FOUR YEAR UNDER-GRADUATE PROGRAMME (FYUGP) IN SOCIOLOGY, DIBRUGARH UNIVERSITY

- **THE PREAMBLE**

Sociology studies the evolution of human society as well as social relationships, interactions and cultures around the world. It also includes a detailed examination of how human beings communicate with each other as well as with society and nature as a whole. Moreover, it tries to analyse social problems and paradoxes that permeate human society. As a subject, it has been researched widely in connection with Psychology, History, Political Science, Law, amongstothers. Keeping this view in mind, as a discipline the subject has been developing across the world by ensuring inclusion, dignity, showing sensitivity to gender, cultural and religious differences.

Sociology as a discipline always encourages, students to develop reasons for social differences, including differences in social behavior. They will grow as a citizen who will understand the reasons for the differentials in group opportunities and outcomes. Sociology will also teach them the relevance of social hierarchies and social power in everyday life. Keeping in view the dynamic nature of society, Sociology as a discipline has immense importance todevelop competencies and skills required for keeping oneself professionally engaged and personally well informed to participate in the social learning process to update knowledge and practice.

Change is the unchangeable law of nature and therefore, society is not a static entity. With the continuous changes taking place in the society, the nature and scope of Sociology also changes and enlarges. The scope of Sociology, especially in terms of career opportunities has widened due to the development of fields such as industrial sociology, medical sociology, rural and urban sociology, sociology of development, visual sociology and much more. There are plentiful scope of doing research in Sociology after generate ideas about how man encounters thesocial processes and social institutions as a member of the society. Thus Sociology is deemed to be a solution for all social problems as it is the subject that talks about the interrelationship between individual and society, the types of societies and the various social processes that

contribute to sustain the society over a period of time. Social scientists, policy makers, reformers cannot contribute towards the development of a better-off society without having deeper understanding of Sociology.

The main purpose of the Undergraduate Programme in Sociology is to develop and disseminate knowledge, skills and values through teaching, field-based training, internship and research projects in order to promote, maintain and improve the functioning of individuals, families, groups, organizations and communities existing in the society.

The curriculum for Sociology at undergraduate level therefore, has incorporated certain new components of learning in order to make it relevant to the contemporary society and modern practices. It is expected that the prepared LOCF for Sociology at undergraduate level andFYUGP will be of immense relevance to the prospective graduates having interest in understanding Society and how it works, doing research and finding out practical solutions to theexisting social problems. It will be very advantageous to make students of Sociology more dynamic and adaptable by enhancing their skills leading to their increased employability. The discipline will also help in shaping the students' overall personalities to take on the challenges ofan emerging competitive society by helping them to understand the importance of soft skills in overall personality development. It has incremental learning experiences that will enhance the abilities of students who come from diverse backgrounds. It will also provide opportunities to develop individual potentialities and to produce a pool of better professionals in every forthcoming year.

- **INTRODUCTION:**

Higher Education in India is considered as a critical core in the development and growth strategy of the nation. According to NEP 2020, Higher Education should put an emphasis on recognising, identifying, and fostering each student's unique strengths by educating teachers and parents about the need of encouraging each student's holistic development in both curricular and co-curricular areas. It must be flexible enough to allow students to select their learning paths and programmes and in turn, pick their own life choices based on their talents and interests. For a pluralistic world, there should be a focus on multidisciplinary and a comprehensive way of

teaching and learning in the sciences, social sciences, arts, humanities, and sports to ensure the unity and integrity of all knowledge.

Sociology as a discipline is has its widening boundaries which are extensive and encompasses our entire lives. In the process of evolution of the discipline, it has gone through different stages, and is continuously advancing, accelerating and developing. It addresses philosophical, psychological, technological as well as societal issues, which will help a person to understand some universal societal processes. Further, Sociology as a discipline is taught at Bachelor's and Master's Levels at different colleges and universities in India that enhances teaching learning in Sociology as a Social Science discipline.

The Bachelor of Arts in Sociology degree of Dibrugarh University adapted as per the recommendations of NEP 2020 will also be of either three or four year duration, with multiple exit options within the period with appropriate certification. After completion of one year a UG certificate, after completion of two years a UG diploma, after completion of three years a Bachelor's degree in the programme will be provided to the students. The four year undergraduate programme in Sociology will allow the student an opportunity to experience the full range of holistic and multidisciplinary learning, along with the chosen Major and Minor choices of the students.

- **AIMS OF FOUR YEAR UNDER-GRADUATE PROGRAMME (FYUGP) IN SOCIOLOGY:**

The aims of Four Year Under-Graduate Programme (FYUGP) in Sociology are:

1. To enhance the student's learning capacity to understand society, clarify and broaden their notion about the subject, the basic concepts used and some universal societalprocesses. It will aim at providing students a rigorous and challenging way of sociological thinking by developing sound theoretical background in the subject.
2. To enable the students to understand the foundations of Sociology.
3. To develop capabilities of the students to critically evaluate issues and the emerging trends influencing the field of Sociology.
4. To equip students with soft skills and inculcate values through value education forpersonal development.

5. To familiarize students with Sociological way of imagining Society, develop research interest in the subject and train them in the use of ICT in Sociology.

