO2, PO3, PO11, PO12
CO2	Describe the historicity of social-psychology	PO1, PO2, PO3, PO9, PO11
CO3	Describe the different theories of psychology in sociological perspective	PO1, PO2, PO3, PO6, PO9, PO11, PO12
CO4	Analyze the condition of mental health system in India with respect to communities, gender, caste and disability and the changes taking place in the institution of health due to various global forces along with the advent of new technologies.	PO1, PO2, PO6, PO9, PO11, PO12
CO5	Develop basic concepts of social psychology and the problems related to it	PO1, PO2, PO3, PO6, PO9, PO11, PO12
CO6	Create an understanding of the mental health well-being.	PO1, PO2, PO3, PO6, PO9, PO11, PO12

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1
CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3
CO6	1	3	3	2	1	0	0	2	3	3	1	3

1=weakly mapped 2= moderately mapped 3=strongly mapped



SOC312	SOCIOLOGY OF HEALTH AND AGING (Minor)	L	T	P	C
Version 1.0	Contact Hour-60				
Pre-requisites/Exposure	understand the importance of the institution of health through various sociological perspectives				
Co-requisites	--				

Course Objective:

1. To make students understand the importance of the institution of health through various sociological perspectives
2. To understand its intersectionality with other institutions of our society like caste, gender etc.
3. To understand the condition of health in India and the role of state machinery
4. To sensitize the students about issues related to health and the sociology of body
5. To Understand the basic concepts of aging and the problems related to it.

Course Outcome:

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

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

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

CO3: Identify 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 and the changes taking place in the institution of health due to various global forces along with the advent of new technologies.

CO5: Develop basic concepts of aging and the problems related to it.

CO6: Create an understanding for well-being of ageing population.

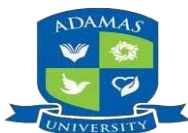
Catalog Description:

The course will introduce the concept of health and aging. It will provide the understanding of how society will shape the health and well-being of individuals. Particularly theoretical perspectives on health and medicine - functionalist; conflict; interactionist; postmodern; feminist; subaltern, the Indian health system, historical development of health services system and medical sociology in India; healing in ancient India; health system in rural India and regional disparity; public health system in India; AYUSH and sociology of Ayurveda; sociology of subaltern therapeutics, medical tourism in India and also consider how the aging process will complicate our views and treatments of health issues. Sociology graduates acquire a number of skills that are useful even in careers that are not related to aging. For example, students take courses that help them improve written and oral communication skills related to the job entails understanding that how health and aging are important in shaping people lives and being critical of how one health and getting older may be dictated by other social, economic, and political variables.

Course Content:

Unit- 1 10 Lecture Hours

Introduction: Basic concepts of health, medicine, illness, sickness, disease and society; the art and science of healing; sociology of body



Unit- 2 10 Lecture Hours

Theoretical perspectives on health and medicine within sociology: functionalist; conflict; interactionist; postmodern; feminist; subaltern

Unit- 3 12 Lecture Hours

The sociology of health in India: Historical Development of health services system and medical sociology in India; healing in ancient India; health system in rural India and regional disparity; public health system in India ; AYUSH and sociology of Ayurveda; sociology of subaltern therapeutics, medical tourism in India, Indigenous knowledge system and Ethnomedicine

Unit- 5 10 Lecture Hours

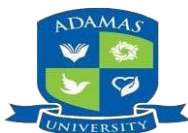
Health and Development: National Health Policy 2015, population control and neo liberalism; new reproductive technologies; national drug policy; health and consumer culture, Public health and Disability

Unit- 6 8 Lecture Hours

Gender, disability and aging in India: reproductive health; gender health budgeting; medical sociology through feminist lens; disability in India; problems of ageing in health; sociology of aging and Care

Reference Books:

