



DEPARTMENT OF SOCIOLOGY
DHAKUAKHANA COLLEGE (AUTONOMOUS), DHAKUAKHANA-787055
Curriculum of NEP-2020 for FYUGP Structure as per UGC Credit Framework of 2024
(Approved in the BoS, Sociology meetings held on 19.9.2024 and 23.11.2024)

Year	Semester	Course	Title of the Course	Total Credit
1 st Year	1 st Semester	SOCMJ101	Introduction to Sociology I	4
		SOCMN101	Sociological Perspectives	4
		SOCGE101	Introduction to Sociology	3
		AEC	Modern Indian Language	4
		VAC101/ VAC102	Understanding India/ Health and Wellness	2
		SEC112	Techniques of Social Research	3
				20

Year	Semester	Course	Title of the Course	Total Credit
1 st Year	2 nd Semester	SOCMJ201	Introduction to Sociology II	4
		SOCMN201	Sociology of India	4
		SOCGE201	Indian Society: Images and Realities	3
		AEC	English language and Communication Skills	4
		VAC201/ VAC202	Environmental Science/ Yoga Education	2
		SEC212	Soft Skill and Personality Development	3
				20

Year	Semester	Course	Title of the Course	Total Credit
2nd Year	3rd Semester	SOCMJ301	Sociology of India I	4
		SOCMJ302	Sociological Thinkers I	4
		SOCMN301	Methods of Sociological Enquiry	4
		SOCGE301	Marriage, Family and Kinship	3
		VAC301/ VAC302	Digital and Technological Solutions/ Digital Fluency	2
		SEC312	Human Behaviourat Work	3
				20

Year	Semester	Course	Title of the Course	Total Credit
2nd Year	4th Semester	SOCMJ401	Sociology of India II	4
		SOCMJ402	Sociological Thinkers II	4
		SOCMJ403	Sociological Research Methods I	4
		SOCMJ404	Social Stratification	4
		SOCMN401	Economy and Society	4
				20

Title of the Course	:	INTRODUCTION TO SOCIOLOGY-I
Course Code	:	SOCMJ101
Nature of the Course	:	MAJOR
Total Credits	:	04
Distribution of Marks	:	60(End Sem)+40(In-Sem)

COURSE OUTCOME:

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

CO1:

Describe Sociology as a discipline by connecting it with various perspectives and its relation with Social Anthropology.

LO:

- They will learn how to think Sociologically
- They will understand how different perspectives define and describe society differently.
- They can explain the factors responsible for emergence of Sociology
- They can identify the underlying factors linking emergence of sociology with the field of social Anthropology
- They can recognize the common factors which led to the emergence of sociology and social Anthropology
- They can recognize also how the field of study and methodology is different in Sociology and Social Anthropology

CO2:

Comprehend Sociology and its relations with Other Social Sciences

LO:

- They can classify the common factors which trace relation between Sociology and Social Anthropology
- They can distinguish the differences of the beginning of Sociology and Social Anthropology
- They can associate the relationship between History and Sociology by emphasizing on both common and uncommon factors related to the nature and scope of the disciplines.
- They can explain the nature and scope of Sociology, Social Anthropology and History.
- They can defend the fact that Sociology depends on History in order to study the historical development of Society.
- They can interrelate human societies and their development over time by linking it with past events, people, and societies focusing on the specific time periods and their impact on the present.

CO3:

They can apply their knowledge to understand some of the Basic concepts related to Sociology.

LO:

- They can analyze the importance of Group.
- They can categorize the factors which help humans to become associated with groups.
- They can classify different types of groups.

- They can compare the forming, norming and structuring processes of different groups.
- They can examine how groups are different from each others based on size and structure and its formation process.
- They can illustrate the idea that how group dynamics play a significant role in human lives for their survival in society.
- They can utilize this knowledge to further understand how intra and inter group conflict arises in society based on the structuring processes of group dynamics.
- They can analyze the concept of status and role from sociological perspective.
- They can understand the importance of norms for society.
- They can distinguish between Associations and Institutions.
- They can relate and separate the norms, ideas and established rules and procedures related to the creation and formation of Institution and Association

CO4:

They will be able to evaluate and assess the importance, meaning and role of Culture, Social Change as a process in Society by highlighting its Direction and Dimensions

LO:

- They can explain culture and its impact on society.
- They can explain the leaning of Social Change
- They can assess the idea that social change is a process that is related with culture, economy, technology and other societal forces.
- They can contrast and compare the different dimensions of social change.
- They can determine the various directions to the process of Social Change
- They can develop a critique based on their understanding on how the alteration of mechanisms within the social structure is characterized by changes in the cultural symbols and rules of behaviours.

UNITS	CONTENTS	L	T	P	Total Hours
1 (15Marks)	Sociology:Discipline and Perspectives <ul style="list-style-type: none"> Thinking Sociologically Emergence of Sociology and Social Anthropology 	12	03	0	15
2 (15Marks)	Sociology and Other Social Sciences <ul style="list-style-type: none"> Sociology and Social Anthropology Sociology & History 	17	02	0	19
3 (15Marks)	Basic Concepts-I <ul style="list-style-type: none"> Social Group and Its Types; Role and Status, Social Norms and Values, Associations and Institutions 	13	01	0	14
4 (15marks)	Basic Concepts-II <ul style="list-style-type: none"> Culture and Society SocialChange: Meaning,Directionand Dimensions 	11	01	0	12
Total		53	07	0	60

Where, L:Lectures T:Tutorials P:Practicals

Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1					
Conceptual Knowledge	CO1,CO2	CO3,CO4	CO3,C O4	CO3,CO4	CO4	
Procedural Knowledge		CO3,CO4	CO3,C O4	CO3,CO4	CO4	
Meta cognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes:

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
CO2	M	M	M	M	S	S	S	M	M	M	M	M	M	M	M	M
CO3	M	M	M	M	M	S	S	S	S	S	S	S	S	S	S	S
CO4	M	M	M	S	M	S	S	S	S	S	M	M	S	S	S	S

S= STRONGLY CORRELATED

M=MODERATELY CORRELAD

MODE OF IN-SEMESTER ASSESSMENT:

(40 Marks)

Activity	Marks
First In-Sem Examination	10
Second In-Sem Examination	10
Students Activity	
a. Attendance	5
b. Seminar/Group Discussion	10
c. Assignment	5
Total	40

SUGGESTED READINGS:

Sociology: Discipline and Perspective, Thinking Sociologically

- Johnson, Allan G. 2008, *The Forest and the Trees: Sociology as Life Practice and Promise*, Philadelphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', Pp. 1-36
- Beteille, Andre, 2009, *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27
- Garner, James Finn, 1994, *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc., Chapters, 'Little Red Riding Hood' & 'Rumpelstiltskin'
- General Sociology, Saikia, Dr. J.P. & H. Borgohain, Bidya Bhaban, Jorhat

Emergence of Sociology

- Ritzer, George, 1996, *Classical Sociological Theory*, New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46
- General Sociology, Saikia, Dr. J.P. & H. Borgohain, Bidya Bhaban, Jorhat

Sociology and Other Social Sciences, Sociology and Social Anthropology

- Beteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology', Pp. 1-20
- Beteille, André, 2002, *Sociology: Essays in Approach & Method*, Oxford University Press, Chapter 2, 'Sociology and Social Anthropology', Pp. 28-54
- General Sociology, Saikia, Dr. J.P. & H. Borgohain, Bidya Bhaban, Jorhat

Sociology & History

- Burke, Peter, 1980, *Sociology and History*, George Allen and Unwin, Chapter 1,
- 'Sociologists and Historians', Pp. 13-30

Basic Concepts and Group

- Cooley, C. H., 1929, *Social Organization*. United States: Transaction Publishers.
- MacIver, Robert M, and Charles Hunt Page. 1949. *Society*, New York: Rinehart. Chapter 10, 'Types of Social Groups', Pp. 213-237
- Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill, Chapter 8, Pp. 185-209

Status and Role

- Bierstedt, R., 1974, *The Social Order*, New York: McGraw Hill, Chapter 9, pp. 250-279.
- Linton, R., 1936, *The Study of Man*, New York: Appleton Century Crofts, Chapter 8, pp. 113-131.

Social Norms and Values

- Shankar Rao, C.N. 1990. *Sociology: Principle of Sociology with an Introduction to Sociological Thought*. S. Chand and co. Ltd. New Delhi Pp-457-470.

Culture and Society

- Bierstedt, Robert, 1974, *The Social Order*, New York: McGraw Hill Book Company Part 3, Chapter 5, 'The Meaning of Culture', p. 125-151, Chapter 6, 'The Content of Culture' Pp. 152-187, Chapter 7, 'The Acquisition of Culture', Pp. 188-212
- Billington, R., Strawbridge, S., Greensides, L., Fitzsimons, A. (1991). *Culture and Society: Sociology of Culture*. United Kingdom: Bloomsbury Publishing.

Associations and Institutions

- Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210-229
- Firth, Raymond, 1956, *Human Types*, Thomas Nelson & Sons, Chapter 3, 'Work and Wealth of Primitive Communities', Pp. 71-97

Social Change

- Bierstedt, Robert 1974, *The Social Order*, Mc Graw Hill, Chapter 20, 'The Problem of Social Change' Pp. 527-567
- Ritzer, George, 2004, *The McDonaldisation of Society*, Pine Forge Press, Chapter 1, 'An Introduction to McDonaldisation', Pp. 1-20, Chapter 2, 'McDonaldisation and Its Precursors' Pp. 21-39, Chapter 9, 'McDonaldisation In a Changing World', Pp. 167-199

Title of the Course	:	SOCIOLOGICAL PERSPECTIVES
Course Code	:	SOCMN101
Nature of the Course	:	MINOR
Total Credits	:	04
Distribution of Marks	:	60(End Sem)+40(In-Sem)

COURSE OUTCOME:

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

CO1:

Understand Functionalism as a theoretical perspective to describe society

LO:

- Learn Redcliff Brown's structural functional approach.
- Understand Emile Durkheim's views on Functionalism and how he describes society by applying this perspective.
- Learn R.K Merton's functional approach and its relevance in society.

CO2:

Comprehend the idea of Interpretive Sociology.

LO:

- Understand Interpretive Sociological Approach
- Explain Max Weber's concept of Interpretive Sociology.

CO3:

Analyse Conflict Perspective to understand society

LO:

- Understand Karl Marx's views on conflict and its role in Society
- Explain Ralf Dahrendorf's views on class, labour and conflict in society
- Understand Lewis Coser's conflict perspective

CO4:

Explain symbolic Interactionism as a sociological perspective on understand society

LO:

- Understand how Herbert Blumer describes society through the lens of Symbolic interactionism
- Explain George Herbert Mead's contributions in the development of Symbolic interactionism as a theoretical perspective.

UNITS	CONTENTS	L	T	P	Total Hours
1 (15Marks)	Sociological Perspective Functionalism: Redcliff Brown, Durkheim, R. K Merton	18	2	0	20
2 (15Marks)	Interpretive Sociology: Max Weber	09	1	0	10
3 (15Marks)	Conflict Perspective: Karl Marx, Ralf Dahrendorf, Lewis Coser	13	2	0	15
4 (15Marks)	Interactionism: Herbert Blumer, George Herbert Mead	13	2	0	15
Total		53	07	0	60

Where,

L: Lectures

T: Tutorials

P: Practicals

Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1	CO1	CO1	CO1		
Conceptual Knowledge	CO1,CO2	CO3, CO4	CO3,CO4	CO3,CO4	CO3,CO4	
Procedural Knowledge	CO3	CO3, CO4	CO3,CO4	CO3,CO4	CO3,CO4	
Meta cognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes:

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	M	M	M	M	S	M	M	M	M	M	M	M	M	M	M	M
CO2	M	M	M	M	S	S	S	M	M	S	M	M	M	S	S	S
CO3	M	M	M	M	M	S	S	S	S	S	S	S	S	S	S	S
CO4	M	M	M	S	M	S	S	S	S	S	M	M	S	S	S	S

S= STRONGLY CORRELATED

M=MODERATELY CORRELAD

MODE OF IN-SEMESTER ASSESSMENT:

Activity	Marks
First In-Sem Examination	10
Second In-Sem Examination	10
Students Activity	
a. Attendance	5
b. Seminar/Group Discussion	10
c. Assignment	5
Total	40

SUGGESTED READINGS:

On the Plurality of Sociological Perspective

- Bottomore, T.B. 1971. *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin, Chapter 2, Pp. 29-47
- Gouldner, Alvin, 1977, 'Sociology's Basic Assumptions' in Thompson, Kenneth and Jeremy Tunstall, *Sociological Perspectives*, New York: Penguin Books Ltd, Pp. 13-17

Functionalism

- Radcliffe Brown, A.R., 1976, *Structure and Function in Primitive Society*, Free Press Chapter 9 & 10, Pp. 178-204
- Durkheim, Emile, 1984, *The Division of Labour in Society*, Basingstoke: Macmillan. Pp. 149-174
- Haralambos, M & Heald, R.M., 1980. *Sociology: Themes and Perspectives*. Oxford University Press, Pp. 492-533.