6. To help the students to examine the organization, structure, and change of social groups and institutions. This course combines rigorous methods of inquiry and analysis in various areas of research, such as: mass media, the environment, racism, gender issues, class, and deviance and social control, where our students can generate their interest in later research work.

● **GRADUATE ATTRIBUTES OF THE FYUGP IN SOCIOLOGY**

Graduate attributes include both disciplinary knowledge related to the particular discipline and generic attributes that the graduates of all the disciplines of study should acquire and demonstrate. Graduate attributes of the FYUGP in Sociology are:

Disciplinary Knowledge: The graduates should have the ability to demonstrate the attribute of comprehensive knowledge and understanding of the discipline of Sociology.

They should be able to demonstrate the attribute of understanding the foundations of philosophical, sociological, psychological and historical foundations and the inter links among them. Moreover, they should also be able to demonstrate the attributes of social systems and large bureaucracies; the ability to devise and carry out research projects to assess whether a program or policy is working; the ability to collect, read, and analyze statistical information from polls or surveys; to generate a critical understanding on society and social issues, issues in contemporary field of sociological research, value education, positive psychology, social psychology, social enginnering, inclusive sociology, social management, sociology of education, guidance and counseling, etc.

They should have the ability to demonstrate the attribute of understanding about personal development and soft skills, ICT in education, methods and techniques of teaching, etc.

Critical Thinking: The graduates in Sociology are expected to apply analytic and criticalthinking to a body of knowledge of Sociology, so as to evaluate the issues and problems related to Society, critically evaluate social policies, societal norms and values, practices, and sociological theories.

Information/Digital Literacy: The graduates should develop the ability to use information and communication technology in different learning situations and in general. Through the use of ICT they should be able to access, use and analyse data collected from relevant information sources. The graduates should be able to interact and communicate through virtual mode effectively on any issues, particularly issues related to Sociology.

Research related Skills: The graduates should have the ability to demonstrate the attribute of scientific enquiry for research in Sociology so as to find solutions to some issues related to Sociology. They should have the basic skills to conduct research by identifying the research problem, formulating research design, developing relevant tools and techniques for collection of data, analysing the data by using appropriate techniques and reporting the results- while at the same time keeping ethical considerations in mind.

Moral and Ethical Awareness: The students will be able to exhibit value based, moral and ethical practices in their day to day life. They should be able to identify ethical issues related to any work, particularly work related to Sociology; avoid unethical behaviour, adopt objective, unbiased and honest actions in all aspects of work.

Reflective Thinking and Problem Solving: The graduates should develop the ability to understand and use their own experiences and skills to meet challenges in the field of Sociology and in day to day life. After completion of graduation in Sociology the students will be able to understand the nature of Sociological problems and deal with them in a right manner. Moreover they should be able to solve different problems of day to day life in various situations.

Communication Skills: The graduates in sociology should have the ability to present andexpress information, thoughts, views clearly and concisely so as to communicate effectively on any issues, particularly issues related to Sociology and Society at large. Moreover, they should also be able to demonstrate effective communication skills in dealing with classroom practices also.

Co-operation and Multicultural Competence: The students should be able to work collaboratively in dealing with the Sociological affairs in particular and any kind of tasks in general. They should also be able to work effectively in a diverse team, respecting each other while working in the interest of a common cause. By doing so the graduates will appreciate the

beliefs, values of multiple cultures across the globe and demonstrate respect for inclusivity in society while engaging in a multicultural society.

- **PROGRAMME LEARNING OUTCOMES**

An undergraduate student of Sociology should be able to:

PLO 1. Demonstrate familiarity with the major concepts, theoretical perspectives and latesttrends in the field of Sociology.

PLO 2. Use scientific approach to address issues related to problems of teaching, learning and doing research in Sociology.

PLO 3. Apply multidisciplinary approaches to meet various issues and challenges in the field of Sociology.

PLO 4. Apply knowledge, skills and theories of Sociology to solve societal problems both in familiar and non-familiar contexts and apply the sociological learning to real life situations.

PLO 5. Demonstrate professional competencies that are required to develop, select and use informal and formal, diagnostic, continuous and comprehensive evaluation to estimate pupils' achievement and provide timely, effective and appropriate feedback to students about their achievement along the line of their predetermined learning goals and participate effectively in the construction procedure of evaluation tools.

PLO 6. Demonstrate teaching competencies and skills required for keeping oneself professionally engaged.

PLO 7. Demonstrate competencies in teaching and learning in sociology to update knowledge and practice targeted to improve professional knowledge and practice.

- **Teaching Learning Process**

The programme allows to use varied pedagogical methods and techniques both within classroom and beyond.