1. Balaram Ghosh, Pragnadyuti Mandal, Saroj Krishna Bhattacharya and Swapan Kumar Jana (2014) : Study of unqualified rural medical practitioners through scientific training in proper use of medicine, Global Research Journal of Public health and Epidemiology, Vol 1(2) pp 008-011
2. Cary S. Kart : The Realities of Aging : An Introduction to Gerontology, 4 th edition.
3. David Hardiman (2012) : Medical marginality in South Asia: situating subaltern therapeutics
4. Daya Verma (2011) : The Art and Science of Healing Since Antiquity: Xlibris Corporation
5. Imrana Qadeer (1985): Health Services System: An Expression of Socio Economic Inequalities, Social Action, Vol.35, 197\85.
6. Imrana Qadeer (2000): Health Care Systems in Transition III, Journal of Public Health Medicine, Vol. 22, No.1, pp.25-32.
7. Imana Quadeer (2010) : The art of marketing babies , Indian Journal of Medical Ethics Vol VII No 4 October-December 2010
8. Imrana Quadeer (2011) : The challenge of building rural health services , Indian J Med Res 134, pp 591-593
9. Imrana Quadeer (2005) : Population Control in the Era of Neo-Liberalism, Health and Development, Vol 1 no. 4
10. Imrana Quadeer (2013) : A complex picture of public health, EPW, June 22, 2013
11. Imrana Quadeer (2013) : Universal Health Care in India: Panacea for Whom ?, Indian Journal of Public Health, Volume 57, Issue 4
12. Imrana Quadeer (2010) : New Productive Technologies And Health Care In Neo Liberal India: Essays : Centre for Women's Development Studies, New Delhi
13. Kenneth G. Zysk (1998) : Asceticism and Healing in Ancient India : Medicine in the Buddhist Monastery : Motilal Banarsidass Publishers Private Limited
14. Lavesh Bhandari and Sidhartha Dutta : Health Infrastructure in Rural India
15. Jen'nan Ghazal Read and Bridget K. Gorman (2010) : Gender and health inequality, The Annual review of Sociology
16. National Health Policy 2015
17. Renu addlakha (2008) : Disability, Gender and Society, Indian Journal of Gender Studies, Sage publications.



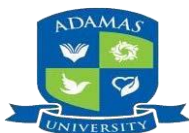
18. Sunita Reddy and Imrana quadeer (2010): Medical Tourism in India: Progress or Predicament? , EPW, May 15, 2010
19. Sheila Zurbrigg (1984): Rakku's Story: Structures of Ill Health and the Source of Charge, Bangalore: Centre for Social Action.
20. Simon.J.Williams (1996) : Medical Sociology, chronic illness and the body: a rejoinder to Michael Kelly and David Field, Sociology of Health and Illness Vol.18 No.5
21. Sarah Nettleton (1995): The Sociology of Health and Illness Cambridge: Polity Press
22. Veerananarayana Kethineni (1991): Political Economy of State Intervention in Health Care, EPW, October 19, 1991.

Modes of Examination: Assignment/Quiz/Project/Presentation/Extempore/Written Exam
Examination Scheme:

Components	Continuous Assessment	End Term
Weightage (%)	50	50

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Pos		
	Course Outcomes (COs)	Mappe d Program Outcom es
CO1	Analyze the institution of health through sociological lenses and various perspectives.	PO1, PO2, PO3,PO11, PO12
CO2	Describe the historicity of health, medicine and sickness in South Asian context.	PO1, PO2, PO3, PO9,PO11
CO3	Describe the alternate methods of healing and the archeology of knowledge related to it.	PO1, PO2, PO3, PO6, PO9, PO11,PO12
CO4	Analyze the condition of health system in India with respect to communities, gender, caste and disability and the changes taking place in the institution of health due to various global forces along with the advent of new technologies.	PO1, PO2, PO6, PO9, PO11, PO12
CO5	Develop basic concepts of aging and the problems related to it	PO1, PO2, PO3,PO6, PO9, PO11, PO12
CO6	Create an understanding for well-being of ageing population.	PO1, PO2, PO3,PO6, PO9, PO11, PO12



	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3	1	1	3	3	2	2	1	0	0	3	1
CO2	3	1	1	3	3	3	2	1	0	0	3	1
CO3	3	1	0	2	2	1	1	1	0	0	3	1
CO4	3	0	0	3	3	2	2	2	0	0	3	0
CO5	1	3	3	2	1	0	0	2	3	3	1	3

1=weakly mapped 2= moderately mapped 3=strongly mapped

