

School of Humanities & Social Sciences
B.A. (H) Sociology

Program Code: SLC0104
Batch: 2019-22

1.1 Vision, Mission and Core Values of the University

Vision of the University

To serve the society by being a global University of higher learning in pursuit of academic excellence, innovation and nurturing entrepreneurship.

Mission of the University

- 1. Transformative educational experience**
- 2. Enrichment by educational initiatives that encourage global outlook**
- 3. Develop research, support disruptive innovations and accelerate entrepreneurship**
- 4. Seeking beyond boundaries**

Core Values

- Integrity**
- Leadership**
- Diversity**
- Community**

1.2 Vision and Mission of the School of Humanities and Social Sciences

Vision of the School

To become one of the leading schools of humanities and social sciences by setting global standards of excellence in ingenious curriculum, teaching-learning methods, professional development, and cross-cultural understanding

Mission of the School

- M1. To promote learning and employability skills among students.**
- M2. To promote study of humankind and its manifestation.**
- M3. To help students succeed in their academic and professional lives.**
- M4. To encourage research and promote knowledge creation.**

Core Values

- Integrity**
- Leadership**
- Diversity**
- Community**

1.3.1 Programme Educational Objectives (PEO)

PEO1: To understand concepts and principles of different disciplines of humanities, social sciences and languages and their inter-relation.

PEO2: To demonstrate a detailed understanding of the selected core discipline of study.

PEO3: To apply an independent approach to address various issues related to the core area of specialization by using appropriate theories and methodologies.

PEO4: To work as independent critically discerning and creative participant in the workplace, community and personal life.

1.3.2 Mapping PEOs with Mission Statements

PEO Statements	School	School	School	School
	Mission 1	Mission 2	Mission 3	Mission 4
PEO1:	3	2	2	-
PEO2:	-	-	3	-
PEO3:	3	1	2	3
PEO4:	2	-	3	1

1.3.3 Program Outcomes of the BA (Hons.) Sociology

PO1: Content Knowledge: Understand the key concepts, constructs and statistical techniques of core sociological concepts.

PO2: Understanding of Theory: Identify theories and concepts from classical and contemporary sociological theories.

PO3: Communication Skills: Demonstrate the ability to communicate sociological knowledge to others.

PO4: Research skills: Develop an ability to use social scientific research methods to address sociological questions.

PO5: Analytical Skills: Possess analytical skills in areas such as policy analysis, administration/management, communication, quantitative analysis and problem-solving.

PO6: Values in Sociology: Apply a sociological perspective to analyze how social structure manifests itself in their own lives in order to actively participate in civic life.

Program Specific Outcomes of the BA (Hons.) Sociology

PSO1: To engage students in the study of social life, social issues and changes in the society.

PSO2: To build capacity among students to investigate and understand social behaviour of people within groups, organizations and societies; ranging from family to global, criminal groups to religious organizations, inter-cultural to intra-cultural groups, gender groups to racial groups, etc.

PSO3: To enable students in the application of theory, research and knowledge to social problems.

PSO4: To prepare students for careers in policy and political analysis, evaluation of social programs, businesses or public administration, health profession, criminal reforms, social services, etc.

1.3.4 Mapping of Program Outcome Vs Program Educational Objectives

	PEO1	PEO2	PEO3	PEO4
PO1	3	2	-	-
PO2	3	2	-	-
PO3	-	3	-	1
PO4	-	-	3	2
PO5	-	-	1	2
PO6	-	-	3	3
PSO1	3	2	-	2
PSO2	3	2	1	2
PSO3	-	2	3	3
PSO4	-	-	-	3

1.3.5 Program Outcome Vs Courses Mapping Table:

Program Outcome Courses	Course Name	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO 1	PSO 2	PSO 3	PSO 4
Sem-1											
BSO 101	Introduction to Sociology	1	1	2	3	2	3	1	1	2	3
BIS 101	Individual & Society- I	1	2	2	2	3	3	1	2	2	3
BSO 102	Concepts and Debates in Political Theory	3	-	2	3	-	1	1	-	2	1
FEN 101	Functional English-I	1	2	1	3	1	2	1	2	3	1
	To be chosen by students	1	2	2	2	2	3	1	3	-	-
Sem-2											
BIS 102	Individual & Society- II	1	2	1	1	3	2	1	2	3	2
BPS 101	General Psychology- I	3	3	3	2	3	2	3	3	3	3
BHI 101	History of India from ancient times to 750 CE	1	2	2	2	2	2	3	3	2	1
FEN 102	Functional English-II	1	2	3	2	1	2	2	2	3	
EVS 106	Environmental Science	1	2	3	2	1	2	3	2	3	1
	To be chosen by students	1	2	3	1	2	3	1	2	3	1
Sem-3											