- Lecture

- Tutorial
- Power point presentation
- Documentary film on related topic
- Project Work/Dissertation
- Group Discussion and debate
- Seminars/workshops/conferences
- Field visits and Report/Excursions
- Mentor/Mentee

Teaching Leaning Tools

- Projector
- Smart Television for Documentary related topic
- LCD Monitor
- WLAN
- White/Green/Black Board

Assessment

- Home assignment
- Project Report
- Class Presentation: Oral/Poster/Power point
- Group Discussions
- In semester examinations
- End Semester examinations

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FYUGP Structure as per UGC Credit Framework of December, 2022

Year	Semester	Course	Title of the Course	Total Credit
Year 01	1st Semester	C - 1	Introduction to Sociology I	4
		Minor 1	Sociological Perspectives	4
		GEC - 1	Introduction to Sociology	3
		AEC 1	Techniques of Social Research	4
		VAC 1	Understanding India	2
		VAC 2	Health and Wellness	2
		SEC 1	Personal Development & Soft Skills	3
				22
	2nd Semester	C - 2	Introduction to Sociology II	4
		Minor 2	Sociology of India	4
		GEC 2	Indian Society : Images and Realities	3
		AEC 2	Soft Skill and Personality Development	4
		VAC 3	Environmental Science	2
		VAC 4	Yoga Education	2
		SEC 2	ICT in Education	3
				22
The students on exit shall be awarded Undergraduate Certificate (in the Field of Study/Discipline) after securing the requisite 44 Credits in Semester 1 and 2 provided they secure 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill based courses earned during 1st and 2nd Semester			

Year 02	3rd Semester	C - 3	Sociology of India I	4
		C - 4	Sociological Thinkers I	4
		Minor 3	Methods of Sociological Enquiry	4
		GEC – 3	Marriage, Family and Kinship	3
		VAC 3	Digital and Technological Solutions / Digital Fluency	2
		AEC – 3	Human Behaviour At Work	2
		SEC – 3	Methods and Techniques of Teaching	3
				22
	4th Semester	C - 5	Sociology of India II	4
		C - 6	Sociological Thinkers II	4
		C - 7	Sociological Research Methods I	4
		C - 8	Sociological Research Methods II	4
		Minor 4	Gender and Violence	4
			Community Engagement (NCC /NSS /Adult Education /Student mentoring / NGO /Govt. Institutions, etc)	2
				22
Grand Total (Semester I, II, III and IV)				**88**
The students on exit shall be awarded Undergraduate Diploma (in the Field of Study/Discipline) after securing the requisite 88 Credits on completion of Semester IV provided they secure additional 4 credit in skill based vocational courses offered during First Year or Second Year summer term				
Year 03	5th Semester	C – 9	Social Stratification	4
		C – 10	Sociology of Kinship	4
		C – 11	Political Sociology	4
		C – 12	Economic Sociology	4

		Minor 5	Sociology of North East India	4
			Internship	2
				22
Year 03	6th Semester			
		C – 13	Environmental Sociology	4
		C – 14	Sociology of Religion	4
		C – 15	Urban Sociology	4
		C – 16	Rural Sociology	4
		Minor – 6	Sociology of Media Studies	4
			Project	2
			Total	**22**
Grand Total (Semester I, II, III and IV, V and VI)				**132**
The students on exit shall be awarded Bachelor of (in the Field of Study/Discipline) Honours (3 years) after securing the requisite 132 Credits on completion of Semester 6				
Year 04	7th Semester	C – 17	Indian Sociological Tradition	4
		C – 18	Sociology of Social Movement	4
		C – 19	Sociology of Gender	4
		Minor – 7	Research Ethics and Methodology in Sociology	4
			Population and Society	4
			Research Project – I (Development of Project / Research Proposal and Review of Related literature) / DSE Course in lieu of Research Project	2
				22
	8th Semester			
		C – 20	Sociology of Development	4
		C – 21	Sociology of Education	4

		C – 22	Sociology of Health and Medicine	4
		Minor – 8	Sociology of Work	4
			Dissertation (Collection of Data, Analysis and Preparation of Report) / 2 DSE Courses of 3 credits each in lieu of Dissertation	6
				22
Grand Total (Semester I, II, III and IV, V, VI, VII and VIII)				**176**
The students on exit shall be awarded Bachelor of (in the Field of Study/Discipline) (Honours with Research)(4 years) after securing the requisite 176 Credits on completion of Semester 8				

Abbreviations Used:

- **C = Major**
- **GEC = Generic Elective Course / Multi Disciplinary Course**
- **AEC = Ability Enhancement Course**
- **SEC = Skill Enhancement Course**
- **VAC = Value Added Course**

Title of the Course	:	**INTRODUCTION TO SOCIOLOGY - I**
Course Code	:	**SOCC1**
Nature of the Course	:	**MAJOR**
Total Credits	:	**04**
Distribution of Marks	:	**80 (End Sem) + 20 (In-Sem)**

Course Objectives: The objectives of this Course are to:

o The mandate of the course is to introduce the discipline to students from diverse training and capabilities.

o The course is intended to introduce the students a sociological way of thinking.

o It also provides a foundation for the students to peruse other more detailed and specialized courses in sociology.