Interpretive Sociology

- Weber, Max, 1978, *Economy & Society: An outline of Interpretive Sociology*, Vol 1, University of California Press, Basic Concepts, Pages 4-26

Conflict Perspective

- Marx, Karl, 1990, *Selected writings in Sociology and Social Philosophy*, Penguin Books Limited, Pp. 88-101
- Dahrendorf, Ralf, 1968, *Essays in the Theory of Society*, Stanford: Stanford University Press, Chapters 4 & 5, Pp. 107-150 5.
- Coser A. Lewis. 1971. *Masters of Sociological Thought: Ideas in Historical and Social Context* A Harcourt international edition. Harcourt Brace Jovanovich
- Turner, Jonathan. 1987. *The Structure of Sociological Theory*. Rawat Publication, Pp-165-183.

Interactionism

- Magill, Frank N., 1996, *International Encyclopedia of Sociology*, Volume 1, Routledge, Pp. 690-693
- Giddens, Anthony, 2010, *Sociology*, 6th edition, Polity, Chapter 7, Social Interaction in Everyday Life, Pp. 247-280

Title of the Course	:	INTRODUCTION TO SOCIOLOGY
Course Code	:	SOCGE101
Nature of the Course	:	GENERIC ELECTIVE COURSE (GEC)
Total Credits	:	03
Distribution of Marks	:	60(End Sem)+40(In-Sem)

Course Outcomes:

After the completion of this course, the learner will be able:

CO-1:

To comprehend the development process of the discipline and its relation to others

LO:

- To describe the process behind the development of sociology in west.
- To illustrate the scope and nature of the discipline.
- To interrelate to the essence of the discipline with other social sciences.

CO-2:

To apply a sociological way of thinking relating to different concepts

LO:

- To define sociological concepts.
- To identify the nature and function of social elements exist in the social structure.
- To explain the process of socialization and its necessity for social life.
- To interpret social control and the processes of social change.

CO-3

To analyse the importance of social stratification and social mobility to explain social behaviour and human relation in society

LO:

- To define the meaning of social stratification and social mobility.
- To examine caste, class and gender as different forms of social stratification and social mobility.

UNITS	CONTENTS	L	T	P	Total Hours
1 (20 Marks)	Nature and Scope of Sociology <ul style="list-style-type: none"> Origin and Development of Sociology in West and in India; Relationship of Sociology with other Social sciences Anthropology; History 	13	2	0	15
2 (10 Marks)	Sociological Concepts-I <ul style="list-style-type: none"> Status and Role, Group, Culture, Social Norms and Values, Association and Institution 	8	2	0	10
3 (10 Marks)	Sociological Concepts <ul style="list-style-type: none"> Socialization, Social Control and Social Change 	8	2	0	10
4 (20 Marks)	Social Stratification: Meaning, Nature, Forms-Caste and Class; Social Mobility: Meaning, nature and Types	8	2	0	10
	Total	37	8	0	45

Where,

L: Lectures

T: Tutorials

P: Practicals

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge						
Conceptual knowledge		CO1	CO2			
Procedural knowledge				CO3		
Meta cognitive knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	M	M	M	S	S	M	M	S	S	M	S	M	S	M	S	S
CO2	S	S	S	S	S	M	M	S	S	M	S	S	M	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	S	S	M	S	S

S= STRONGLY CORRELATED

M=MODERATELY CORRELATED

MODE OF IN-SEMESTER ASSESSMENT:

Activity	Marks
First In-Sem Examination	10
Second In-Sem Examination	10
Students Activity	
a. Attendance	5
b. Seminar/Group Discussion	10
c. Assignment	5
Total	40

SUGGESTED READINGS:

Nature and Scope of Sociology, History of Sociology

- Giddens, A., 2006 (5th ed.), Sociology, London: Oxford University Press, Chapter 1, pp.2-29. Relationship of Sociology with other Social Sciences: Anthropology, Psychology and History. Beattie, J., 1951, Other Cultures, New York: The Free Press, Chapter 2, pp.16-34.

Sociological Concepts Status and Role

- Bierstedt, R., 1974, The Social Order, New York: McGraw Hill, Chapter 9, pp. 250-279.
- Linton, R., 1936, The Study of Man, New York: Appleton Century Crofts, Chapter 8, pp. 113-131.

Groups

- Bierstedt, R., 1974, The Social Order, New York: McGraw Hill, Chapter 10, pp. 280-309.

Culture

- Bierstedt, R., 1974, The Social Order, New York: McGraw Hill, Chapter 5 & 6, pp. 125-187.

Socialization

- Horton, P.B. and C.L.Hunt, 1985, *Sociology*, New York:McGrawHill, Chapter4, pp79-103.

Social Norms and Values

- Shankar Rao, C.N. 1990. *Sociology: Principle of Sociology with an Introduction to Sociological Thought*. S. Chand and co. ltd. New Delhi Pp-457-470.

Associations and Institutions

- Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw Hill.Chapter 9, Pp. 210- 229
- Firth, Raymond, 1956, *Human Types*, Thomas Nelson & Sons, Chapter 3, 'Work and Wealth of Primitive Communities', Pp. 71-97

Social Control and Change

- Horton,P.B.and C.L.Hunt,1985, *Sociology*, NewYork: McGraw Hill,Chapter 7 & 20, pp.154-181, 509-540.

Social Stratification and Mobility

- Gupta,Dipankar.1991. *Social Stratification*.NewDelhi.OxfordUniversityPress.
- Tumin,Melvin.1984. *Social Stratification* the forms and function of inequality, prentice.

Title of the Course	:TECHNIQUES OF SOCIAL RESEARCH
Course Code	:SEC112
Nature of the Course	:SKILL ENHANCEMENT COURSE
Total Credits	:03
Distribution of Marks	:60(EndSem)+40(In-Sem)

Course Outcomes:

CO.1:

The students will be able to formulate research design for conducting both quantitative and qualitative research.

LO: The students will be

- Able to understand the concept of 'Research' and its types
- Able to describe the concept "research design".
- Able to distinguish between different types of research design.
- Able to formulate research design on different topics.
- Able to formulate research question and hypothesis

CO2:

The students will be able to analyze the quantitative and qualitative approach of social research.

LO: The students will be

- Able to define quantitative and qualitative approach of social research.
- Able to draw the distinctions between quantitative and qualitative research.
- Able to illustrate the different steps of survey and ethnographic research.

CO3:

The students will be able to construct for data collection in quantitative and qualitative research.

LO: The students will be

- Able to understand the concept of data and its sources.
- Able to describe different methods and tools of data collection.
- Able to distinguish between quantitative and qualitative methods of data collection.
- Able to construct questionnaire and interview schedule for data collection.
- Able to understand Sampling technique and its types

CO4.

The students will be able to supply different quantitative and qualitative methods of data analysis.

LO: The students will be

- Able to identify different methods of data analysis.
- Able to apply content analysis in analysis data.
- Able to apply statistical methods in analysis of data in social research.
- Able to understand how to write a report.

S= STRONGLY CORRELATED

M=MODERATELY CORRELATED

MODE OF IN-SEMESTER ASSESSMENT:

Activity	Marks
First In-Sem Examination	10
Second In-Sem Examination	10
Students Activity	
a. Attendance	5
b. Seminar/Group Discussion	10
c. Assignment	5
Total	40

SUGGESTED READINGS:

Research Design

- Bryman,A.2008, *Social Research Methods*, Oxford:OxfordUniversityPress, Chapter 2, 3, 4&5, pp. 29-136
- Amir B. Marvasti, 2004, *QualitativeResearch in Sociology*, London:Sage, Chapter 2, 3, 4, 5, 6 & 7, pp. 14-144
- Goode, W.J &Hatt, PK. 1952. *Methods in Social Research*. McGraw Hill: New York

Suggested Assignments:

- Design a survey on using pattern of mobile phone among the students.
- Prepare an Interview Schedule/Questionnaire on the themes related to occupational aspiration among the college students.
- Write a descriptive note on socio-economic condition of your own village through your observation.
- Visit a nearby village and spend a few hours and write a short essay on what you have observed as an ethnographer.

Data Collection

- LoflandJ.andLoflandL.1984,*Analysing Social Settings: A Guide to Qualitative Observation and Experiment*, California: Wadsworth
- Morgan,David L.1996,“Focus Groups”,*Annual Review of Sociology* 22,pp. 29-52

Suggested Assignments:

- Conduct a structured Interview among the students of your college with close ended options and a relatively unstructured interview on the same topic (of your choice) with similar sets of people. Observe and note the differences.
- Interpret through your own understanding on the data collected from NSS/Census Data and prepare a write notes on the themes.
- Identify key social issues that are discussed in the contents of any published important letters by Gandhi, B.R Ambedkar, Nehru, etc.
- Collect oral testimonies/life histories of people who have witnessed and experienced any traumatic event in their lives.

Data Analysis

(Students will be introduced to the use of Statistical Software Packages)

- Kothari, C.R. 2004. *Research Methodology: Methods and Techniques*. New Age Int. (P) Ltd.: New Delhi

Suggested Assignments/Exercise:

- Choose a theme of your interest for e.g., crime, technology environmental concerns or any other and look through the Sunday editorials of any national daily of the last 3 months to locate related articles.
- Do a content analysis of advertisements of any one consumer product/service, which have appeared over one year in a leading national daily.
- Analyse the oral testimonies you have collected in Exercise 2(d). Discuss the issues and challenges in using testimony as evidence.
- Students will be provided with datasets to run the minitab software program (Excel/SPSS).

LEARNER OUTCOMES:

After completion of this course the learner will be able to:

- Explain the concept and nature of health, wellness and its various implications
- Demonstrate adequate knowledge on well-being and promotion of healthy behavior.

Mapping of Course Outcomes to Program outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S	M	M	M	M	S	M	S	M	M
CO2	S	M	M	M	M	S	M	S	M	M
CO3	S	M	M	S	M	S	M	S	M	M

Where,

S= Strong, M=Moderate

Reading List

Carr, A. 2004. *Positive Psychology: The science of happiness and human strength*. UK: Routledge.
 Forshaw, M. 2003. *Advanced psychology: Health Psychology*. London: Hodder and Stoughton.

Hick, J.W. 2005. *Fifty signs of Mental Health. A Guide to understanding mental health*. Yale: University Press.

Snyder, C.R., & Lopez, S.J. 2007. *Positive psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA: Sage

Title of the Course	:	INTRODUCTION TO SOCIOLOGY–II
Course Code	:	SOCMJ201
Nature of the Course	:	MAJOR
Total Credits	:	04
Distribution of Marks	:	60 (End Sem)+40(In-Sem)

COURSE OUTCOME:

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

CO1:

Analyze the meaning of Sociological Perspective and how they are related to the explanation of Society

LO:

- Explain Functionalism as a sociological perspective
- Illustrate the contribution of Redcliff Brown to Functionalism
- Distinguish between Redcliff Brown and Emile Durkheim's contribution to functionalism
- Explain the concept of R. K Merton's functionalism

CO2:

Students will be able to assess social interaction from the perspective of Weberian interpretative Sociology

LO:

- Explain the core ideas of Interpretative Sociology
- Illustrate Max Weber's contribution to Sociology and its methodology

CO3:

Students will be able to examine the core ideas in conflict perspective for understanding social reality

LO:

- Explain the core ideas in Marxian conflict theory
- Compare Ralf Dahrendorf conflict theory with the conflict theory of Marx
- Explain the conflict perspective of Lewis Coser

CO4:

Examine the importance of Interactionism as a theoretical perspective in understanding social reality

LO:

- Interpret the core ideas in Interactionism
- Illustrate George Herbert Mead's ideas on the underlying process of human interaction in the society
- Compare the ideas of Herbert Blumer with Mead on human interaction in society

UNITS	CONTENTS	L	T	P	Total Hours
1 (15Marks)	Sociological Perspective: • Functionalism: R. K Merton Redcliff Brown, E. Durkheim	18	2	0	20
2 (15Marks)	Interpretive Sociology: Max Weber: Social Action and Ideal Types; Religion and Economy; Authority	09	1	0	10
3 (15Marks)	Conflict Perspective: • Karl Marx, • Ralf Dahrendorf, L. Coser	13	2	0	15
4 (15Marks)	Interactionism: • Herbert Blumer, • George Herbert Mead	13	2	0	15
	Total	53	07	0	60

Where, L:Lectures T:Tutorials P:Practicals

Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension/Process Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual						
Conceptual						
Procedural			CO1	CO2, CO3, CO4		
Meta-cognitive						