BSO 201	Sociology of Everyday Life	2	1	2	2	2	1	2	2	3	3
BSO 203	Social Institutions- I	2	1	3	1	2	2	1	3	2	3
BSO 202	Classical Sociological Theory- I	2	1	2	3	3	2	2	3	2	1
CAP 201	Computer Application	1	1	2	3	2	3	1	1	1	2
HMM 111	Values and Ethics	1	1	2	3	2	3	1	1	1	2

Sem-4											
Cours401.1	Genealogies of the Social	1	2	3	2	1	1	3	2	2	3
Cours401.2	Social Institutions- II	1	2	1	1	2	3	2	3	1	3
Cours401.3	Classical Sociological Theory- II	2	1	3	3	2	2	1	2	3	2
Cours401.4	Urban Social System	1	3	2	2	1	2	3	3	2	1
Cours401.5	Social Change and Development	1	2	1	2	3	3	2	2	3	2
Sem-5											
Cours501.1	Research Methods and Techniques- I	1	2	3	2	1	1	3	2	2	3
Cours501.2	Gender & Society	2	3	3	1	2	1	1	2	3	2
Cours501.3	Sociology of Media	1	3	2	2	3	1	2	2	1	3
Cours501.4	Rural Sociology	1	2	2	3	2	3	2	1	1	2
Cours501.5	Economy and Society	2	2	1	3	3	2	3	1	2	2
Sem-6											
Cours601.1	Sociological Thought in India	1	1	2	3	2	2	3	1	2	3

Cours601.2	Research Methods and Techniques- II	2	2	3	1	1	2	3	3	2	2
Cours601.3	Anthropolog y of Media	1	2	2	2	3	2	1	3	1	3
Cours601.4	Environment and Society	2	2	1	3	2	1	3	1	2	2

Program Structure Template
School of Humanities and Social Sciences
BA(H) Sociology
Batch:
SEMESTER: I

S. No.	Paper ID	Subject Code	Subjects	Teaching Load			Credits	Core/ Elective Pre-Requisite/ Co Requisite	Type of Course:
				L	T	P			
THEORY SUBJECTS									
1	10075	BIS 101	Individual and Society- I	5	1	0	6	Core	CC
2	10076	BPO 101	Concepts and Debates in Political Theory	5	1	0	6	Core	CC
3	10077	BSO 101	Introduction to Sociology	5	1	0	6	Core	CC
4	15987	FEN 101	Functional English- I	0	0	4	2	AECC	AECC
4	--	OPE	Open Elective (To be opted by students)	2	0	0	2	GE	OPE
Practical/Viva-Voce/Jury									
TOTAL CREDITS							22		

Program Structure Template
School of Humanities and Social Sciences
BA(H) Sociology
Batch:
SEMESTER: II

S. No.	Paper ID	Subject Code	Subjects	Teaching Load			Credits	Core/ Elective Pre-Requisite/ Co Requisite	Type of Course:
				L	T	P			
THEORY SUBJECTS									
1	10083	BIS 102	Individual and Society- I	5	1	0	6	Core	CC
2	10084	BPS 101	General Psychology- I	5	1	0	6	Core	CC
3	10085	BHI 101	History of India from Ancient Times to 750 CE	5	1	0	6	Core	CC
4		FEN102	Functional English- II	0	0	4	2		AECC
5		EVS 106	Environmental science	3	0	0	3		AECC
6		OPE	Open Elective (To be opted by students)	2	0	0	2	Elective	OPE
Practical/Viva-Voce/Jury									
TOTAL CREDITS							25		

Program Structure Template
School of Humanities and Social Sciences
BA(H) Sociology
Batch:
SEMESTER: III

S. No.	Paper ID	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/Co Requisite	Type of Course:
				L	T	P			
THEORY SUBJECTS									
1	10129	BSO 201	Sociology of Everyday Life	5	1	0	6	Core	CC
2	10131	BSO 203	Social Institutions-I	5	1	0	6	Core	CC
3	10130	BSO 202	Classical Sociological Theory- I	5	1	0	6	Core	CC
4	10125	CAP 201	Computer Applications	1	0	2	2	SEC	SEC
5	15801	HMM 111	Value and Ethics	2	0	0	2	AECC	AECC
Practical/Viva-Voce/Jury									
TOTAL CREDITS							22		

Program Structure Template
School of Humanities and Social Sciences
BA(H) Sociology
Batch:
SEMESTER: IV

S. No.	Paper ID	Subject Code	Subjects	Teaching Load			Credits	Core/ Elective Pre-Requisite/ Co Requisite	Type of Course:
				L	T	P			
THEORY SUBJECTS									
1			Genealogies of the Social	5	1	0	6	Core	CC
2			Social Institutions- II	5	1	0	6	Core	CC
3			Classical Sociological Theory- II	5	1	0	6	Core	CC
4			Urban Social System (optional)	5	1	0	6	Elective	DSE
5			Social Change and Development (optional)	5	1	0	6	Elective	DSE
Practical/Viva-Voce/Jury									
TOTAL CREDITS							24		