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UNITS	CONTENTS	L	T	P	Total Hours
1 (20 Marks)	**Sociology: Discipline and Perspective** 1.1 Thinking Sociologically 1.2 Emergence of Sociology and Social Anthropology	12	03	0	15
2 (20 Marks)	**Sociology and Other Social Sciences** **2.1** Sociology and Social Anthropology **2.2** Sociology & History	17	02	0	19
3 (20 Marks)	**Basic Concepts** **3.1** Individual and Group: Primary, Secondary, In Group, Out Group, and Reference Group.	13	01	0	14
4 (20 marks)	**4.1** Associations and Institutions **4.2** Social Change: Meaning , Direction and Dimensions	11	01	0	12
	Total	53	07	0	60

Where,   L: Lectures   T: Tutorials   P: Practicals

MODES OF IN-SEMESTER ASSESSMENT: **(20 Marks)**
    One Internal Examination   -   **10 Marks**
    Others (Any one)   -   **10 Marks**
    Group Discussion
    Seminar presentation on any of the relevant topics
    Viva-Voce

LEARNING OUTCOMES:
After the completion of this course, the learner will be able to:
- Identify the sociological way of thinking
- Understanding how sociology is related to other dimensions of social sciences.
- Understand how social life is influenced by group membership.
- Understand the different dimensions and directions of social change and how it affects different institutions of society

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
Béteille, 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
Individual and Group
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

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*, McGraw 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	:	**INTRODUCTION TO SOCIOLOGY - II**		
Course Code	:	**SOCC2**		
Nature of the Course	:	**MAJOR**		
Total Credits	:	**04**		
Distribution of Marks	:	**80 (End Sem) + 20 (In-Sem)**		

Course Objective:
- The course aims to provide a general introduction to sociological thought.
- The focus is on giving the students a flavor of how over a period of time thinkers have conceptualized various aspects of society.
- This also provides a foundation for thinkers in the other papers.

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

Where,   L: Lectures   T: Tutorials   P: Practicals

MODES OF IN-SEMESTER ASSESSMENT: **(20 Marks)**
One Internal Examination   -   **10 Marks**
Others (Any one)   -   **10 Marks**
Group Discussion
Seminar presentation on any of the relevant topics
Viva-Voce

LEARNING OUTCOMES:
After the completion of this course, the learner will be able to:
- Identify different sociological perspectives.

- Understand different sociological theories to explain social structure, system and relationships.
- Understand how conflict is a theoretical perspective to explain society
- Understand the importance of social interaction in understanding human behaviour.
- Understand critical theories to explain human relationships in society and with different social institutions.

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, mile, 1984, The Division of Labour in Society, Basingstoke: Macmillan. Pp. 149-174
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. Structuralism (8-9 Weeks)
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 - I
Course Code   :   SOCC3
 Nature of the Course   :   MAJOR
 Total Credits   :   04
 Distribution of Marks   :   80 (End Sem) + 20 (In-Sem)

Course Objective:

● This paper introduces the processes and modes of construction of knowledge of India.

● It aims to draw attention to the key concepts and institutions which are useful for the

   understanding of Indian society

UNITS	CONTENTS	L	T	P	Total Hours
1 (20 Marks)	India: An Object of Knowledge The Colonial Discourse The Nationalist Discourse The Subaltern Critique	13	2	0	15
2 (18Marks)	Indian Society: Concepts and Institutions Caste: Concept and Critique Tribe: Profile and Location	10	2	0	12
3 (12Marks)	Industry and Labour	08	1	0	09
4 (15 Marks)	Village: Structure and Change Agrarian Classes	11	1	0	12
5 (15 Marks)	Kinship: Principle and Pattern Religion and Society	11	1	0	12
	Total	53	07	0	60

Where,   L: Lectures   T: Tutorials   P: Practicals

MODES OF IN-SEMESTER ASSESSMENT: **(20 Marks)**
        One Internal Examination   -   **10 Marks**

Others (Any one)   -   **10 Marks**
Group Discussion
Seminar presentation on any of the relevant topics
Viva-Voce

LEARNING OUTCOMES:
After the completion of this course, the learner will be able to:
- Identify how sociological knowledge is constructive in Indian Social Context.
- How sociological imagination is related to different institutions of Indian society
- Understand the relationship between castes, tribes and village studies with major social institutions of Indian society.
- How Indian social institutions are the backbone of Indian social life and how it is related to sociological understanding.

SUGGESTED READINGS:
The Colonial Discourse
Cohn, B.S., 1990, *An Anthropologist among the Historians and Other Essay*s, 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
Srinvas, M. N., 1987, *The Dominant Caste and Other Essays*, Delhi: Oxford University Press, Pp.20-59
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

 Note:
The students are required to explore the contemporary sources on social institutions. With the aid of visual, oral and other kinds of narratives/representations students, advised and guided by teachers, are expected to arrange discussion sessions, work on assignments, undertake projects and fieldwork, and make presentations week- wise from the onset to the end of the semester.

Title of the Course : **SOCIOLOGICAL THINKERS - I**
Course Code : **SOCC4**
Nature of the Course : **MAJOR**
Total Credits : **04**
Distribution of Marks : **80 (End Sem) + 20 (In-Sem)**

Objectives:
- The course introduces the students to the classics in the making of the discipline of sociology through selected texts by the major thinkers.

UNITS	CONTENTS	L	T	P	Total Hours
1 (20 Marks)	**August Comte** Law of Human Progress Hierarchy of Sciences	10	2	0	12
2 (20 Marks)	**Karl Marx** **2.1** Materialist Conception of History **2.2** Class and Class struggle	14	2	0	16
3 (20 Marks)	**Max Weber** **3.1** Social Action and Ideal Types **3.2** Religion and Economy	14	2	0	16
4 (20 Marks)	**Emile Durkheim** **4.1** Social Fact **4.2** Individual and Society	15	1	0	16
	Total	53	07	0	60

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

MODES OF IN-SEMESTER ASSESSMENT : **(20 Marks)**
One Internal Examination : **10 Marks**
Others (Any one) : **10 Marks**
Group Discussion
Seminar presentation on any of the relevant topics
Viva-Voce

LEARNING OUTCOMES:
After the completion of this course, the learner will be able to:
- Understand the classical theories of sociology.
- Understand the process of human evolution and how it is related to the evolution of positive philosophy.
- Understand conflict interpretation of society by Karl marx
- Understand the process of social evolution and how it is related to division of labour in society.