Mapping of Course Outcome to Programme Outcome:

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO 1	S	M	M	M	M	S	M	S	M	S	M	S	M	S	M	M
CO 2	M	S	S	M	S	M	S	M	S	M	S	S	S	M	S	S
CO 3	M	S	M	S	M	M	S	S	M	S	S	M	S	S	S	M
CO 4	S	S	S	S	M	S	M	S	M	S	M	S	M	S	M	M

S= STRONGLY CORRELATED
M=MODERATELY CORRELAD

MODE OF IN-SEMESTER ASSESSMENT: (40 Marks)

Activity	Marks
First In-Sem Examination	10
Second In-Sem Examination	10
Students Activity	
d. Attendance	5
e. Seminar/Group Discussion	10
f. Assignment	5
Total	40

SUGGESTED READINGS:**On the Plurality of Sociological Perspective**

- Bottomore, T.B. 1971. *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin, Chapter 2, Pp. 29-47
- Gouldner, Alvin, 1977, 'Sociology's Basic Assumptions' in Thompson, Kenneth and Jeremy Tunstall, *Sociological Perspectives*, New York: Penguin Books Ltd, Pp. 13-17

Functionalism

- Radcliffe Brown, A.R., 1976, *Structure and Function in Primitive Society*, Free Press Chapter 9 & 10, Pp. 178-204
- Durkheim, Emile, 1984, *The Division of Labour in Society*, Basingstoke: Macmillan. Pp. 149-174
- Haralambos, M & Heald, R.M., 1980. *Sociology: Themes and Perspectives*. Oxford University Press, Pp. 492-533.
- Merton, R.K. 1968. *Social Theory and Social Structure*. The Free Press, in Glencoe, Illinois

Interpretive Sociology

- Weber, Max, 1978, *Economy & Society: An outline of Interpretive Sociology*, Vol 1, University of California Press, Basic Concepts, Pages 4-26

Conflict Perspective

- Marx, Karl, 1990, *Selected writings in Sociology and Social Philosophy*, Penguin Books Limited, Pp. 88-101
- Dahrendorf, Ralf, 1968, *Essays in the Theory of Society*, Stanford: Stanford University Press, Chapters 4 & 5, Pp. 107-150
- Coser, A. Lewis. 1971. *Masters of Sociological Thought: Ideas in Historical and Social Context*. A Harcourt international edition. Harcourt Brace Jovanovich
- Turner, Jonathan. 1987. *The Structure of Sociological Theory*. Rawat Publication, Pp. 165-183.

Interactionism

- Magill, Frank N., 1996, *International Encyclopedia of Sociology*, Volume 1, Routledge, Pp. 690-693
- Giddens, Anthony, 2010, *Sociology*, 6th edition, Polity, Chapter 7, 'Social Interaction in Everyday Life', Pp. 247-280

Title of the Course	:	SOCIOLOGY OF INDIA
Course Code	:	SOCMN201
Nature of the Course	:	MINOR
Total Credits	:	04
Distribution of Marks	:	60(End Sem)+40(In-Sem)

COURSE OUTCOME:

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

CO1:

Evaluate the institutions and processes of Indian society.

LO:

- Comprehend Indian society as a plural society and classify the emergent trends of pluralism
- Categorize the different social institutions of India and its changing trends, nature and characteristics.

CO2:

Apply sociological lens to view Indian realities.

LO:

- Explain the process of social formation of identities and changes in Indian society.
- Interpret the challenges and contradictions faced by Indian society in recent times.

CO3:

Analyse different social movements and recognize that these movements have been a response to the historical discrimination, marginalization, and neglect faced by different ethnic and linguistic groups in India

LO:

- Understand the concept of ethnicity and Identity
- Explain what is the meaning of "Dalit" and the concept of Dalit movement
- Describe different stages and forms of Dalit movements in India;
- Identify the Dalit leaders and their contribution.
- Explain the structural and cultural reasons for Dalit uprising.
- Describe women's movement as an important variant of social movement
- Explain how women's issues are raised in their form movements of nineteenth and early twentieth centuries.
- State and describe the basic aspects of women's organisations, issues and their role in the movement.
- Describe the changing facets of women's movement in the Post-Independence period.

CO4:

Analyze the evolution and contemporary challenges of state institutions and the role of the state in addressing the challenges of growth, modernization and globalization.

LO:

- Understand the stages of communalism
- Distinguish between communalism and secularism
- Comprehend that communalism, regionalism, and secularism are political ideologies with different belief systems.
- Recognize regionalism as a political philosophy, which has its roots in the regional and cultural diversity of India.

UNITS	CONTENTS	L	T	P	Total Hours
1 15 Marks)	India as a Plural Society <ul style="list-style-type: none"> Meaning of plural society, Emerging trends of pluralism-political, economic and culture. 	13	2	0	15
2 (15 Marks)	Social Institutions and Practices <ul style="list-style-type: none"> Meaning and definition Meaning, definition, characteristics and changing trends –Caste, Family, Kinship, Tribe 	13	2	0	15
3 (15 Marks)	Identities, Change and Consequences <ul style="list-style-type: none"> Ethnic Movement Dalits' Movement; Women's Movement 	13	2	0	15
4 (15 Marks)	Challenges to State and Society <ul style="list-style-type: none"> Communalism; Secularism; Regionalism Sub-nationalism 	13	2	0	15
	Total	52	8	0	60

*Where,**L:Lectures**T:Tutorials**P:Practicals***Cognitive Map of Course Outcome with Bloom's Taxonomy**

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO1				
Conceptual Knowledge			CO2		CO1	
Procedural Knowledge				CO2, CO3, CO4	CO1CO2	
Metacognitive Knowledge						

Mapping Of Course Outcome To Program Outcome

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	S	S	S	S	S	S	S	S	S	M	M	M	M	M	S	M
CO2	S	S	S	S	S	S	S	S	S	M	S	S	S	M	S	M
CO3	S	S	S	M	S	S	S	S	S	M	S	S	S	M	S	M
CO4	S	S	S	S	S	S	M	S	S	M	S	S	S	M	S	M

S= STRONGLY CORRELATED**M=MODERATELY CORRELATED**

MODES OF IN-SEMESTER ASSESSMENT: (40Marks)

Activity	Marks
First In-Sem Examination	10
Second In-Sem Examination	10
Students Activity	
a. Attendance	5
b. Seminar/Group Discussion	10
c. Assignment	5
Total	40

SUGGESTED READINGS:**India as a Plural Society**

- Mason, Philip 1967. "Unity and Diversity: An Introductory Review" in Philip Mason(ed.) *India and Ceylon: Unity and Diversity*. London: Oxford University Press

Introduction Social Institutions and Practices Caste

- Srinivas,M.N.,1969,"The Caste System in India",in A.Beteille
- Srinivas,M.N.,1956,"A Note on Sanskritization and Westernization",*The Far Eastern Quarterly*, Volume 15, No. 4, pp 481-496.
- Alavi, Hamaza and John Harriss (eds.) 1989. *Sociology of Developing Societies': South Asia*. London:Macmillan. JohnHarriss, "The Formation of Indian society: Ideology and Power". pp. 126 – 133.

Kinship

- Levi-Strauss, C.1969. *The elementary structure of Kinship*. London: Eyre and Spottiswoode, Chapter 1& 2, Pp.3-25.
- Karve. Irawati. 1990. *Kinship Organization in India*. Munshiram Manoharlal Publishers

Identities and Change

- Shah, Ghanshyam. 2001, *Dalit identity and politics*. Delhi: Sage Publications, Chapter 1 and 7.
- Kumar, Radha. 1999, „From Chipko to sati: The Contemporary women's movement, in Nivedita Menon (ed.) *Gender and Politics in India*. Delhi: Oxford UniversityPress, pp.342-369.
- Kumar, Radha.1993. "The history of doing: An illustrated account of Movements for Women's
- Right and Feminsm in India1800-1900 Kali for women

Challenges to State and Society

- Madan, T.N.,1997, *Modern Myths and Locked Minds*. Delhi: Oxford University Press,Chapter 8.
- Dumont,L. 1997, *Religion, Politics and History in India*. Paris: Mouton, Chapter 5.
- PakemB.1990, "Nationality, Ethnicity and Cultural Identity" OMSONS Publications, New Delhi.

Title of the Course	:	INDIAN SOCIETY: IMAGES AND REALITIES
Course Code	:	SOCGEC201
Nature of the Course	:	GENERIC ELECTIVE COURSE (GEC)
Total Credits	:	03
Distribution of Marks	:	60 (End Sem)+40(In-Sem)

Course outcomes:

After the completion of this course, the learner will be able:

CO-1:

To describe the sociological explanation about Indian society and its ideas

LO:

- To locate India as nation.
- To locate India as civilization.

CO-2:

To explain the major social institutions of Indian society and the processes of functioning of these institutions.

LO:

- To distinguish the features of village and town.
- To discuss about caste and religion in creating values in Indian society and politics.

CO-3:

To critically analyse the concepts of civilization, colony and nation in Indian context

LO:

- To illustrate the ideas of civilization, colony and nation critically.
- To outline the ideas of recasting of family, gender, caste etc. in contemporary Indian context

CO-2:

To explain the major social institutions of Indian society and the processes of functioning of these institutions.

LO:

- To distinguish the features of village and town.
- To discuss about caste and religion in creating values in Indian society and politics.
- To analyse the understanding of India as plural society.
- To understand unity in diversity in India.

CO-3:

To critically analyse the concepts of civilization, colony and nation in Indian context

LO:

- To illustrate the ideas of civilization, colony and nation critically.
- To outline the ideas of recasting of family, gender, caste etc. in contemporary Indian context.

UNITS	CONTENTS	L	T	P	Total Hours
1 (15Marks)	Sociological understanding of Ideas of India: <ul style="list-style-type: none"> Civilization: Colony; Nation and; Society 	11	2	0	10
2 (15Marks)	<ul style="list-style-type: none"> Institutions and Processes: Village, Town; Caste, Religion, 	10	2	0	10
3 (15Marks)	<ul style="list-style-type: none"> India as a Plural Society: Demographic, racial, ethnic, geo-religious, linguistic diversity in India 	7	1	0	15
4 (15Marks)	Critical understanding of: <ul style="list-style-type: none"> Civilization,colony, Nation and Society 	10	2	0	10
	Total	38	7	0	45

Where, L: Lectures T:Tutorials P:Practicals

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge						
Conceptual knowledge	CO1		CO2			
Procedural knowledge				CO3		
Metacognitive knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	P1	P2	PO3	P4	PO5	P6	P7	P8	P9	P10	PO11	P12	P13	P14	P15	PO16
CO1	M	S	S	S	S	M	S	M	S	M	M	M	S	M	S	S
CO2	S	S	S	S	S	S	S	S	S	M	S	S	S	M	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	S	S	M	S	S

S= STRONGLY CORRELATED
M=MODERATELY CORRELATED

MODES OF IN-SEMESTER ASSESSMENT: (40Marks)

Activity	Marks
First In-Sem Examination	10
Second In-Sem Examination	10
Students Activity	
a. Attendance	5
b. Seminar/Group Discussion	10
c. Assignment	5
Total	40

SUGGESTED READINGS:

Ideas of India: Civilization, Colony, Nation and Society

- Embree, Ainslie Thomas, *Imagining India*. Delhi: Oxford University Press, 1989. Chapter 1- Brahmanical Ideology and Regional Identities. Pp. 9 – 27
- Cohn, Bernard. *India: Social Anthropology of a Civilization*, Delhi: OUP. Chapters 1, 3, 5 & 8 (1-7, 24-31, 51-59, 79-97)

Institutions and Processes Village, Town and Region

- Breman, Jan. 'The Village in Focus' from *The Village Asia Revisited*, Delhi: OUP 1997. Pp. 15-64
- Cohn, Bernard, *An Anthropologist Among Historians and Other Essays*, Delhi: OUP, 1987, Chapters. 4 and 6. Pp. 78-85 & 100 – 135

Caste, Religion and Ethnicity

- Mines, Diane P. *Caste in India*. Ann Arbor, Mich.: Association for Asian Studies, 2009. Pp. 1-35
- Fuller, C. J. *The Camphor Flame: Popular Hinduism and Society in India*. Delhi: Viking, 1992. Chapter 1. Pp. 3 – 28.
- Ahmad, Imtiaz et.al (eds). *Pluralism and Equality: Values in Indian Society and Politics*, Sage : New Delhi, 2000. Chapter: Basic Conflict of 'we' and 'they' Between religious traditions, between Hindus, Muslims and Christians'. Pp.