Program Structure Template
School of Humanities and Social Sciences
BA(H) Sociology
Batch:
SEMESTER: V

S. No.	Paper ID	Subject Code	Subjects	Teaching Load			Credits	Core/ Elective Pre-Requisite/ Co Requisite	Type of Course:
				L	T	P			
THEORY SUBJECTS									
1			Research Methods and Techniques- I	5	1	0	6	Core	CC
2			Gender & Society (optional)	5	1	0	6	Elective	DSE
3			Sociology of Media (optional)	5	1	0	6	Elective	DSE
4			Rural Sociology (optional)	5	1	0	6	Elective	DSE
5			Economy and Society (optional)	5	1	0	6	Elective	DSE
6			Professional Skill Enhancement- I	1	0	2	2		SEC
7			Community Connect				2		AECC
Practical/Viva-Voce/Jury									
TOTAL CREDITS							22		

Program Structure Template
School of Humanities and Social Sciences
BA(H) Sociology
Batch:
SEMESTER: VI

S. No.	Paper ID	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/Co Requisite	Type of Course:
				L	T	P			
THEORY SUBJECTS									
1			Sociological Thought in India	5	1	0	6	Core	CC
2			Research Methods and Techniques- II	5	1	0	6	Core	CC
3			Anthropology of India (optional)	5	1	0	6	Elective	DSE
5			Environment and Society (optional)	5	1	0	6	Elective	DSE
6			Capstone Project				6		DSE
7			Academic Writing	1	0	2	2		SEC
Practical/Viva-Voce/Jury									
TOTAL CREDITS							26		

C. Course Templates

B.A. (HONS.) SOCIOLOGY (SEMESTER- I)

School: School of Humanities & Social Sciences		Batch :
Program: BA(Program)/ BA(H) Political Science, Sociology, Psychology, History		Current Academic Year:
Branch:		Semester: I
1	Course Code	BIS 101
2	Course Title	Individual and Society – I
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Core
5	Course Objective	<ol style="list-style-type: none"> 1. To understand the concept of individual and society and their relationship. 2. To apply the knowledge of the concepts to decipher the complexity of human expressions and life through raising questions of class, caste, gender, race and war. 3. To locate the literary works in the larger social contexts. 4. To use the texts as a mode of instruction and not merely delight. 5. To allow them scope for further research in the domain.

6	Course Outcomes	<p>CO1: The student will be able to identify various sociological concepts</p> <p>CO2: The student will be able to explain various methods useful for studying society through literature.</p> <p>CO3: The student will be able to illustrate how and why a social phenomena is produced.</p> <p>CO4: The student will be able to analyse various contemporary events in light of the course outline.</p>	
7	Course Description	<p>This paper has been designed to make the students aware of the concept of Individual and Society and the relationship between the two based on the issues of class, caste, gender, violence and race. This will enable students to use literature as a medium to highlight and address various issues plaguing the society. It would also encourage a comparative study of social discourses to enable them to arrive at practical solutions to everyday issues of discrimination and deprivation.</p>	
8	Outline syllabus	CO Mapping	
	Unit 1	Introduction	
	A	Introduction to the concept of Individual	CO1, CO2
	B	Introduction to the concept of Society	CO1, CO2
	C	Relationship between Individual and Society	CO1, CO2
	Unit 2	Caste/Class	
	A	Introduction to the concept of Caste and Class Difference between Caste and Class	CO1, CO2
	B	‘Deliverance’ by Premchand (Fiction)	CO1, CO2
	C	‘Caste Laws’ by Jyotirao Phule (essay)	CO1, CO2
	Unit 3	Caste/Class	
	A	‘Joothan’ by Valmiki (narrative essay)	CO2, CO3
	B	‘Kallu’ by Ismat Chughtai (Fiction)	CO2, CO3
	C	‘Bosom Friend’ by Hira Bansode (Poem)	CO2, CO3

Unit 4	Gender: Introduction to the concept of Gender in context of the society			
A	‘The Exercise Book’ by Rabindranath Tagore (Fiction)			CO2, CO3
B	‘Girl’ by Jamaica Kincaid (prose monologue)			CO2, CO3
C	‘Yellow Fish’ by Ambai (Short Story)			CO2, CO3
Unit 5	Race- Meaning and Significance in context of the society			
A	‘Black Out’ by Roger Mais (Fiction)			CO1, CO2, CO3
B	‘Jump’ by Nadine Gordimer (Fiction)			CO1, CO2, CO3
C	‘Telephone Conversation’ by Wole Soyinka (Poem) ‘Still I Rise’ by Maya Angelou (Poem) ‘Harlem’ by Langston Hughes (Poem)			CO1, CO2, CO3, CO4
Mode of examination	Theory			
Weightage Distribution	CA	MTE	ETE	
	30%	20%	50%	
Text book/s*	1. Individual and Society: An Anthology			
Other References				