- Understand social action and how major social institutions like religion and economy are related to social change.

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

Max Weber
Poggi, Gianfranco. 2006. *Weber*. Cambridge, UK: Polity. Pages: 1-16 (16)
Weber, Max. 1947. *The Theory of Social and Economic Organization*. New York: The Free Press, pp. 87-123
Weber, Max. 2002. *The Protestant Ethic and the Spirit of Capitalism* (translated by Stephen Kalberg). London: Blackwell Publishers, pp. 3-54, 103-126, Chapters I, II, III, IV & V

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	:	SOCIOLOGICAL PERSPECTIVES	
Course Code	:	MINSOC1	
Nature of the Course	:	MINOR	
Total Credits	:	04	
Distribution of Marks	:	80 (End Sem) + 20 (In-Sem)	

Course Objective:
- The course aims to provide a general introduction to sociological thought.
- The focus is on studying from the original texts to give the students a flavor of how over a period of time thinkers have conceptualized various aspects of society.
- This paper also provides a foundation for thinkers in the other papers.

UNITS	CONTENTS	L	T	P	Total Hours
1 (20 Marks)	**Sociological Perspective** **1.1** Functionalism: Redcliff Brown, Durkheim	18	2	0	20
2 (20 Marks)	2.1 Interpretive Sociology Max Weber	09	1	0	10
3 (20 Marks)	3.1 Conflict Perspective Karl Marx, Ralf Dahrendorf	13	2	0	15
4 (20 Marks)	4.1 Interactionism Herbert Blumer, George Herbert Mead	13	2	0	15
	Total	53	07	0	60

Where,   L: Lectures   T: Tutorials   P: Practicals

MODES OF IN-SEMESTER ASSESSMENT   :   (20 Marks)
One Internal Examination   -   **10 Marks**
Others (Any one)   -   **10 Marks**
Group Discussion
Seminar presentation on any of the relevant topics
Viva-Voce

LEARNING OUTCOMES:
After the completion of this course, the learner will be able to:
- Understand different sociological perspectives

- Understand interpretive sociology of Max Weber to explain society
- Understand conflict perspectives to explain social change.
- Understand structuralism to explain social structure, social system and function .
- Understand the importance of interaction in explaining human behaviour.
- Understand critical theories to explain the underlying problems of society.

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, mile, 1984, The Division of Labour in Society, Basingstoke: Macmillan. Pp.
149-174

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.

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	:	MINSOC2
Nature of the Course	:	MINOR
Total Credits	:	04
Distribution of Marks	:	80 (End Sem) + 20 (In-Sem)

Course Objective

- This paper aims to provide an outline of the institutions and processes of Indian society.

- The central objective is to encourage students to view the Indian reality through a sociological lens.

UNITS	CONTENTS	L	T	P	Total Hours
1 (20 Marks)	India as a Plural Society- meaning of plural society, emerging trends of pluralism- political, economic and culture.	13	2	0	15
2 (20 Marks)	Social Institutions and Practices- meaning and definition Meaning, definition, characteristics and changing trends –Caste, Tribe, Class.	13	2	0	15
3 (20 Marks)	Identities and Change Ethnic Movement Dalits' Movement Women's Movement	13	2	0	15
4 (20 Marks)	Challenges to State and Society Communalism Secularism Regionalism	13	2	0	15
	Total	52	8	0	60

Where,   L: Lectures   T: Tutorials   P: Practicals

MODES OF IN-SEMESTER ASSESSMENT   :   (20 Marks)
        One Internal Examination   -   **10 Marks**
        Others (Any one)   -   **10 Marks**
        Group Discussion
        Seminar presentation on any of the relevant topics
        Viva-Voce

LEARNING OUTCOMES:
After the completion of this course, the learner will be able to:
- Understand Indian society as a plural society and the emergent trends of pluralism.

- Understand the different social institutions of India and its changing trends, nature and characteristics.
- Understand the process of social formation of identities and changes in Indian society.
- Understand the challenges and contradictions faced by Indian society in recent times.

SUGGESTED READINGS:

India as a Plural Society
Mason, Philip 1967. "Unity and Diversity : An Introductory Review" in
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. John Harriss, „The Formation of Indian society: Ideology and Power". pp. 126 – 133.
Class
Thorner, Daniel, 1992."Agrarian Structure" in Dipankar Gupta (ed.),
Family and Kinship
Karve, Iravati. 1994, „The Kinship map of India", in Patricia
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 University Press, pp.

342-369.

Kumar, Radha.1993 "The history of doing :An illustrated account of Movements for Women's

Right and Feminsm in India 1800-1900" 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.

Pakem B. 1990, "Nationality, Ethnicity and Cultural Identity"OMSONS Piblications, New

Delhi.