India as a Plural Society

- Mason, Philip 1967. "Unity and Diversity: An Introductory Review" in Philip Mason (ed.) *India and Ceylon: Unity and Diversity*. London: Oxford University Press

Critiques

- Omvedt, Gail. *Understanding Caste*. New Delhi: Orient Black Swan, 2011.
- Chapters. 5, 9, 11 and Conclusion. Pp. 30-38, 67 – 73, 83 – 90, 97 – 105 Sangari, Kumkum and Sudesh Vaid. *Recasting Women: Essays in Indian Colonial History*. New Brunswick: Rutgers University Press. Introduction, Pp. 1 – 25

Title of the Course	:	SOFT SKILL AND PERSONALITY DEVELOPMENT
Course Code	:	SEC212
Nature of the Course	:	SKILL ENHANCEMENT COURSE
Total Credits	:	03
Distribution of Marks	:	60(End Sem)+40(In-Sem)

COURSE OUTCOME

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

CO1:

Understand Soft skill and its relation with the process of personality development ILO:

- Classify Soft skills
- Understand the role of Self in social interaction,
- Define and explain Emotional Intelligence and Critical thinking

CO2:

Comprehend and apply the practical and theoretical part of soft skill training which is essential for effective communication.

ILO:

- Define Interpersonal skills,
- Distinguish between interpersonal and social skill effective in communication
- Understand interview skill and explain it as an important component of soft skill
- Understand and apply public speaking skill in their future endeavours,
- Develop presentation skill as an important component of soft skill.

CO3:

Engage in activity based learning such as how to face interview, public speaking, group discussion etc.

ILO:

- Participate in Mock Interview sessions
- Prepare themselves to participate in group discussions
- Develop group dynamics
- Distinguish between verbal and non verbal communication
- Recognize the different components of positive thinking and its relation with problem solving skills.

CO4:

Analyse the relationship between Stress, Health and Coping.

ILO:

- Define Social stress
- Understand the social determinants of stress and its outcomes.
- Explain the difference between problem focused and emotion focused strategies of coping.

UNITS	CONTENTS	L	T	P	Total Hours
1 (10Marks)	Soft skill and personality development-I <ul style="list-style-type: none"> • Soft skill and its classification • Self in social interaction, Emotional Intelligence and Critical thinking 	10	2	0	12
2 (10Marks)	Soft skill and personality development-II <ul style="list-style-type: none"> • Interpersonal skill, • Interview skill • Public speaking skill, • Presentation skill 	9	1	0	10
3 (20Marks)	Social Psychology of stress, health and coping <ul style="list-style-type: none"> • Social stress, • Coping and adaptation- • Conceptualizing stress as stimulus,response and transactional process 	9	1	0	10
4 (20Marks)	Understanding Stress & Health <ul style="list-style-type: none"> • Stress and Health, • Coping with stress, emotion-focused and problem focused strategies • Understanding the relationships and interactions • Between health, stress and coping. 	11	2	0	13
	Total	39	6	0	45

Where,

*L:Lectures**T:Tutorials**P:Practicals*

Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1	CO1	CO1			
Conceptual Knowledge	CO1,CO2	CO3,CO4	CO3,CO4	CO3,CO4	CO4	CO4
Procedural Knowledge	CO3, CO4	CO3,CO4	CO3,CO4	CO3,CO4	CO4	CO1
Metacognitive Knowledge			CO3,CO4	CO3,CO4	CO3,CO4	CO3,CO4

Mapping of Course Outcomes to Program Outcomes:

CO / PO	P O 1	P O 2	P O 3	P O 4	P O 5	P O 6	P O 7	PO 8	P O 9	PO 10	P O 11	P O 12	P O 13	PO 14	PO 15	P O 16
CO1	M	M	M	M	M	M	M	S	M	M	M	S	S	S	S	S
CO2	M	M	S	S	S	S	S	S	M	M	S	S	S	S	S	S
CO3	M	M	S	S	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S

S= STRONGLY CORRELATED

M=MODERATELY CORRELATED

MODES OF IN-SEMESTER ASSESSMENT:**(40Marks)**

Activity	Marks
First In-Sem Examination	10
Second In-Sem Examination	10
Students Activity	
a. Attendance	5
b. Seminar/Group Discussion	10
c. Assignment	5
Total	40

Essential Readings

- Dorch, Patricia. *What Are Soft Skills?* New York: Execute Dress Publisher, 2013.
- Klaus, Peggy, Jane Rohman & Molly Hamaker. *The Hard Truth about Soft Skills*. London: Harper Collins E-books, 2007.
- Petes S.J., Francis. *Soft Skills and Professional Communication*. New Delhi: Tata McGraw Hill Education, 2011.
- Stein, Steven J. & Howard E. Book. *The EQ Edge: Emotional Intelligence and Your Success*. Canada: Wiley & Sons, 2006
- Ghosh, B.N (2012): Managing Soft Skill for personality development, Tata McGraw-Hill Education, New Delhi
- Pestonjee, D M. *Stress and Coping: The Indian Experience*. SAGE Publications Pvt. Ltd; Second edition (15 December 1998)

Essential Articles

- Moksnes, Unni K. and Espnes, Geira. Stress, sense of coherence and subjective health in adolescents aged 13–18 years. *Scandinavian Journal of Public Health*, June 2017, Vol. 45, No. 4 (June 2017), pp. 397-403
- Weiss, Peter E. *Using Public-Speaking Skills to Improve Classroom Instruction* Sage Publications
- Grubaugh, Steven. Public Speaking: Reducing Student Apprehension and Improving Oral Skills. *The Clearing House*, Feb., 1990, Vol. 63, No. 6 (Feb., 1990), pp. 255-258, Published by: Taylor & Francis, Ltd.
- The OCR Guide to Presentation Skills, www.ocr.org.uk
- Hanna, Jennie L. Reducing Fear with Recitations. *The English Journal*, May 2018, Vol. 107, No. 5 (May 2018), pp. 39-43 Published by: National Council of Teachers of English
- Gerich, Joachim. Effects of Social Networks on Health from a Stress Theoretical Perspective. *Social Indicators Research*, August 2014, Vol. 118, No. 1 (August 2014), pp. 349-364 Published by: Springer
- Thoits, Peggy A. Stress and Health: Major Findings and Policy Implications. *Journal of Health and Social Behavior*, 2010, Vol. 51, Extra Issue: What Do We Know? Key Findings from 50 Years of Medical Sociology (2010), pp. S41-S53 Published by: American Sociological Association
- Pearlin, Leonard I., Menaghan, Elizabeth G. Morton A. Mullan, Lieberman and Joseph T. *The Stress Process*. *Journal of Health and Social Behavior*, Dec., 1981, Vol. 22, No. 4 (Dec., 1981), pp. 337-356 Published by: American Sociological Association

- Walter, Nan Lin M. and Ensel. Life Stress and Health: Stressors and Resources. American Sociological Review , Jun., 1989, Vol. 54, No. 3 (Jun., 1989), pp. 382- 399 Published by: American Sociological Association
- Aneshensel, Carol S. Social Stress: Theory and Research .Annual Review of Sociology , 1992, Vol. 18 (1992), pp. 15-38 Published by: Annual Reviews

Exercises and Practices at the classroom

- The teacher can arrange mock Group Discussion among the students by using audio visual techniques
- Mock public speaking forum can be created within the classroom by providing them various topics.
- Mock interview can be conducted among the students in the classroom
- The teachers can engage the students in preparing power point presentation on various topics and ask them to present it in the classroom.

Suggested Readings

- R. Baron & D. Byrne : Social Psychology: Understanding Human Interaction, 1993, Prentice Hall of India Pvt. Ltd., Delhi, 1993 (6th Edn)
- T.M Newcomb et al.: Social Psychology: A Study of Human Interaction, Tavistock Publication Ltd., London, 1961 (Revised Edn).
- Hook. D, Franks.B & Bauer W. Martin (2011): The Social Psychology of Communication, (6th edition), AIAA.
- **E-resource:**
- <https://openpress.usask.ca/introductiontopsychology/chapter/stress-and-coping/>
- <https://mspace.lib.umanitoba.ca/server/api/core/bitstreams/b8d9c38e-e6fa-4c1e-af34-2d7938679d89/content>
- <https://davidscottsociology.tripod.com/sitebuildercontent/sitebuilderfiles/socialstress.pdf>
- https://sites.bu.edu/deborahcarr/files/2020/09/Carr-Umberson_HSP-2013.pdf
- <http://aristeia.inmed.aegean.gr/ext-files/koinoniko-oikonomikes/social-stress.pdf>
- https://www.researchgate.net/publication/234838398_Social_Stress_Theory_and_Research
- <https://mspace.lib.umanitoba.ca/items/5770b1bc-11f4-4d9f-9bb4-2e9ddb42c294>

Title of the Course	:	SOCIOLOGY OF INDIA-I
Course Code	:	SOCMJ301
Nature of the Course	:	MAJOR
Total Credits	:	04
Distribution of Marks	:	60(End Sem)+40(In-Sem)

Course Outcome (CO):

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

CO1:

To assess the processes and modes of construction of knowledge of India

LO:

- Analyze the construction of sociological knowledge in the Indian Social Context
- Examine the processes of the social construction of knowledge

CO2:

Evaluate key concepts and institutions which are useful for their understanding of the Indian society.

LO:

- To apply sociological imagination related to different institutions of Indian society.
- To analyze the relationship between castes, tribes and village studies with major social institutions of Indian society
- To evaluate Kinship principles and patterns of Indian social life and how it is related to sociological understanding.

CO3: Analyze the model of Agrarian classes and Industrial classes in India

LO:

- Describe agrarian classes and its characteristics
- Define Industrial classes and its characteristics
- Understand the concept of Labour and how it is related to Industrial Society
- Understand how Work, Industry and Society are related to each other
- Understand the process of change in India

CO4: Evaluate Kinship principles and patterns of Indian social life

LO:

- Understand Principle and Pattern of Kinship
- Examine the relationship between religion, kinship and Society
- Outline how religion, society and kinship are related to each other

UNITS	CONTENTS	L	T	P	Total Hours
1 (15Marks)	India: An Object of Knowledge <ul style="list-style-type: none"> • The Colonial Discourse • The Nationalist Discourse • The Subaltern 	13	2	0	15
2 (15Marks)	Indian Society: Concepts, Institutions <ul style="list-style-type: none"> • Caste: Concept and Critique • Tribe: Profile and Location • Kinship: Principle and Pattern 	16	2	0	18
3 (15Marks)	Industry and Labour <ul style="list-style-type: none"> • Labour and Industry: Meaning, Characteristics • Labour Welfare in India • Industry and labour in Post Colonial India 	12	1	0	13
4 (15Marks)	Village: Structure and Change <ul style="list-style-type: none"> • Dominant Castes; Agrarian Classes • Process of Change: Modernization 	12	2	0	14
Total		53	07	0	60

*Where,**L: Lectures**T: Tutorials**P: Practicals*

Cognitive Map of Course Outcome with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge						
Conceptual Knowledge				CO1CO2 CO3	CO2 CO4	
Procedural Knowledge			CO2	CO1	CO2	
Metacognitive Knowledge						

Mapping Of Course Outcome To Program Outcome

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	S	S	S	S	S	S	S	S	S	M	M	M	M	M	S	S
CO2	S	S	S	S	S	S	S	S	S	M	S	S	S	M	S	M
CO3	S	S	S	M	S	S	S	S	S	M	S	M	S	M	S	M
CO4	S	S	S	M	S	S	S	S	S	M	S	M	S	M	S	M

S= STRONGLY CORRELATED**M=MODERATELYCORRELATED**

MODES OF IN-SEMESTER ASSESSMENT:**(40Marks)**

Activity	Marks
First In-Sem Examination	10
Second In-Sem Examination	10
Students Activity	
a. Attendance	5
b. Seminar/Group Discussion	10
c. Assignment	5
Total	40

SUGGESTED READINGS:**The Colonial Discourse**

- Cohn, B.S., 1990, *An Anthropologist among the Historians and Other Essays*, Delhi:Oxford University Press, Pp.136-171

The Nationalist Discourse

- Kaviraj, S., 2010, *The Imaginary Institution of India*, Ranikhet: Permanent Black, Pp.85-126

The Subaltern Critique

- Guha,R.,1982,*Subaltern Studies, Volume I*. Delhi:Oxford University Press,Pp.1-8

Caste: Concept and Critique

- Srinivas, M.N., 1969, 'The Caste System in India', in A. Béteille (ed.) *Social Inequality: Selected Readings*, Harmondsworth: Penguin Books, Pp.265- 272
- Mencher, J., 1991, 'The Caste System Upside Down', in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp.93-109

Agrarian Classes

- Dhanagare, D.N., 1991, 'The Model of Agrarian Classes in India', in D.Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp. 271-275

Industry and Labour

- Breman, J., 1999, 'The Study of Industrial Labour in Post Colonial India: The Formal Sector', *Contributions to Indian Sociology*, 33(1&2), Pp.1-41