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4
CO1	3	3	2	1	3	2	1	2	2	2
CO2	2	1	3	1	2	2	2	1	3	1
CO3	1	2	2	2	1	3	1	1	2	1
CO4	1	3	1	2	2	2	1	2	3	2

School: School of Humanities & Social Sciences		Batch :
Program: BA(Program)/ BA(H) Political Science, Sociology, Psychology, History		Current Academic Year:
Branch:		Semester: I
1	Course Code	BSO101
2	Course Title	Introduction to Sociology
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Core
5	Course Objective	<ol style="list-style-type: none"> 1. To introduce the discipline to students from diverse trainings and capabilities. 2. To introduce the students to a sociological way of thinking. 3. To provide a foundation for the other more detailed and specialised courses in sociology
6	Course Outcomes	CO1: The student will be able to identify sociological concepts CO2: The student will be able to associate with sociological ways of thinking CO3: The student will be able to apply sociological theories. CO4: The student will be able to analyse the the significance of studying social groups, social institutions, social change and social action.
7	Course Description	Introduction to Sociology aims to introduce students to the scientific study of society. As such, it closely examines human interactions and cultural phenomena and the effects of these on groups and individuals.

8	Outline syllabus	CO Mapping
	Unit 1	Sociology as a discipline
	A	History of Sociology: The two revolutions and the Enlightenment Era.
	B	Thinking Sociologically
	C	Emergence of Sociology and Social Anthropology
	Unit 2	Theoretical orientations
	A	Structural Functionalist perspective
	B	Conflict perspective
	C	Micro perspective
	Unit 3	Concepts
	A	Socialization
	B	Structure and Function
	C	Social Control and Change
	Unit 4	Concepts
	A	Individual and Group
	B	Associations and Institutions
	C	Culture and Society
	Unit 5	Relationship between Sociology and Other Social Sciences
	A	Sociology and Social Anthropology

B	Sociology and History			CO2, CO3, CO4
C	Sociology and Psychology			CO2, CO3, CO4
Mode of examination	Theory			
Weightage Distribution	CA	MTE	ETE	
	30%	20%	50%	
Text book/s*	<ol style="list-style-type: none"> 1) Mills, C.W. (1959). <i>The Sociological Imagination</i>. OUP 2) Berger, Peter. (1963). <i>Invitation to Sociology: A Humanistic Perspective</i>. Anchor. 3) Bauman, Zygmunt. (1990). <i>Thinking Sociologically</i>. 4) Haralamboss, M. And Holborn. (2008). (7th ed.). <i>Sociology Perspectives & Themes</i>. Collins Education. 5) Nisbet, R.A. (1966). <i>The Sociological Tradition</i>. Routledge. 			
Other References	As provided by the course instructor			

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4
CO1	1	1	2	2	1	2	2	1	1	1
CO2	2	1	2	2	2	1	1	2	2	2
CO3	2	2	3	2	3	2	2	2	1	1
CO4	1	1	2	2	1	2	1	2	2	2

ANNEXURE: 5.1
B.A (HONS) POLITICAL SCIENCE

CONCEPTS AND DEBATES IN POLITICAL THEORY

School: School of Humanities and Social Sciences		
Program: B.A Humanities		Current Academic Year:
Branch:		Semester: I
1	Course Code	
2	Course Title	Concepts and Debates in Political Theory
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Core
5	Course Objective	<ol style="list-style-type: none"> 1. This course aims to introduce certain key aspects of conceptual analysis in political theory. 2. This course aims to imbibe the skills required to engage in debates surrounding the application of the concepts. 3. This course aims to blending the conceptual approach to political theory with both elements of the history of ideas and the application of ideas to political issues. 4. This course aims to develop the capacity to think critically in an analytically rigorous way.

6	Course Outcomes	<p>CO1: The student will be able to define political theory and concepts.</p> <p>CO2: The student will be able to understand, interpret and explain the relevance of political theory, its basic normative concepts.</p> <p>CO3: The student will be able to apply the knowledge of each concept to a political argument.</p> <p>CO4: The course will help the students to reflectively analyse and appraise social practices through the relevant conceptual tool kit.</p> <p>CO5: The student will be able to criticize and evaluate the ongoing political and social practices based on a sound knowledge of the set texts.</p>
7	Course Description	This is an introductory paper trying to expose students to some basic ideas and concepts in Political Science. Effort has been made to orient students to the methodological and ideological traditions in political science.
8	Outline syllabus	CO Mapping
	Unit 1	Introduction to Political theory
	A	What is Political Theory?
	B	Relevance of Political Theory
	C	Traditions of Political Theory- Liberal, Marxist, Conservative
	Unit 2	Concepts in Political Theory: Liberty
	A	Liberty: Meaning, Evolution, J. S. Mill on Liberty
	B	Negative and Positive Liberty. Idea and Practice of Democracy
	C	Debate: On what grounds is censorship justified and what are its limits?
	Unit 3	Concepts in Political Theory: Equality
	A	Equality: Meaning, Evolution
	B	Why equalize and Equality of what?
	C	Debate: Does protective discrimination violate principles of fairness?
	Unit 4	Concepts in Political Theory: Rights