Title of the Cours : **METHODS OF SOCIOLOGICAL ENQUIRY**
Course Code : **MINSOC3**
Nature of the Course : **MINOR**
Total Credits : **04**
Distribution of Marks : **80 (End Sem) + 20 (In-Sem)**

Course Objective
● The course is a general introduction to the methodologies of sociological research methods.
● It will provide the student with some elementary knowledge of the complexities and philosophical underpinnings of research.

UNITS	CONTENTS	L	T	P	Total Hours
1 (20 Marks)	**The Logic of Social Research** Sociological Research. 　Science and Sociology 　Scientific Method: Positivist and Constructionist interpretation of Science 　Sociological Imagination 　C. W. Mills. Objectivity in the Social Sciences 　Objectivity as explained by Emile Durkheim 　Objectivity as explained Max Weber	16	2	0	18
2 (20 Marks)	**Methodological Perspectives** Comparative Method 　(a) Comparative method in the works of Emile Durkheim , Max Weber and Radcliffe Brown. The Ethnographic Method	16	2	0	18
3 (20 Marks)	**Modes of Enquiry** Theory and Research Inductive and Deductive Logic	10	2	0	12
4 (20 Marks)	**Quantitative and Qualitative Research :** Characteristics , Purposes and types.	10	2	0	12
	Total	52	8	0	60

Where,　　L: Lectures　　T: Tutorials　　P: Practicals
MODES OF IN-SEMESTER ASSESSMENT:　　　　　**(20 Marks)**
　　One Internal Examination 　- 　　　　**10 Marks**
　　Others (Any one) 　　- 　　**10 Marks**
　　Group Discussion
　　Seminar presentation on any of the relevant topics
　　Viva-Voce

LEARNING OUTCOMES:

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

- Identify the complexity and philosophical underpinnings of research.

- Understand the methodologies of sociological research methods.

- Understand different methodological perspectives to do sociological research

- Understand dynamics of quantitative and qualitative research methods .

SUGGESTED READINGS:
The Logic of Social Research
What is Sociological Research?
Mills, C. W. 1959, *The Sociological Imagination,* London: Oxford University 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: The FreePress, 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: AsiaPublishing Corporation, Chapter 5, pp. 91-108.
Béteille, A. 2002, *Sociology: Essays on Approach and Method,* New Delhi:Oxford University Press, Chapter 4, pp. 72-94.
The Ethnographic Method
Geertz, Clifford. 1973. *Interpretation of Cultures,* New York: Basic Books.Chapter 1, pp. 3-30.
Modes of Enquiry
Theory and Research
Merton, R. K. 1972, *Social Theory and Social Structure,* Delhi: Arvind Publishing House, Chapters 4 & 5, pp. 139-171.
Bryman, Alan. 2004, *Quantity and Quality in Social Research,* New York: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 : **INTRODUCTION TO SOCIOLOGY**
Course Code : **GECSOC1**
Nature of the Course : **GENERIC ELECTIVE COURSE (GEC)**
Total Credits : **03**
Distribution of Marks : **80 (End Sem) + 20 (In-Sem)**

Course Objective:
- The mandate of the course is to introduce the discipline to students from diverse training and capabilities.
- The course is intended to introduce the students to a sociological way of thinking.
- It also provides a foundation for the other more detailed and specialized courses in sociology.

UNITS	CONTENTS	L	T	P	Total Hours
1 (25 Marks)	Nature and Scope of Sociology History of Sociology Relationship of Sociology with other social sciences Anthropology History	13	2	0	15
2 (15 Marks)	Sociological Concepts -I Status and Role Groups Culture Structure and function	8	2	0	10
3 (15 Marks)	Sociological Concepts -II Socialization Social control and Change	8	2	0	10
4 (25 Marks)	Social Stratification and Mobility Meaning, Forms- Caste, Class and Gender	8	2	0	10
	Total	37	8	0	45

Where, L: Lectures T: Tutorials P: Practicals
MODES OF IN-SEMESTER ASSESSMENT : **(20 Marks)**
    One Internal Examination - **10 Marks**
    Others (Any one) - **10 Marks**
    Group Discussion
    Seminar presentation on any of the relevant topics
    Viva-Voce

LEARNING OUTCOMES:
After the completion of this course, the learner will be able to:
- Understand the process behind the development of sociology in west.

- Understand the nature and scope of sociology.
- Understand different sociological concepts to define social life.
- Understand the importance of social stratification and social mobility to explain social behaviour and human relation in society.

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: Mc Graw Hill, Chapter 9, pp. 250-179.
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: Mc Graw Hill, Chapter10, pp. 280-309.
Culture
Bierstedt, R., 1974, The Social Order, New York: Mc Graw Hill, Chapter 5 & 6, pp. 125-187.
Socialization
Horton, P.B. and C.L.Hunt, 1985, Sociology, New York: Mc Graw Hill, Chapter 4, pp 79-103.
Structure and Function
Radcliffe-Brown, A.R., 1976, Structure and Function in Primitive Society, London: Cohen and West, Chapter 9 & 10, pp. 178-204.
Social Control and Change
 Horton, P.B. and C.L.Hunt, 1985, Sociology, New York: Mc Graw Hill, Chapter 7 & 20, pp. 154-181, 509-540.
Social Stratification and Mobility
Gupta, Dipankar. 1991.*Social Stratification.* New Delhi. Oxford University Press.
Tumin, Melvin. 1984. *Social Stratification* the forms and function of inequality, prentice.