Tribe: Profile and Location

- Haimendorf, C. V. F., 1967, 'The Position of Tribal Population in India', in P. Mason *India and Ceylon: Unity and Diversity*, New York: Oxford University Press, Chapter 9

Village: Structure and Change

- Srinivas, M. N., 1987, *The Dominant Caste and Other Essays*, Delhi: Oxford University Press, Pp.20-59
- Dube, S.C. 1958. *India's Changing Villages*. Routledge Publication.
- Singh. Y. 1986. *Modernization of Indian Tradition*. Penguin Books

Kinship: Principle and Pattern

- Karve, I., 1994. 'The Kinship Map of India', in P. Uberoi (ed.) *Family, Kinship and Marriage in India*. Delhi: Oxford University Press, Pp.50-73

Religion and Society

- Srinivas, M.N. and A. M. Shah, 1968, 'Hinduism', in D. L. Sills (ed.) *The International Encyclopaedia of Social Sciences*, Volume 6, New York: Macmillan, Pp.358-366
- Momin, A.R., 1977, 'The Indo Islamic Tradition', *Sociological Bulletin*, 26, Pp.242-258
- Uberoi, J.P.S., 1997, 'The Five Symbols of Sikhism', in T.N. Madan (ed.) *Religion in India*, Delhi: Oxford University Press, Pp.320-332

Title of the Course	:	SOCIOLOGICAL THINKERS-I
Course Code	:	SOCMJ302
Nature of the Course	:	MAJOR
Total Credits	:	04
Distribution of Marks	:	60(EndSem)+40(In-Sem)

Course Outcome (CO):

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

CO1:

Appraise the contribution of August Comte in formulating Sociology as a social science

LO:

- Outline Comte's idea of social evolution
- Recognise Comte's contribution to the use of positive philosophy in understanding social phenomenon
- Discuss the scope of sociology as a science as per Comte's ideas

CO2:

Evaluate the significance of the work of Karl Marx in understanding social dialectics

LO:

- Infer Karl Marx ideas on the concept of dialectical materialism
- Recognise class struggle as a process of social change and evolution
- Interpret mode of production as an idea of social organization

CO3:

Analyse R. K Merton's contribution to the interpretation of social phenomenon

LO:

- Define organic analogy as the core element of society as per Spencer
- Illustrate Spencer's concept of social evolution

CO4:

Examine Emile Durkheim's understanding of social phenomenon as social facts

LO:

- Define social facts and its types
- Draw the relationship between society and individuals as per Durkheim's ideas
- Illustrate Durkheim's idea of suicide as a social fact

UNITS	CONTENTS	L	T	P	Total Hours
1 (15Marks)	August Comte <ul style="list-style-type: none"> • Law of Human Progress • Hierarchy of Sciences 	10	2	0	12
2 (15Marks)	Karl Marx <ul style="list-style-type: none"> • Materialist Conception of History • Class and Class Struggle • Alienation 	14	2	0	16
3 (15Marks)	Herbert Spencer <ul style="list-style-type: none"> • Organic Analogy • Social Evolution 	14	2	0	16
4 (15Marks)	Emile Durkheim <ul style="list-style-type: none"> • Social Fact • Individual and Society • Suicide as a social fact 	15	1	0	16
	Total	53	07	0	60

Where, *L:Lectures T:Tutorials P:Practicals*

Cognitive map of course outcomes with blooms taxonomy

Knowledge dimension/ process dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual	CO1					
Conceptual		CO4		CO2		
Procedural					CO3	
Metacognitive						

Mapping of course outcomes to programme outcomes

CO/ OP	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	S	S	S	S	S	S	M	M	S	M	S	S	S	M	S	S
CO 2	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	M	S	S	S	S	M	S	M	S	S	S	M	S	S
CO 4	S	S	S	S	S	S	M	S	S	M	S	S	S	M	S	S

S= STRONGLY CORRELATED

M=MODERATELY CORRELATED

MODES OF IN-SEMESTER ASSESSMENT: (40Marks)

Activity	Marks
First In-Sem Examination	10
Second In-Sem Examination	10
Students Activity	
a. Attendance	5
b. Seminar/Group Discussion	10
c. Assignment	5
Total	40

SUGGESTED READINGS:**August Comte**

- Coser, Lewis, A: Masters of Sociological Thought, New York, Harcourt Brace Jovanovich 1977

Karl Marx

- Intro: McLellan, David. 1975. *Marx*. London: Fontana Press. Pages: 7-23 (16) Marx, K. and F. Engels. 1969. *Selected Works Vol. 1*. Moscow: Progress Publishers. pp. 13-15, 16-80, 98-106, 142-174, 502-506

Herbert Spencer

- Spencer, H. 1860. *The Social Organism*. Greenwood, London.
- Spencer, H. 1864. *The Principle of Biology*. Appleton, New York.

Emile Durkheim

- Durkheim, E. 1958. *The Rules of Sociological Method*. New York: The Free Press. pp. 48-107, 119-144
- Durkheim, E. 1951. *Suicide: A Study in Sociology*. New York: The Free Press, pp. 41-56, 145-276

SUGGESTED READINGS

- Ritzer, G. 1996. *Sociological Theory*. New York: McGraw Hill Companies. Giddens, A. 1971. *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber*. Cambridge: Cambridge University Press.

Title of the Course	:	METHODS OF SOCIOLOGICAL ENQUIRY
Course Code	:	SOCMN301
Nature of the Course	:	MINOR
Total Credits	:	04
Distribution of Marks	:	60(End Sem)+40(In-Sem)

Course Outcomes:

After the completion of this course, the learner will be able:

CO-1:

To explain the complexity and philosophical underpinnings of social research

LO:

- To outline Sociology as a science
- To define objectivity in social research
- To discuss scientific methods in social research

CO-2:

To apply methodological perspectives through different modes of enquiry to do sociological research

LO:

- To discuss comparative method used in the works of different social thinkers
- To interpret cultures through the lens of ethnographic method
- To draw the relation between theory and research

CO-3:

To assess the dynamics of quantitative and qualitative research methods

LO:

- To distinguish the qualitative and quantitative research methods
- To apply different types of research methods based on the nature of study
- To justify the role of a field worker in doing social research
- Distinguish and compare between Inductive and Deductive Logic applied in research
- Distinguish and compare between qualitative and quantitative methods of data collection and data analysis.

UNITS	CONTENTS	L	T	P	Total Hours
1 (20Marks)	The Logic of Social Research <ul style="list-style-type: none"> Sociological Research: Meaning Science and Sociology Scientific Method: Positivist and Constructionist interpretation of Science Sociological Imagination: C.W. Mills. Objectivity in the Social Sciences <ul style="list-style-type: none"> Objectivity as explained by Emile Durkheim Objectivity as explained Max Weber 	16	2	0	18
2 (15Marks)	Methodological Perspectives: Comparative Method <ul style="list-style-type: none"> Comparative method in the works of Emile Durkheim, Max Weber and Radcliffe Brown. The Ethnographic Method 	16	2	0	18
3 (15Marks)	Modes of Enquiry <ul style="list-style-type: none"> Theory and Research: Importance and its relation Inductive and Deductive Logic: Meaning, Differences 	10	2	0	12
4 (10Marks)	Quantitative and Qualitative Research : <ul style="list-style-type: none"> Characteristics Purposes Types 	10	2	0	12
Total		52	8	0	60

Where,

*L: Lectures**T: Tutorials**P: Practicals*

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge						
Conceptual knowledge		CO1				
Procedural knowledge			CO2		CO3	
Metacognitive knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/P O	P O 1	P O 2	P O 3	P O 4	PO 5	PO 6	P O 7	PO 8	P O 9	P O 10	PO 11	P O 12	P O 13	P O 14	P O 15	P O 16
CO1	M	S	M	M	S	S	M	S	S	M	S	M	M	M	S	S
CO2	S	S	S	S	S	S	S	S	S	M	S	M	S	M	S	S
CO3	S	S	S	S	S	S	S	S	S	S	S	M	S	M	S	S

S= STRONGLY CORRELATED

M=MODERATELY CORRELATED

MODES OF IN-SEMESTER ASSESSMENT:**(40Marks)**

Activity	Marks
First In-Sem Examination	10
Second In-Sem Examination	10
Students Activity	
a. Attendance	5
b. Seminar/Group Discussion	10
c. Assignment	5
Total	40

SUGGESTED READINGS:**The Logic of Social Research What is Sociological Research?**

- Mills,C.W.1959,*The Sociological Imagination*,London: OxfordUniversity Press, Chapter 1, pp. 3-24.
- Gluckman, M.1978,'Introduction',in A.L.Epstein(ed.),*The Craft of Social Anthropology*, Delhi: Hindustan Publishing Corporation, pp. xv- xxiv.

Objectivity in the Social Sciences

- Durkheim,E.1958, *The Rules of Sociological Method*,New York: TheFreePress, Chapter 1& 2, pp. 1-46.
- Weber,Max.1949, *The Methodology of the Social Sciences*,New York:TheFree Press, Foreword, pp. iii- x.

Reflexivity

- Gouldner,Alvin.1970, *The Coming Crisis of Western Sociology*,New York:Basic Books, Chapter 13, pp. 481-511.

Methodological Perspectives The Comparative Method

- Radcliffe, Brown, A. R.1958, *Methods in Social Anthropology*, Delhi:Asia Publishing Corporation, Chapter 5, pp. 91,108.
- B  teille,A. 2002, *Sociology: Essays on Approachand Method*, New Delhi:Oxford University Press, Chapter 4, pp. 72-94.

The Ethnographic Method

- Geertz, Clifford.1973. *Interpretation of Cultures*,New York:BasicBooks.Chapter1, pp. 3-30.

Modes of Enquiry Theory and Research

- Merton,R.K.1972, *Social Theory and Social Structure*, Delhi:ArvindPublishing House, Chapters 4 & 5, pp. 139- 171.
- Bryman, Alan. 2004, *Quantity and Quality in Social Research*, NewYork: Routledge, Chapter 2 & 3, pp. 11-70.

Quantitative and Qualitative Research

- Srinivas,M.N.et.al.2002 (reprint),*The Fieldworker and the Field:Problems and Challenges in Sociological Investigation*, New Delhi: OUP,Introduction, pp. 1-14.

Title of the Course	:	MARRIAGE, FAMILY AND KINSHIP
Course Code	:	SOCGE301
Nature of the Course	:	GENERIC ELECTIVE COURSE (GEC)
Total Credits	:	03
Distribution of Marks	:	60(End Sem)+40(In-Sem)

Course Outcomes:

CO1:

Apply sociological perspectives in understanding kinship

LO:

- Distinguish between the biological reality and social definition of kinship
- Define kinship as a cultural construction
- Describe residence and inheritance as elements of kinship

CO2:

Appraise the determinants and components of kinship

LO:

- Discuss descent and filiation as determinants of kinship groups
- Illustrate marriage as a social institution and describe its types
- Interpret the characteristics and functions of dowry and bride price

CO3:

Examine the nature and changes in family as a social institution

LO:

- Define family and its social functions
- Distinguish the types of family and household
- Illustrate the forces of change in the nature of family
- Draw the specificities of gay and lesbian families
- To analyse the understanding of variability and changes relating to family.
- To critique the construction of gender in Indian society.

CO4:

Critically examine the contemporary issues in the field of marriage, family and kinship

LO:

- Recognise the important contemporary issues related to marriage
- Interpret family as a locus of power and discrimination
- Locate the changes in kinship due to the intervention of new reproductive technologies

UNITS	CONTENTS	L	T	P	Total Hours
1 (15 Marks)	Introduction: Kinship, Critique and the Reformulation <ul style="list-style-type: none"> Biological and Social Kinship Cultural Kinship residence, inheritance, social and Cultural construction. 	9	1	0	10
2 (15 Marks)	Descent, Alliance <ul style="list-style-type: none"> Descent, Filiation, Complementary Filiation Marriage, Alliance, bride-price and dowry, monogamy and polygamy. 	9	1	0	10
3 (15 Marks)	Family and Household <ul style="list-style-type: none"> Family: Nature and types, Family and household, Forces of change Reimagining Families: Gay and Lesbian perspective Family and Gender: Social Construction of Gender 	9	1	0	10
4 (15 Marks)	Contemporary Issues in Marriage, Family and Kinship <ul style="list-style-type: none"> Choice and Regulation in Marriage-honour, shame and violence Power and Discrimination in the Family New Reproductive Technologies 	13	2	0	15
Total		40	5	0	45

*Where,**L: Lectures**T: Tutorials**P: Practicals***Cognitive map of course outcomes with blooms taxonomy**

Knowledge dimension/ process dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual	CO1					
Conceptual				CO2		
Procedural				CO4	CO3	
Metacognitive						

Mapping of course outcomes to programme outcomes

CO/ OP	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	S	S	M	S	S	S	S	M	S	M	S	S	S	M	S	S
CO2	S	S	S	S	S	S	M	M	S	M	S	M	S	M	S	S
CO3	S	S	M	S	S	S	S	S	S	S	S	S	S	M	S	S
CO4	S	S	S	S	S	S	S	M	S	S	S	S	S	M	S	S

S= STRONGLY CORRELATED**M=MODERATELY CORRELATED**

MODES OF IN-SEMESTER ASSESSMENT:**(40Marks)**

Activity	Marks
First In-Sem Examination	10
Second In-Sem Examination	10
Students Activity	
a. Attendance	5
b. Seminar/Group Discussion	10
c. Assignment	5
Total	40

SUGGESTED READINGS:**Introduction: Kinship, Critique and the Reformulation****Biological and Social Kinship**

- 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.