A	Rights: Meaning, Evolution			CO1, CO2, CO3, CO4
B	Theories of rights, Human rights			CO1, CO2, CO3, CO4
C	Debate: Human Rights and Cultural Relativism			CO1, CO2, CO3, CO4
Unit 5	Concepts in Political Theory: Justice			
A	Justice: Distributive and Procedural Justice / Rawl's theory of justice.			CO1, CO2, CO3, CO4, CO5
B	Justice and capabilities			CO1, CO2, CO3, CO4, CO5
C	Debate: National Vs Global Justice			CO1, CO2, CO3, CO4, CO5
Mode of examination	Theory			
Weightage Distribution	CA	MTE	ETE	
	30%	20%	50%	
Text book/s*	<ol style="list-style-type: none"> 1. Bhargava, R. and Acharya, A. (2008) 'Political Theory: An Introduction'. New Delhi: Pearson Longman. 2. O.P.Gauba (2009), 'An Introduction to Political Theory', MacMillan Publishers, New Delhi. 			
Other References	Relevant materials will be provided by the subject teacher.			

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
CO1	3	-	-	-	-	-	-	2	1	-	1
CO2	3	-	-	-	-	1	-	2	-	-	1
CO3	-	-	3	3	-	2	-	-	-	-	1
CO4	-	-	3	2	-	1	2	1	1	3	1
CO5	-	-	1	3	-	2	2	1	1	1	1

	School:	School of Humanities and Social Sciences	
	Program:	BA(Program)/ BA(H) Political Science, Sociology, Psychology, History	
1	Course number	FEN 101	
2	Course Title	Functional English-Beginners 1	
3	Credits	1	
4	Contact Hours (L-T-P)	0-0-2	
5	Course Objective	<p>To equip students to minimize the linguistic barriers emerging in a different environment.</p> <p>Help students to understand different accents and standardise their existing English</p> <p>Guide the students to hone the basic communication skills, listening, speaking and reading.</p>	
6	Course Outcomes	<p>Students would be able to:</p> <ol style="list-style-type: none"> 1. Listen and interpret main ideas to differentiate between opinions and facts. 2. Develop over all comprehension ability 3. Learn to use correct sentence structure and punctuation 4. Learn the correct use of new words 5. Reading paragraphs fluently with a recognition of parts of speech. 6. Recognise stress patterns in pronunciation of the English sentences 7. To be able to speak confidently in the English language 8. Cultivate and develop reading habits 	
7	Outline syllabus: Functional English-I		
7.01	FEN101.A	Unit A	Sentence Structure
7.02	FEN101.A1	Unit A Topic 1	Activities based on Subject Verb Agreement
7.03	FEN101.A2	Unit A Topic 2	Activities based on parts of speech

7.04	FEN101.A3	Unit A Topic 3	Writing well-formed sentences
7.05	FEN101.B	Unit B	Vocabulary Building and Punctuation
7.06	FEN101.B1	Unit B Topic 1	Homonyms/ homophones
7.07	FEN101.B2	Unit B Topic 2	Synonyms/Antonyms
7.08	FEN101.B3	Unit B Topic 3	Punctuation
7.09	FEN101.C	Unit C	Reading Comprehension
7.10	FEN101.C1	Unit C Topic 1	Scanning based passages
7.11	FEN101.C2	Unit C Topic 2	Skimming based passages
7.12	FEN101.C3	Unit C Topic 3	Comprehension and Vocabulary based exercises
7.13	FEN101.D	Unit D	Speaking Skill
7.14	FEN101.D1	Unit D Topic 1	Team Presentation
7.15	FEN101.D2	Unit D Topic 2	Extempore
7.16	FEN101.D3	Unit D Topic 3	Roleplay of different situations
7.17	FEN101.E	Unit E	Reading texts
7.18	FEN101.E1	Unit E Topic 1	The Thief by Ruskin Bond (short story)
7.19	FEN101.E2	Unit E Topic 2	The Hack Driver By Sinclair Lewis (short story)
7.20	FEN101.E3	Unit E Topic 3	Texts based discussions
8	Course Evaluation		
8.1	Course work:30%		

8.2	Attendance	None	
8.3	Homework	10 assignments, no weight	
8.4	Quizzes	7 best quizzes (based on assignments); 20 marks	
8.5	Lab		
8.6	Presentations	None	
8.7	Any other	None	
8.9	MTE	One,20%	
8.10	End-term Examination: One,50%		
9	References		
	Text book	Workbook for Beginners	
	Other references	<ul style="list-style-type: none"> Blum, M. Rosen. <i>How to Build Better Vocabulary</i>. London: Bloomsbury Publication 	
		<ul style="list-style-type: none"> Comfort, Jeremy(et.al). <i>Speaking Effectively</i>. Cambridge University Press 	