Title of the Course	:	INDIAN SOCIETY: IMAGES AND REALITIES
Course Code	:	GECSOC2
Nature of the Course	:	GENERIC ELECTIVE COURSE (GEC)
Total Credits	:	03
Distribution of Marks	:	80 (End Sem) + 20 (In-Sem)

Course Objective:
- This course seeks to provide an interdisciplinary introduction to Indian society.

UNITS	CONTENTS	L	T	P	Total Hours
1 (25 Marks)	Sociological understanding of Ideas of India: Civilization, Colony, Nation and Society	11	2	0	13
2 (20 Marks)	Institutions and Processes Village, Town Caste, Religion,	10	2	0	12
3 (15 Marks)	Family and Gender	7	1	0	8
4 (20 Marks)	Critical understanding of : Civilization, colony, Nation and society	10	2	0	12
	Total	38	7	0	45

Where,   L: Lectures   T: Tutorials   P: Practicals

MODES OF IN-SEMESTER ASSESSMENT   :   (20 Marks)
One Internal Examination   -   **10 Marks**
Others (Any one)   -   **10 Marks**
Group Discussion
Seminar presentation on any of the relevant topics
Viva-Voce

LEARNING OUTCOMES:
After the completion of this course, the learner will be able to:
- Understand the sociological explanation about Indian society and India as a nation and as a civilization.
- Understand the major social institution of Indian society and the processes of functioning of these institutions.
- Understand critically the concepts of civilization, colony and nation in Indian context.

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.

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

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	:	**MARRIAGE, FAMILY AND KINSHIP**		
Course Code	:	**GECSOC3**		
Nature of the Course	:	**GENERIC ELECTIVE COURSE (GEC)**		
Total Credits	:	**03**		
Distribution of Marks	:	**80 (End Sem) + 20 (In-Sem)**		

Course Objective:
● This course aims to highlight and critically examine contemporary concerns in the fields of marriage, family and kinship.

● It considers theoretical issues and ethnographies with particular emphasis on diversity of practices.

UNITS	CONTENTS	L	T	P	Total Hours
1 (20 Marks)	**Introduction: Kinship, Critique and the Reformulation** Biological and Social Kinship Cultural Kinship- residence, inheritance, social and cultural construction.	9	1	0	10
2 (20 Marks)	**Descent, Alliance** Descent, Filiation, Complementary Filiation Marriage, Alliance, bride-price and dowry, monogamy and polygamy.	9	1	0	10
3 (15 Marks)	**Family and Household** Nature and types of family, family and household, forces of change Reimagining Families- gay and lesbian perspective	9	1	0	10
4 (25 Marks)	**Contemporary Issues in Marriage, Family and Kinship** Choice and Regulation in Marriage- honour,shame and violence Power and Discrimination in the Family New Reproductive Technologies Marriage Migration – meaning, prospect and challenges	13	2	0	15
	Total	40	5	0	45

Where, L: Lectures T: Tutorials P: Practicals

MODES OF IN-SEMESTER ASSESSMENT : **(20 Marks)**
    One Internal Examination - : **10 Marks**
    Others (Any one) - : **10 Marks**

Group Discussion
Seminar presentation on any of the relevant topics
Viva-Voce

LEARNING OUTCOMES:
After the completion of this course, the learner will be able to:
● Understand critically the major concern and debates surrounding marriage family and kinship in India
● Understand the theoretical issues and major practices surrounding contemporary family marriage and kinship systems in India.

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.
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. te.al., 2008, 'Structural Contexts of Adverse Sex Ration' 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.

Marriage Migration

Charsley, K., 2005, 'Unhappy Husbands: Masculinity and Migration in Transnational Pakistani Marriages', Journal of the Royal Anthropological Institute, (N.S.)11,pp.85-105.

Title of the Course	:	**TECHNIQUES OF SOCIAL RESEARCH**
Course Code	:	**SEC109**
Nature of the Course	:	**SKILL ENHANCEMENT COURSE**
Total Credits	:	**03**
Distribution of Marks	:	**80 (End Sem) + 20 (In-Sem)**

COURSE OBJECTIVES:
● This course aims to enhance the skills of students to understand and use techniques employed by social scientists to investigate social phenomena.
● With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research.
● The focus is on understanding through suggested exercises.

UNITS	CONTENTS	L	T	P	Total Hours
1 (15 Marks)	**Research Design** Concepts, framing of research questions & Hypotheses ,Sampling Frameworks	10	2	0	12
2 (15 marks)	Quantitative & Qualitative: Surveys & Ethnographies	8	2	0	10
3 (25 Marks)	**Data Collection** Primary Sources Secondary Sources/ Techniques of data Collection	8	2	0	10
4 (25 Marks)	**Data Analysis** Content Analysis Statistical Analysis: frequency distribution, cross tabulation, measures of central tendency	11	2	0	13
	Total	37	8	0	45

Where, L: Lectures T: Tutorials P: Practicals
MODES OF IN-SEMESTER ASSESSMENT : **(20 Marks)**
  One Internal Examination - **10 Marks**
  Others (Any one) - **10 Marks**
  Group Discussion
  Seminar presentation on any of the relevant topics
  Viva-Voce

LEARNING OUTCOMES:
After the completion of this course, the learner will be able to:
● Understand the basic concepts and the techniques of sociological research with different methods of data collection.
● Understand the Framing of research design and how to do qualitative and quantitative research.
● Understand different methods of data analysis both in quantitative and qualitative research.