Cultural Kinship

- Schneider, D.M., 2004 (1972), '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.
- Carsten, J., 2004, 'Introduction, in After Kinship, Cambridge: Cambridge University Press, pp.1-30.

Descent and Alliance:**Descent, Filiation, Complementary Filiation**

- Radcliffe-Brown, A.R. and D. Forde (eds.), 1950, African Systems of Kinship and Marriage, London: Oxford University Press, Introduction, pp. 1-39.
- 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

Marrigae, Alliance, Prestations

- Leach, E.R., 1961, 'Polyandry, Inheritance and the Definition of Marriage with Particular Reference to Sinhalese Customary Law', in E.R. Leach (eds.), Rethinking Anthropology, London: The Athlone Press, pp. 105-113.
- 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.
- 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.

Family and Household:

- 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, pp. 52-63
- Simpson, B., 2004, 'Gays, Paternity and Polyandry: Making Sense of New Family Forms in Contemporary Sri Lanka', in R. Chopra, C. Osella and F. Osella (eds.), South Asian Masculinities: Context of Change, Sites of Continuity, Delhi: Kali for Women, pp. 160-174.

Family and Gender

- Dube, Leela. _On the Construction of Gender: Hindu Girls in Patrilineal India 'Economic and Political Weekly, Vol. 23, No. 18 (Apr. 30, 1988), pp. WS11 WS19
- Gray, John N. & David J. Mearns. *Society from the Inside Out: Anthropological Perspectives on the South Asian Household*. New Delhi: Sage

- 1989. Chapter 3. (Sylvia Vatuk) Household Form and Formation: Variability and Social Change among South Indian Muslims. Pp. 107-137

Contemporary Issues in Marriage, Family and Kinship:

Choice and Regulation in Marriage

- 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.

Power Discrimination in the Family

- John, M.E. et al., 2008, 'Structural Contexts of Adverse Sex Ratio' in M.E. John et al., Planning Families, Planning Gender: The Adverse Child Sex Ratio in Selected Districts of Madhya Pradesh, Rajasthan, Himachal Pradesh, Haryana and Punjab, New Delhi: Action Aid, pp. 68-78.

New Reproductive Technologies

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

Title of the Course	:	HUMAN BEHAVIOUR AT WORK
Course Code	:	SEC312
Nature of the Course	:	SKILL ENHANCEMENT COURSE
Total Credits	:	03
Distribution of Marks	:	60(EndSem)+40(In-Sem)

Course Outcomes:

After the completion of this course, the learner will be able:

CO-1:

To explain the basic principle of organizational behaviour and how it is related to society

LO:

- To describe the meaning of organizational behaviour and its process of evolution
- To identify the nature and scope of organizational behaviour
- To infer the significance of organizational behaviour

CO-2:

To examine the contemporary trends and changes found in organization and how it is influencing human behaviour

LO:

- To locate challenges and opportunities for organizational behaviour
- To recognize the forces of organizational change
- To apply adaptive managing mechanism for the resistance to organizational change

CO-3:

To analyse different approaches and models of studying organizational behaviour and the contemporary challenges faced by organisations.

LO:

- To illustrate Lewin's Three-Step Model and Kotter's Eight-Step Plan in understanding organizational change and development
- To apply action research in solving contemporary issues of organizational change
- To utilize the knowledge in improving human behaviour at work and organizational development

UNITS	CONTENTS	L	T	P	Total Hours
1 (15Marks)	Introduction to Organizational Behaviour (OB): Definition: <ul style="list-style-type: none"> • Key Elements of OB • Nature and Scope • Significance of OB • Contributing Disciplines 	9	1	0	10
2 (15Marks)	Evolution of OB <ul style="list-style-type: none"> • Goals of OB • Models of OB • Challenges and Opportunities for OB 	9	1	0	10
2 (15Marks)	Organizational Change and Development Forces for Change <ul style="list-style-type: none"> • Managing Planned Change, • Resistance to Change, • Overcoming Resistance to Change, • Approaches to Managing Organizational Change. 	10	2	0	12
3 (15Marks)	Approaches to understand the model of Organizational Change and development <ul style="list-style-type: none"> • Lewin's Three-Step Model, • Kotter's Eight-Step Plan, • Action Research and Organizational Development, Contemporary Issues in Organizational Change 	11	2	0	13
	Total	39	6	0	45

Where, L: Lectures T:Tutorials P:Practicals

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual knowledge						
Conceptual knowledge		CO1				
Procedural knowledge				CO2, CO3		
Metacognitive knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/ PO	PO 1	P O2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	M	M	S	S	S	M	M	S	S	M	S	S	M	M	S	S
CO2	S	S	S	S	S	S	S	S	S	M	S	S	S	M	S	S
CO3	S	S	S	S	S	M	S	S	S	M	S	M	S	M	S	S

S= STRONGLY CORRELATED

M=MODERATELY CORRELATED

MODES OF IN-SEMESTER ASSESMENT**(40Marks)**

Activity	Marks
First In-Sem Examination	10
Second In-Sem Examination	10
Students Activity	
a. Attendance	5
b. Seminar/Group Discussion	10
c. Assignment	5
Total	40

Essential Readings:

- Amitai Etzioni, Modern organizations Prentice Hall of India Private Limited, New Delhi, 1964.
- Fred Luthaus, Organizational Behaviour, McGraw Hill, New York, 1995.
- J.W Newstrom and Keith Davis, Organizational Behaviour: Human Behaviour at work, Tata McGraw Hill Publishing Company Limited, New Delhi, 1995.
- K. Aswathappa, Organizational Behaviour, Himalaya Publishing House, Bombay, 1996.
- Khanka S.S, Organizational Behaviour, S. Chand & Company Ltd, New Delhi, 2007
- Robbins Stephen P, Essentials of Organizational Behaviour, Prentice Hall, 1994
- Robbins Stephens P, Timothy A. Judge and Seema Sanghi, Organizational Behaviour, Pearson Prentice Hall, Delhi, 2008.

Exercises and Practices at the classroom

- The students may be taken to the nearby industrial units to observe the organizational structure and behaviour.
- The teachers can organize role play of organizational setting among the students in the classroom.
- The teachers can engage the students in preparing proposals to do action research in organizational set up on contemporary issues in the classroom.

Case Studies for Students

- Case-1- Maharashtra Association of resident Doctors (MARD) source: V.P, Michael Organisational Behaviour and Managerial Effectiveness, S. Chand and company Limited, New Delhi, 1989.
- Case-2 GE's work-out, Source: Based on D. Ulrich, S. Kerr, and R. Ashkenas, the GE work-out (New York: Mc Graw-Hill, 2002); and A. Kleiner, "GE's next workout", strategy + business, winter 2004, pp 1-5

Title of the Course	:	SOCIOLOGY OF INDIA-II
Course Code	:	SOCMJ401
Nature of the Course	:	MAJOR
Total Credits	:	04
Distribution of Marks	:	60(End Sem)+40(In-Sem)

Course Outcome:

CO1:

Critically analyze the multiple socio-political forces and ideologies which shape the terrain of the nation.

LO:

- Examine the historical trajectories of India
- Analyze the facets of Pluralism and Unity in India

CO2:

Evaluate the history of the country and the plurality of culture, diversities of caste, tribe, region, religion and ethnicity of the people of India.

LO:

- Examine the Assimilative, Liberal, Cultural and Nationalist Imagination of India.
- Compare Gandhi and Ambedkar's perspectives of India
- Critique of the colonial description of Indian society

CO3:

Analyze different social movements in contemporary India and focus on specific political or social issues relevant to these movements.

LO:

- Understand nature and concepts of various contemporary social movements
- Identify the nature of Peasant Movements before and after Independence
- Understand the concept of ethnicity and identity
- Analyse the identity politics behind Bodo and Karbi movement
- Describe women's movement as an important variant of social movement
- State and describe the basic aspects of women's organisations, issues and their participation in the movement
- Describe the changing facets of women's movement in the post-Independence period

CO4:

Analyze the evolution and contemporary challenges faced by civilization, state and society due to several societal forces such as modernization, globalization and development.

LO:

- Understand the nature of communalism and its interaction with religion and politics in India
- Identify and recognize the nature of secularism in India
- Analyze how Indian politics has experienced secularism and the contradictions and challenges faced by the country while promoting secular outlook
- Recognize the various types of nationalism
- Identify the difference between nation and nationalism
- Understand the concept of nationalism and subnationalism and the related issues in India
- Analyze nationalism and the sub-nationalism of regionalism and caste in Indian politics

UNITS	CONTENTS	L	T	P	Total Hours
UNIT1 (15Marks)	1.Ideas of India	13	2	0	15
	1.1 Gandhi:Swaraj, Ambedkar: Annihilation of Caste				
	1.2 Indological:G.S.Ghurey,Louis Dumont Ethnographic Approaches:M.N.Sriniwas, S.C. Dube				
Unit2 (15Marks)	2.Resistance,Mobilization,Change	13	2	0	15
	2.1 Dalit Politics:Dalit Identity, Dalit Politics Caste System and Economics,Inequality				
	2.2 Mobility and Change:Sanskritization and Westernization				
	2.3 Middle Class Phenomenon: The History of Assamese Middle Class				
UNIT3 (15Marks)	3.Movements inContemporaryIndia	13	2	0	15
	3.1 Peasant Movements:Peasant Movements before And after Independence				
	3.2 Ethnic Movements:Identity Politics–Bodo, Karbi				
	3.3 Women’s Movement:Women and Patriarchy				
UNIT4 (15Marks)	4. ChallengestoCivilization,StateandSociety	13	2	0	15
	4.1 Communalism:Religion and Politics in India				
	4.2 Secularism:Secular Experiences in India				
	4.3 Nationalism:Nation,Nationalism and sub Nationalism				
	Total	52	8	0	60

*Where,**L:Lectures**T:Tutorials**P:Practical's*

Cognitive Map of Course Outcome with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge					CO2	
Conceptual Knowledge				CO1CO3 CO4	CO2	
Procedural Knowledge		CO1		CO1	CO2	
Metacognitive Knowledge						

Mapping Of Course Outcome To Program Outcome

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO1	S	S	S	S	S	S	S	S	S	M	M	M	M	M	S	M
CO2	S	S	S	S	S	S	S	S	S	M	S	S	S	M	S	M
CO3	S	S	S	S	S	S	S	S	S	S	M	S	S	M	S	M
CO4	S	S	S	S	S	S	S	S	S	S	M	S	S	M	S	M

S= STRONGLY CORRELATED**M=MODERATELY CORRELATED**

MODES OF IN-SEMESTER ASSESSMENT: (40Marks)

Activity	Marks
First In-Sem Examination	10
Second In-Sem Examination	10
Students Activity	
a. Attendance	5
b. Seminar/Group Discussion	10
c. Assignment	5
Total	40

SUGGESTED READINGS:**Gandhi and Ambedkar**

- M. K. Gandhi : Hind Swaraj, Navajibon Publishing House , Ahmedabad 380014, India
- Ambedkar,B.R.,1971[1936], Annihilation of Caste, Jullunder: Bheem Patrika

Indological and Ethnographic Approaches

- Uberoi, P. et al., 2007, Introduction: The Professionalization of Indian Anthropology and Sociology: Peoples, Places and Institutions' in P. Uberoi et al (eds.) Anthropology in the East: Founders of Indian Sociology and Anthropology, New Delhi: Permanent Black, Pp. 1-63
- Dumont,L.and D.Pocock,1957,_'ForaSociologyofIndia',
- Contributions to Indian Sociology,1,Pp.7-22

Dalit Politics

- Shah,G.,2001,*Dalit Identity and Politics*,NewDelhi:SagePublications,Pp.17-43
- *Mobility and Change*
- Srinivas,M.N.,1956,_'A Note on Sanskritization and Westernization',
- *The Far Eastern Quarterly*,15(4),Pp.481-496

Middle Class Phenomenon

- Deshpande,S.,2003,*Contemporary India: A Sociological View*, New Delhi:Penguin Books, Pp.125-150
- Axomiya Modya Brita Sreneer Itihaxh-Dr.Profulla Mahanta
- Karna,M.N.;1999;Language,Region and National Identity in *Sociological Bulletin*; Vol48; No 1 & 2; pp 75-96

Women's Movement

- Menon,N.,(ed.)1999,*Gender and Politicsin India*, Delhi:OxfordUniversityPress, pp.342-369.