Mapping of Outcomes vs. Topics

FILENAME: Functional English-I

Outcome no. →	1	2	3	4	5	6	7	8
Syllabus topic↓								
FEN101.A		X	X					
FEN101.A1		X	X					
FEN101.A2		X	X					
FEN101.A3		X	X					

FEN101.B				X				
FEN101.B1				X				
FEN101.B2				X				
FEN101.B3								
FEN101.C	X	X						
FEN101.C1	X	X			X			X
FEN101.C2	X	X			X			X
FEN101.C3	X	X		X			X	
FEN101.D	X	X				X	X	
FEN101.D1	X	X			X	X	X	X
FEN101.D2	X	X		X		X	X	
FEN101.D3	X	X		X		X	X	
FEN101.E					X			X
FEN101.E1					X			X
FEN101.E2					X			X
FEN101.E3					X			X

B.A. (HONS.) SOCIOLOGY (SEMESTER- II)

School: School of Humanities & Social Sciences		Batch :
Program: BA(Program)/ BA(H) Political Science, Sociology, Psychology, History		Current Academic Year:
Branch:		Semester: II
1	Course Code	BIS 102
2	Course Title	Individual and Society - II
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Core
5	Course Objective	<ol style="list-style-type: none"> 1. To understand the concept of individual and society and their relationship. 2. To apply the knowledge of the concepts to decipher the complexity of human expressions and life through raising questions of class, caste, gender, race and war. 3. To locate the literary works in the larger social contexts. 4. To use the texts as a mode of instruction and not merely delight. 5. To allow them scope for further research in the domain.

6	Course Outcomes	<p>CO1: The student will be able to identify various sociological concepts.</p> <p>CO2: The student will be able to discuss various methods of studying applied literature.</p> <p>CO3: The student will be able to apply conceptual frameworks to decode various social phenomena that leads to certain social structure.</p> <p>CO4: The student will be able to analyse various contemporary events thus aligning more towards research.</p>
7	Course Description	<p>This paper has been designed to make the students aware of the concept of Individual and Society and the relationship between the two based on the issues of class, caste, gender, violence and race. This will enable students to use literature as a medium to highlight and address various issues plaguing the society. It would also encourage a comparative study of social discourses to enable them to arrive at practical solutions to everyday issues of discrimination and deprivation.</p>
8	Outline syllabus	CO Mapping
	Unit 1	Introduction
	A	Introduction to the concept of Gender CO1, CO2
	B	Gender and Sexuality: Masculinity and Femininity CO1, CO2
	C	Relationship of Society and Gender CO1, CO2
	Unit 2	Gender
	A	‘Shakespeare’s Sister’ by Virginia Woolf (essay) CO1, CO2, CO3
	B	‘Breaking Out’ by Marge Piercy (Poem) ‘A Prayer for my Daughter’ by W.B. Yeats (Poem) ‘Marriages are Made’ by Eunice d’Souza (Poem) CO1, CO2, CO3
	C	‘Reincarnation of Captain Cook’ by Margaret Atwood (Poem) ‘Highway Stripper’ by A.K. Ramanujan (Poem) CO1, CO2, CO3
	Unit 3	Violence and War
	A	Introduction to the concept of violence and War in context of the society CO1, CO2, CO3

B	'Return from the Somme' by Siegfried (Prose Description)			CO1, CO2, CO3
C	'Dulceet Decorum Est' by Wilfred Owen (Poem) 'Conscientious Objector' by Edna St. Vincent Millay (Poem)			CO1, CO2, CO3
Unit 4	Violence and War			
A	'Ghosts of Mrs. Gandhi' by Amitav Ghosh (Anecdotal Essay)			CO1, CO2, CO3
B	'The Naming of Parts' by Henry Road (Poem) 'General, Your Tank...' by Bertolt Brecht (Poem)			CO1, CO2, CO3
C	'The Dog of Tetwal' by Saadat Hassan Manto (Fiction)			CO1, CO2, CO3
Unit 5	Living in a Globalised World: Introduction			
A	Introduction to the concept of Globalisation			CO2, CO3, CO4
B	'Toys' by Roland Barthes (Essay)			CO2, CO3, CO4
C	'Zero-Sum Game' by Bidhas Sen (Fiction)			CO2, CO3, CO4
Mode of examination	Theory			
Weightage Distribution	CA	MTE	ETE	
	30%	20%	50%	
Text book/s*	1. Individual and Society: An Anthology			
Other References	Relevant material will be provided by the course instructor			

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4
CO1	2	1	2	3	1	2	2	2	1	1
CO2	2	1	2	2	3	1	1	2	3	2
CO3	2	3	3	2	1	2	2	2	1	1
CO4	1	2	2	2	3	2	1	3	2	2