SUGGESTED READINGS:

The course will be based on exercises to be done in groups.

Research Design

Bryman, A. 2008, *Social Research Methods*, Oxford: Oxford
University Press, Chapter 2, 3, 4 & 5, pp. 29-136
Amir B. Marvasti, 2004, *Qualitative Research in Sociology*, London:
Sage, Chapter 2, 3, 4, 5, 6 & 7, pp. 14-144

Suggested Assignments:

- Design a survey on factors effecting marriage choices of young people.
- Visit a shopping mall and observe the interaction between employees and customers/visitors. Identify themes based on your observation and prepare a questionnaire based on this experience.
- Visit the college canteen/ administrative office/a bus stop/ area outside the metro station and observe all that happens for an hour or more and write a descriptive note on it. Discussions on these notes to follow.
- Visit a police station/ hospital/court and spend a few hours observing the scene. Write a short essay on issues of access to the field, rapport building and your role as an ethnographer.

Data Collection

Lofland J. and Lofland L. 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 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.
- Look at NSS/NFHS/Census Data and write notes on the themes of how you can interpret the data.
- Look at a set of published letters of Gandhi, Nehru, C.F. Andrews, Tagore etc. and identify key social issues that are discussed in the contents of the letters.
- Collect 3 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)

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 data sets to run them in a software program.

Framing a Research Question

Title of the Course : **SOFT SKILL AND PERSONALITY DEVELOPMENT**
Course Code : **SEC209**
 Nature of the Course : **SKILL ENHANCEMENT COURSE**
Total Credits : **03**
Distribution of Marks : **80 (End Sem) + 20 (In-Sem)**

Course Objectives:
- This course aims to help the students in personality development.
- It consists of both practical and theoretical part of soft skill training which is an essential part of effective communication.
- The course has activity based learning such as how to face interview, public speaking, group discussion etc.
- It will focus on both verbal and non verbal communication and also provide classes on positive thinking and problem solving.

UNITS	CONTENTS	L	T	P	Total Hours
1 (15 Marks)	**Soft skill and personality development** Soft skill and its classification Self in social interaction, Emotional Intelligence and Critical thinking	10	2	0	12
2 (15 Marks)	Interpersonal skills, Interview skill ,Public speaking skill, Presentation skill	9	1	0	10
3 (25 Marks)	**Social Psychology of stress, health and coping** Social stress, coping and adaptation- Conceptualizing stress as stimulus, response and transactional process	9	1	0	10
4 (25 Marks)	**Understanding Stress & Health** 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

MODES OF IN-SEMESTER ASSESSMENT: **(20 Marks)**
    One Internal Examination - **10 Marks**
    Others (Any one) - **10 Marks**
    Group Discussion
    Seminar presentation on any of the relevant topics
    Viva-Voce

LEARNING OUTCOMES:
After the completion of this course, the learner will be able to:
- Understand   the importance of soft skill training in personality development and effective communication.

- Understand the basic rules to face interviews and the rules of public speaking and debate.
- Understand the causes and consequences of stress and coping strategies of stress.
- Understand the basic challenges and issues related to health and mental well-being.

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: HarperCollins 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 Copin,g: 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/

Title of the Course	:	HUMAN BEHAVIOUR AT WORK
Course Code	:	SEC309
Nature of the Course	:	SKILL ENHANCEMENT COURSE
Total Credits	:	03
Distribution of Marks	:	80 (End Sem) + 20 (In-Sem)

Objective of the Course:
- The overarching objective of the course is to enable students to understand the essential aspects of organizational behaviour, organizational change and development and to prepare today's and tomorrow's students for their understanding of the ways in which the study of human behaviour at work has shaped organizations of societies.

UNITS	CONTENTS	L	T	P	Total Hours
1 (15 Marks)	**Introduction to Organizational Behaviour (OB):** Definition, Key Elements of OB, Nature and Scope, Significance of OB, Contributing Disciplines	9	1	0	10
2 (15 Marks)	Evolution of OB Goals of OB, Models of OB Challenges and Opportunities for OB.	9	1	0	10
2 (25 Marks)	**Organizational Change and Development** Forces for Change, Managing Planned Change, Resistance to Change, Overcoming Resistance to Change, Approaches to Managing Organizational Change.	10	2	0	12
3 (25 Marks)	**Approaches to understand the model of Organizational Change and development** 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

MODES OF IN-SEMESTER ASSESSMENT: **(20 Marks)**
One Internal Examination   -   **10 Marks**
Others (Any one)   -   **10 Marks**
Group Discussion
Seminar presentation on any of the relevant topics
Viva-Voce

LEARNING OUTCOMES:
After the completion of this course, the learner will be able to:
- Understand the basic principle of organizational behaviour and how it is related to society.
- Understand the contemporary trends and changes found in organization and how it is influencing human behaviour
- Understand different approaches and models of studying organizational behaviour and the contemporary challenges faced by it

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 Managevial Effectiveness, S. Chand and company Limited, New Delhi, 1989.

Case-2 GE's work-out, Socurce: 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

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