Peasant Movements

- Pouchepadass, J., 1980, Peasant Classes in Twentieth Century Agrarian Movements in India', in E.Hobsbawm(ed.) *Peasants in History*, Delhi:Oxford UniversityPress, Pp.136-155

Ethnic Movements

- Baruah, S., 2010, The Assam Movement' in T.K. Oommen (ed.) *Social Movements I: Issues of Identity*. Delhi: Oxford University Press, Pp.191-208

Communalism

- Dumont,L.,1997,*Religion, Politics and History in India*, Paris:Mouton, Pp.89-110

Secularism

- Kumar, R., 1986, 'The Varieties of Secular Experience', in *Essays in the Social History of Modern India*, Calcutta: Oxford University Press, Pp.31-46
- Madan, T.N., 1997, *Modern Myths, Locked Minds*, Delhi: Oxford University Press, Pp.233-265

Nationalism

- Oommen, T.K., 1997, *Citizenship and National identity: From Colonialism to Globalism*. New Delhi: Sage Publications, pp.143-172.
- Desai, A.R. (1979): *Social Background of Indian Nationalism*

Additional Reading:

- Ray, N. R., 1973, *Nationalism in India: A Historical Analysis of its Stresses and Strains*, Aligarh: Aligarh Muslim University Press

Title of the Course	:	SOCIOLOGICAL THINKERS-II
Course Code	:	SOCMJ402
Nature of the Course	:	MAJOR
Total Credits	:	04
Distribution of Marks	:	60(End Sem)+40(In-Sem)

COURSE OUTCOMES:

After completion of this course, the students will be able to:

CO1:

Evaluate the ideas of Talcott Parsons and Claude Levi Strauss.

LO:

- Explain Radcliffe-Brown's understandings of social structure.
- Describe Parsons' view of social system
- Outline Parson's AGIL scheme and Pattern Variables
- Interpret Parson's theory of action
- Analyze Levi-Strauss's Structuralism

CO2:

Evaluate the ideas of G.H. Mead, Peter L. Berger and Thomas Luckmann.

LO:

- Describe Symbolic Interactionist Perspective
- Distinguish between the "I" and the "Me" component of self
- Explain how the individual mind and self arises out of the social process of interaction.
- Explain the theoretical underpinnings of social construction of reality

CO3:

Evaluate the ideas of Max Horkheimer and T.W. Adorno.

LO:

- Describe Frankfurt School of Critical Theory
- Explain Adorno and Horkheimer's ideas on culture industry
- Analyze Adorno and Horkheimer work 'Dialectics of Enlightenment'

CO4:

Evaluate the ideas of Pierre Bourdieu.

LO:

- Explain the concepts of Field and Habitus and its sociological significance
- Explain how Pierre Bourdieu theorizes the new practice of Sociology
- Identify different forms of Capital
- Analyze the interrelation between Bourdieu's concept of Capital, social status and power.

UNITS	CONTENTS	L	T	P	Total Hours
UNIT1 (15Marks)	Talcott Parsons & Claude Levi-Strauss	13	2	0	15
	Systems & Structures <ul style="list-style-type: none"> Social System and Social Structure Structural Anthropology 				
UNIT2 (15Marks)	G.H.Mead, Peter L.Berger and Thomas Luckmann	13	2	0	15
	<ul style="list-style-type: none"> G.H.Mead: Mind, Self and Society Social Construction of Reality 				
UNIT3 (15Marks)	Max Horkheimer, T.W. Adorno	13	2	0	15
	<ul style="list-style-type: none"> Dialectic of Enlightenment 				
UNIT4 (15Marks)	Pierre Bourdieu	13	2	0	15
	<ul style="list-style-type: none"> Theory of Practice 				
Total		52	8	0	60

*Where,**L: Lectures**T: Tutorials**P: Practicals*

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension/ Process Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual						
Conceptual					CO1, CO2 CO3, CO4	
Procedural						
Metacognitive						

Mapping of Course Outcomes to Program Outcomes

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16
CO1	S	S	M	S	M	S	S	M	M	M	M	M	S	M	M	S
CO2	S	S	M	S	M	S	S	M	M	M	M	M	S	M	M	S
CO3	S	S	M	S	M	S	S	M	M	M	M	M	S	M	M	S
CO4	S	S	M	S	M	S	S	M	M	M	M	M	S	M	M	S

S= STRONGLY CORRELATED**M=MODERATELY CORRELATED**

MODES OF IN-SEMESTER ASSESSMENT:

(40Marks)

Activity	Marks
First In-Sem Examination	10
Second In-Sem Examination	10
Students Activity	
a. Attendance	5
b. Seminar/Group Discussion	10
c. Assignment	5
Total	40

SUGGESTED READINGS:**Talcott Parsons**

- Parsons, T. and E. Shils (eds). 1951. *Towards a General Theory of Action*. New York: Harper and Row Publishers, pp. 3-29

Levi-Strauss

- Levi-Strauss, C. 1993. —Structure and Dialectics, in *Structural Anthropology Volume I*. Harmondsworth: Penguin, pp. 232-242

G.H. Mead

- Mead, G.H. 1934 (Fourteenth Impression 1967) *Mind Self and Society*. Chicago: University of Chicago Press. Part III, pp 135-226
- Goffman, E. 1956. *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 1-9, 132-151, 152-162

Peter L. Berger and Thomas Luckmann

- Berger, P. L. and T. Luckmann. 1991. *The Social Construction of Reality*. London: Penguin Books, pp. 31-62

Max Horkheimer, T.W. Adorno

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

Pierre Bourdieu

- Bourdieu, P. 1977. *Outline of a Theory of Practice*. Cambridge: Cambridge University Press, pp. 72-95

ADDITIONAL READING:

- Ritzer, G. 1996. *Sociological Theory*. New York: McGraw Hill Companies.
- Saikia, J.P. *Adunik Samajattik Bishleson* (in Assamese) 2012, Bidya Bhaban Jorhat Assam.

Title of the Course	:	SOCIOLOGICAL RESEARCH METHODS-I
Course Code	:	SOCMJ403
Nature of the Course	:	MAJOR
Total Credits	:	04
Distribution of Marks	:	60(End Sem)+40(In-Sem)

Course Outcome:

CO1:

Students will be able to analyse the logic of social research

LO:The students will be

- Able to describe social research
- Able to draw the relationship between research science and sociology.
- Able to illustrate scientific method.
- Able to distinguish between positivists and constructionist view on science.
- Able to analyse the trend of sociological research.

CO2:

Students will be able to debate on the question of objectivity in social research.

LO: The students will be

- Able to explain objectivity and its role in social research.
- Able to distinguish between 'objectivity' explained by Emile Durkheim and Max Weber.

CO3:

Students will be able to assess 'reflexivity' as a critique to conventional sociology.

LO:The students will be

- Able to illustrate methodological approach of conventional sociology.
- Able to analyse how 'Reflexivity' critiques positivism.

CO4:

The students will be able to examine different methodological perspective in social research

LO:The students will be

- Able to define methodological perspectives.
- Able to analyse 'comparative method' in the works of Emile Durkheim, Max Weber and Radcliffe Brown.
- Able to analyse feminist method
- Able to formulate design for research from feminist perspective.

CO5:

The students will be able to illustrate the importance of theory in social research.

LO:The students will be

- Able to draw the relationship between theory and research.
- Able to distinguish between deduction and induction logic of social inquiry.

CO6:

Able to distinguish quantitative and qualitative research

LO:The students will be

- Able to explain quantitative research.
- Able to describe qualitative research.
- Able to illustrate the types of quantitative and qualitative research.

UNITS	CONTENTS	L	T	P	Total
UNIT 1 (15Marks)	1.The Logic of Social Research	18	2	0	20
	1.1 What is Sociological Research? <ul style="list-style-type: none"> Research, Science and Sociology Scientific Method:Positivist and Constructionist Interpretation of Science Trend of Sociological Research, Sociological Imagination 				
	1.2 Objectivityin the Social Sciences <ul style="list-style-type: none"> Objectivity as explained by Emile Durkheim Objectivity as explained by Max Weber 				
	1.3 Reflexivity <ul style="list-style-type: none"> Thecoming Crisisin Western Sociology– Methodological Approach A Critique to Conventional Sociology Reflexivity (HaroldGarfinkle) 				
UNIT 2 (15Marks)	2. Methodological Perspectives	18	2	0	20
	2.1 Comparative Method <ul style="list-style-type: none"> Comparative Method in the works of: Emile Durkheim, MaxWeber and Redcliff Brown 				
	2.2 Feminist Method: Approach and Design				
UNIT 3 (15Marks)	3. Modes of Enquiry	8	2	0	10
	<ul style="list-style-type: none"> Theory and Research 				
	<ul style="list-style-type: none"> Inductive and Deductive Logic 				
UNIT 4 (15Marks)	4.Quantitative and Qualitative Research	8	2	0	10
	<ul style="list-style-type: none"> Characteristics,Purpose and Types 				
	Total	52	8	0	60

Where,

*L:Lectures**T:Tutorials**P:Practicals*

Cognitive Map of Course Outcomes with Bloom's Taxonomy

KnowledgeDimension/Process Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual						
Conceptual						
Procedural			CO5	CO1,CO4, CO6	CO2, CO3	
Meta-cognitive						

Mapping of Course Outcome to Programme Outcome:

CO / PO	P O 1	P O 2	P O 3	P O 4	PO 5	P O 6	P O 7	P O 8	PO 9	P O 10	P O 11	P O 12	PO 13	P O 14	P O 15	P O 16
CO1	S	M	S	M	M	S	M	S	M	S	M	M	M	M	S	M
CO2	S	S	M	M	S	S	S	M	M	M	S	S	M	M	S	S
CO3	M	M	M	S	M	S	M	S	M	M	M	M	M	M	S	M
CO4	S	S	M	S	M	S	M	S	M	M	M	S	M	M	S	M
CO5	M	S	S	S	M	M	M	S	S	M	M	M	S	S	M	M
CO6	S	M	M	M	M	M	M	M	S	S	M	M	S	S	M	M

S= STRONGLY CORRELATED

M=MODERATELY CORRELATED

MODES OF IN-SEMESTER ASSESSMENT:

(40Marks)

Activity	Marks
First In-Sem Examination	10
Second In-Sem Examination	10
Students Activity	
a. Attendance	5
b. Seminar/Group Discussion	10
c. Assignment	5
Total	40

SUGGESTED READING:

The Logic of Social Research What is Sociological Research?

- Mills,C.W.1959, *The Sociological Imagination*, London: OxfordUniversity Press, Chapter 1, pp. 3-24.
- Gluckman, M.1978,'Introduction',in A.L.Epstein(ed.),*The Craft of Social Anthropology*, Delhi: Hindustan Publishing Corporation, pp. xv-xxiv.

Objectivity in the Social Sciences

- Durkheim,E.1958, *The Rules of Sociological Method*. NewYork: TheFreePress, Chapter 1, 2 & 6 Pp. 1-46, 125-140, 37
- Weber,Max.1949,*The Methodology of the Social Sciences*,NewYork:TheFree Press, Foreward and Chapter 2 Pp. 49-112

Reflexivity

- Gouldner,Alvin.1970,*The Coming Crisis of Western Sociology*,New York: Basic Books,Chapter 13 Pp. 481-511

Methodological Perspectives

Comparative Method

- Radcliffe ,Brown, A.R. 1958, *Methods in Social Anthropology*, Delhi: Asia Publishing Corporation, Chapter 5 Pp. 91108
- Beiteille,A.2002,*Sociology:Essays on Approach and Method*,NewDelhi:OUP, Chapter 4 Pp. 72-94

Feminist Method

- Harding,Sandra1987, Introduction: Is there a Feminist Method? in SandraHarding (ed.) *Feminism & Methodology: Social Science Issues*, Bloomington: Indiana University Press, Pp. 1-14

Modes of Enquiry

Theory and Research

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

Analyzing Data: Quantitative and Qualitative

- Bryman, Alan. 2004, *Quantity and Quality in Social Research*, New York: Routledge, Chapter 2 & 3 Pp. 11-70

Title of the Course	:	SOCIAL STRATIFICATION
Course Code	:	SOCMJ403
Nature of the Course	:	MAJOR
Total Credits	:	04
Distribution of Marks	:	60(EndSem)+40(In-Sem)

COURSE OUTCOMES:

After completion of this course, the students will be able to:

CO1:

Interpret the idea of social inequality from sociological perspective

LO:

- Define social stratification from sociological understanding
- Distinguish between the concepts of inequality, difference, hierarchy and equality
- Describe closed and open patterns of social stratification and their implications on the social order

CO2:

Apply sociological perspectives to understand social inequality

LO:

- Reproduce the ideas on social stratification by pioneer sociologist
- Distinguish between the ideas of Karl Marx and Max Weber on class
- Interpret social stratification from the functionalist perspective

CO3:

Appraise the sources and causes of different types of social inequality

LO:

- Identify caste, race and ethnicity as forms of social stratification
- Draw the relationship between caste, race and ethnicity as intersectional determinants of social inequality
- Extrapolate gender as a basis of social stratification

CO4:

Appraise the social factors of social mobility and its challenges

LO:

- Define social mobility and its types
- Explain the function of social mobility in societies
- Describe class and occupational categories as socially reproduced ones.