School: School of Humanities & Social Sciences		Batch :
Program: BA(Program)/ BA(H) Political Science, Sociology, Psychology, History		Current Academic Year:
Branch:		Semester: II
1	Course Code	
2	Course Title	History of India from ancient times to 750 CE
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Core
5	Course Objective	<ol style="list-style-type: none"> 1. To make the students aware of the history of India from ancient times to a certain time period as mentioned. 2. To infer the ancient Indian society and polity. 3. To interpret the economic developments of ancient India. 4. To get familiar with the intellectual discourse of ancient India.
6	Course Outcomes	<p>CO1: The students will be able to illustrate the knowledge of history of India from the ancient times.</p> <p>CO2: The students will be able to classify the basic themes, concepts, chronology and the Scope of Indian History.</p> <p>CO3: The students will be able to acquaint them with the range of issues related Indian History and its distinctive eras.</p> <p>CO4: The students will be able to allow them scope for further research in the domain and to study further in the applied field of history as archaeologist.</p> <p>CO5: The students will be able to critically recognize the Social, Political, Economic and Cultural aspects of History.</p>

7	Course Description	<p>This course would educate the students on the importance of history, the chronology of events and how history is written. It will also highlight different notions of history in ancient India that have been created by different travellers/writers/empires and how has that affected/changed the social and cultural setting of the times that have followed thereafter. Starting from Stone ages, Indus valley civilisation, Vedic age, Mahajanapadas, Buddhism, Jainism, Maurya, and Guptas, it shapes our understanding of how society, polity, culture and administration has come to be since the evolution of humankind.</p>
8	Outline syllabus	CO Mapping
	Unit 1	Reconstructing Ancient Indian History
	A	Early Indian Notions of History
	B	Sources and Tools of historic reconstruction
	C	Historical Interpretations (with special reference to gender, environment, technology and regions)
	Unit 2	Pre-historic & Bronze Age
	A	Paleolithic, Mesolithic & Neolithic Cultures: Stone Age
	B	Chalcolithic Culture: Transition to Bronze Age
	C	Harappan Civilization-Origin, Extent and Urban Features: <ul style="list-style-type: none"> • Town planning • Economy • Society and Religion • Decline
	Unit 3	Vedic Age
	A	Vedic Culture: polity, economy, society and religion: <ul style="list-style-type: none"> • Expansion of agrarian economy.
	B	<ul style="list-style-type: none"> • Urban growth; craft production: trade and trade routes.

C	<ul style="list-style-type: none"> • Social stratification: class, Varna, jati, untouchability; gender; marriage and property • Emergence of Mahajanapadas(territorial states); rājyasandgaṇas/saṅghas; Magadhanexpansion 	CO1, CO3, CO5
Unit 4	Post Vedic Age (Till 300 AD)	
A	Buddhism and Jainism: <ul style="list-style-type: none"> • Doctrines • Spread 	CO1, CO3, CO5
B	Sangam Age: <ul style="list-style-type: none"> • Polity • Economy • Society 	CO1, CO3, CO5
C	The Mauryan empire: <ul style="list-style-type: none"> • State and Administration • Economy • Ashoka's <i>Dhamma</i> • Art and Architecture Post Mauryan Age: <ul style="list-style-type: none"> • Satavahanas and Kushanas: polity, economy, society, art • Kaniska I and GautamiputraSatakarni 	CO1, CO3, CO5
Unit 5	History from 300 AD to 750 AD	
A	The Guptas and Vakatakas: <ul style="list-style-type: none"> • State and Administration (agrarian expansion, land grants, graded Land rights and peasantry) • Economy (the problem of urban decline: patterns of trade, currency, and urban settlements). • Society (varna, proliferation of jatis: changing norms of marriage and property). 	CO1, CO3, CO5

B	<ul style="list-style-type: none"> Religion (Consolidation of the brahmanical tradition: dharma, Varnashram, Purusharthas, Samskaras) Art, Architecture, Literature: (A brief survey of Sanskrit, Pali, Prakrit and Tamil literature) Science and Technical Treatises 	CO1, CO3, CO5	
C	Pallavas, Chalukyas and Vardhanas: <ul style="list-style-type: none"> Changes in society, polity, economy and culture 	CO1, CO2, CO3, CO5	
Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Text book/s*	D. N. Jha, <i>Ancient India in a Historical Outline</i> , Manohar, New Delhi, 2015 Romila Thapar, <i>Early India from the Origins to AD 1300</i> , Penguin, 2001. Ranabir Chakravarti, <i>Exploring Early India</i> , Primus Books (3 rd edition), 2016 R. S. Sharma, <i>India's Ancient Past</i> , Oxford University Press, New Delhi, 2005.		