UNITS	CONTENTS	L	T	P	Total Hours
UNIT1 (15 Marks)	1.Introducing Stratification	13	2	0	15
	1.1 Definition of Social stratification				
	1.2 Idea of Inequality, Equality, Difference And hierarchy				
	1.3 Patterns of Social Stratification-Closed and Open				
UNIT2 (15 Marks)	2.Theories of Stratification	13	2	0	15
	2.1 Marx, Weber and Class				
	2.2 Functionalism				
UNIT3 (15 Marks)	3.IdentitiesandInequalities	13	2	0	15
	3.1 Caste,Race and Ethnicity				
	3.2 Feminism and Gendered Stratification				
UNIT4 (15 Marks)	4.Mobility and Reproduction	13	2	0	15
	4.1 Definition and types of social mobility				
	4.2 Social Reproduction-class and occupational categories				
	Total	52	8	0	60

*Where,**L:Lectures**T:Tutorials**P:Practical's***Cognitive map of course outcomes with blooms taxonomy**

Knowledge dimension/ process dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual						
Conceptual		CO1	CO1, CO2		CO4	
Procedural				CO3		
Metacognitive						

Mapping of course outcomes to programme outcomes

CO/ OP	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO 1	S	S	M	S	S	S	S	M	S	M	S	S	S	S	S	S
CO 2	S	M	M	S	S	S	M	M	S	M	S	S	S	M	S	S
CO 3	S	S	S	S	S	S	S	S	S	S	S	S	S	M	S	S
CO 4	S	S	M	S	S	S	M	M	M	S	S	S	S	M	S	S

S= STRONGLY CORRELATED**M=MODERATELY CORRELATED**

MODES OF IN-SEMESTER ASSESSMENT: (40Marks)

Activity	Marks
First In-Sem Examination	10
Second In-Sem Examination	10
Students Activity	
a. Attendance	5
b. Seminar/Group Discussion	10
c. Assignment	5
Total	40

SUGGESTED READING:**Introducing Stratification**

- Worsley, Peter. *Introducing Sociology*. 2nd ed. Harmondsworth: Penguin Books, 1970. Chapter 8, Social Stratification: Class, Status and Power, pp. 395–408
- Beteille Andre *Inequality among Men*. London: Blackwell, 1977. Chapter-1. The two Sources of Inequality. Pp. 1-22
- Tawney, R.H. *Equality*. London: Unwin Books, 1964. Chapter 1. The Religion of Inequality, Pp. 33-56

Theories of Stratification Marx, Weber and Class

- McLellan, David. *The Thought of Karl Marx*. London: Papermac, 1995. Part 2. Chapter 6. Class, pp. 182-194
- 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
- Bendix Reinhard. Inequality and Social Structure: Comparison of Marx and Weber' *American Sociological Review*, Vol. 39, No. 2 (Apr., 1974), pp. 149-161
- Bottomore, T.B. *Classes in Modern Society*. New York: Pantheon Books, 1966. Chapters. 2 & 3 The Nature of Social Class & Classes in Industrial Societies. 9-75

Functionalism

- Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. *American Sociological Review* 10.2 (1945): pp. 242-249
- Tumin, Melvin. M. 'Some Principles of Stratification: A Critical Analysis'. *American Sociological Review* 18.4 (1953): 387-394
- Davis Kingsley and Wilbert E Moore 'Some Principles of Stratification: Critical Analysis: Reply'. *American Sociological Review* Vol. 18, No. 4 (Aug., 1953), pp. 394-397
- Wrong Dennis H. The Functional Theory of Stratification: Some Neglected Considerations' *American Sociological Review*, Vol. 24, No. 6 (Dec., 1959), pp. 772-782
- Stinchcombe Arthur L. Some Empirical Consequences of the Davis-Moore Theory of Stratification " *American Sociological Review* 28.5 (1963), pp. 805-808

Identities and Inequalities**Caste, Race and Ethnicity**

- Bailey FG. Closed Social Stratification in India', *European Journal of Sociology* Vol. 4, No. 1 (1963) pp. 107-124

- 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
- Omi, Michael, and Howard Winant. *Racial Formation in the United States*. New York: Routledge & Kegan Paul, 1986. Chapters 1 & 4, pp. 14-24 and 57-69
- Pitt-Rivers, Julia. 'Race Color and Class in Central America and the West' *Daedalus*, Vol. 96, No. 2, Color and Race (Spring, 1967), pp. 542-559

Feminism and Gendered Stratification

- Mitchell, Juliet. *Woman's Estate*. Harmondsworth: Penguin, 1971. Chapter 5, Position of Women 1. Pp. 99-122
- Acker, Joan. 'Women and Social Stratification: A Case of Intellectual Sexism'.
- *American Journal of Sociology* 78.4, 1973. Pp. 936-944
- Collin Patricia Hill. 'Towards a New Vision: Race, Class and Gender as Categories of Analysis and Connection' *Race, Sex and Class*, Vol. 1, No. 1 (Fall 1993), Pp. 25-45.

Mobility and Reproduction

- Bottero, Wendy. *Stratification*. London: Routledge, 2005. Chapters 12 & 14 pp. 205-223 & 246-258
- Bourdieu, Pierre. 'Cultural Reproduction and Social Reproduction' *In The Structure of Schooling*:
- *Readings in the Sociology of Education*. Richard Arum and Irene Beattie, Editors. NY: McGraw Hill. 1973: 56-68.

ADDITIONAL READING:

Gupta, Dipankar. 1991. *Social Stratification*. New Delhi. Oxford University Press.
 Pakem, B. 1990. *Nationality, ethnicity and Cultural Identity*. New Delhi. Omsons Publications. pp. 1-21

Ghurye, G.S. 1932. *Caste and Race in India*. London. Kegan Paul.

Dumont, Louis. 1972. *Homo Hierarchicus: An Essay on the Caste System*. Chicago. University of Chicago Press.

Mohanty, Chandra Talpade. 2003. 'Under Western Eyes: Feminist Scholarship and Colonial discourses' in *Feminism Without Borders: Decolonizing Theory, Practicing Solidarity* by Chandra Talpade Mohanty. 2003. Durham. Duke University Press.

Sorokin, Pitrim. 1927. *Social Mobility*. New York. Harper and Brothers.

Title of the Course	:	ECONOMY AND SOCIETY
Course Code	:	SOCMN401
Nature of the Course	:	MINOR
Total Credits	:	04
Distribution of Marks	:	60(EndSem)+40(In-Sem)

Course Outcomes:

CO1:

Underst and the complex ways in which economic activity is embedded in social relations from a sociological view point.

LO:

- Define Economic Sociology
- Understand the relationship between Economy and Society
- Conceptualise economic institutions, firms and markets a social systems
- Understand and identify the sociological aspects of economic process
- Identify the features of economic institutions in Sociology

CO2: Describe and identify the two major school of thoughts in Economic Sociology

LO:

- Explain the meaning of two different schools of thought of Formalism and Substantivism
- Focus on the core ideas of formal modern economy and its proponents
- Discuss the core ideas of the substantivist scholars, such as Karl Polanyi
- Provide a critique to the theory of “gift exchange” given by Marcel Mauss

CO3:

Explain how different Modes of Production are related to social life and shapes our identity through out the history of mankind.

LO:

- Define mode of production
- Underst and the meaning of economic mode of production
- Understand the meaning of domestic mode of production in Sociology
- Understand the meaning of peasant mode of production
- Explain the concept of mode of economy in peasant societies
- Explain the meaning and nature of capitalist mode of production
- Understand the meaning of the capitalist system in Sociology
- Discuss what role is played by capitalist production in society as envisaged by Karl Marx
- Discuss the meaning of socialist model of production in sociology
- Understand the meaning of socialized production
- Conceptualize the meaning of Socialist Economy in sociology

CO4: Analyse the contemporary issues related to the field of changing economic environment in Indian Economy

LO

- Define Globalisation
- Understand the meaning of Global Homogenisation and its paradigm
- Define cross culture consumption
- Understand who is across-cultural consumer
- Analyse the cultural implications of the globalization of a consumer society
- Understand the relationship between globalization and transnationalism.
- Define ‘development’ and understand ‘development theory’ to outline how the approaches to development have changed over time.
- Discuss and analyse differing explanations of inequalities in development, both spatially and socially, and the reasoning behind different development policies.

UNITS	CONTENTS	L	T	P	Total Hours
1 (15Marks)	Sociological Aspects of Economic Phenomenon (5 Weeks) <ul style="list-style-type: none"> Features of economic institutions in Sociology Understand the relationship between Economy And Society Conceptualise economic institutions, firms and Markets as social systems Sociological Aspect of Economic Processes 	13	2	0	15
2 (15Marks)	Approaches in economic sociology <ul style="list-style-type: none"> Formalism and substantivism Ideas of Karl Polanyi 	13	2	0	15
3 (15Marks)	Modes of Production(6weeks) <ul style="list-style-type: none"> Domestic Mode of Production Peasants Capitalism Socialism 	13	2	0	15
4 (15Marks)	Contemporary Issues(3Weeks) <ul style="list-style-type: none"> Globalisation Development 	13	2	0	15
Total		52	8	0	60

Where, L:Lectures T:Tutorials P:Practical's

Cognitive Map of Course Outcomes with Bloom's Taxonomy Knowledge

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1					
Conceptual Knowledge	CO2	CO2, CO3, CO4	CO3, CO4	CO3, CO4	CO4	
Procedural Knowledge		CO3, CO4	CO3, CO4	CO3, CO4	CO4	
Meta cognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes:

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16
CO 1	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
CO2	M	M	M	M	S	S	S	M	M	M	M	M	M	M	M	M
CO3	M	M	M	M	M	M	S	S	M	S	S	M	S	M	S	S
CO4	M	M	M	S	M	S	S	S	S	S	M	M	S	S	S	S

S= STRONGLY CORRELATED

M=MODERATELY CORRELATED

MODES OF IN-SEMESTER ASSESSMENT : (40Marks)

Activity	Marks
First In-Sem Examination	10
Second In-Sem Examination	10
Students Activity	
a. Attendance	5
b. Seminar/Group Discussion	10
c. Assignment	5
Total	40

Suggested Reading:**Sociological Aspects of Economic Phenomenon (5Weeks)****Approaches:Formalism and Substantivism**

Wilk,R.andL.Cliggett. 2007. '*Economies and Cultures: Foundations of Economic Anthropology*. Chapter 1 pp. 1-14

Polanyi, K. 1958. "Economy as an Instituted Process" in M. Grammottter and R. Swedberg(eds.)1992 *The Sociology of Economic Life* Boulder Colorado, West ViewPress pp.27-50

Sociological Aspect of Economic Processes

Smelser,Neil2013*The Sociology of Economic Life* Quid Pro Books
(2ndEdition).New Orleans,LouisianaUniversity Press

Modes of Production(6weeks)**Domestic Mode of Production**

Sahlins,M-1974 *Stone Age Economics*. London, Tavistock, Chapter2-3

Peasants

Wolf,Eric. 1966 *Peasants*. New Jersey Prentice Hall,Chapter-1

Capitalism

Swedberg,R. 2003 *The Economic Sociology of Capitalism:An Introduction and An Agenda*, Cornell University

Socialism

Verdery, Kathrine 1996. *What was Socialism and what comes Next?* "Princeton N.J.Princeton University.Press.Chapter-1,pp.19-38

Contemporary Issues (3Weeks)**Globalization**

Ritzer, 2004. *The McDonaldisation of Society*.Pine Forge press Chapter- Introduction, 1,2.

Howes, David(ed).1996. *Cross Cultural Consumption: global Markets and Local Realities*. London: Routledge, pp. 1-16

Development

Hulme, David and mark M.Turner *Sociology and Development: Theories, Policies and Practices*, Prentice Hall Chapter-3 pp. 33-67