<p>Other References</p>	<p>L. Basham, <i>The Wonder that was India</i>, Sidgwick Jackson, 1967. Upinder Singh, <i>A History of Ancient and Early Medieval India</i>, Pearson, 2009. Rama Shankar Tripathi, <i>History of Ancient India</i>, Motilal Banarsidas Publication, 2014. R.C. Mazumdar, <i>Ancient India</i>, MotilalBanarsidas, 2017. R. C. Rayhaudhuri, <i>An Advanced History of India</i>, Macmillan India, 1974. L. H. Morgan, <i>Ancient Society</i>, Holt and Co., 1877. RomilaThapar, <i>Ancient Indian Social History</i>, Orient Logman, 1978. RomilaThapar, <i>Recent Perspectives of Early Indian History</i>, Popular Prakashan, 1995. R. S. Tripathi, <i>History of Ancient India</i>, Motilal Banarsidas, 1967. D. P. Agrawal, <i>The Archaeology of India</i>, Select Book Service, 1984. V. R. Ramchandra, <i>TheMauryan Polity</i>, MotilalBanarasidas, 1993. P. V. Kane, <i>History of Dharmashastra</i>, 5 Vols. Bhandarkar Oriental Research Institute, 1968-77 B. N. Puri, <i>Ancient Indian Historiography</i>, Atma Ram & Sons, 1994. D. R. Bhandarkar, <i>Ashoka</i>, S. Chand & Co., 1964. D. N. Jha, <i>The Myth of Holy Cow</i>, Verso, 2002. Kumkum Roy, <i>The Power of Gender & the Gender of Power: Explorations in Early Indian History</i>, Oxford University Press, 2010. Kumkum Roy, <i>Women in Early India Societies</i>, Manohar, 2002.</p>	
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School: SHSS		Batch :	
Program: BA (Hons)		Current Academic Year:	
Branch:		Semester: II	
1	Course Code	BPS 101	
2	Course Title	General Psychology I	
3	Credits	6	
4	Contact Hours (L-T-P)	5-1-0	
	Course Type	Core	
5	Course Objective	1. To introduce research methods that would help understand human behavior. 2. To make students understand the perceptual processes. 3. To familiarize the students with concept of learning, memory and forgetting. 4. To introduce various approaches of personality that help in understanding human behaviour.	
6	Course Outcomes	CO1: The student will be able to categorize the basic research methods involved in studying human behavior. CO2: The student will be able to comprehend the role of attention and laws of perceptual organization. CO3: The student will be able to use the concept & theories of learning, memory and forgetting to improve their cognitive health. CO4: The student will be able to compare various approaches to personality that help in analyzing human behaviour.	
7	Course Description	The course intends to impart knowledge of the basic concepts and modern trends in Psychology.	
8	Outline syllabus		CO Mapping
	Unit 1	Introduction to Psychology: Nature and Its Scope	
	A	Evolution of Psychology as a scientific discipline, Contemporary perceptive of Psychology.	CO1
	B	Subfields & Scope of Psychology	CO1

C	Basic research methods: Experimental, Survey, Case Study, Observation	CO1
Unit 2	Attention & Perceptual processes	
A	Attention: Selective Attention, Sustained and Divided Attention	CO2
B	Perception: Laws of perceptual organization.	CO2
C	Depth and Movement Perception, Illusion.	CO2
Unit 3	Learning	
A	Classical Conditioning: Pavlov's Experiment, Basic principles- Acquisition, Extinction, Spontaneous recovery, Generalization & Discrimination. Forward and Backward Conditioning.	CO1, CO3
B	Operant Conditioning: Rewards & Punishment, Continuous & Partial Reinforcement Schedule	CO1, CO3
C	Social-Cognitive Learning: Observation Learning, Latent Learning, Observation and Aggression.	CO1, CO3
Unit 4	Memories & Forgetting	
A	Information-Processing Approach: Encoding, storage & retrieval processes; Atkinson & Shiffrin model of memory: Sensory memory, short-term memory & long-term memory	CO3
B	Types of Information in Memory: Semantic, Episodic, Procedural; Craik and Lockhart's Levels of Processing	CO3
C	Forgetting: Retroactive and Proactive Interference, Decay theory, Strategies to improve Memory.	CO3
Unit 5	Personality	
A	Meaning, Trait and Type Approach	CO4
B	Psychoanalytic Approach: Structure of Personality, Levels of Consciousness	CO4
C	Assessment of Personality, Projective Technique	CO1, CO4
Mode of examination	Theory	

Weightage Distribution	CA	MTE	ETE	
	30%	20%	50%	
Text book/s*	Baron, R.A. (2001). Psychology. Pearson Education, India. ISBN: 8177583859, 9788177583854			
Other References	<ol style="list-style-type: none"> 1. Morris, C. G., & Maisto, C. G. (2010). Understanding psychology. New York: Pearson. 2. Ciccarelli, S. K., & White, J. N. (2012). Psychology. 3rd edition. New Jersey: Pearson education. 3. Passer, M.W., Smith, R.E., Holt, N. and Bremner, A. (2008). Psychology: The Science of Mind and Behaviour. McGraw-Hill Education. 4. UK.Coon, D., & Mitterer, J. O. (2010). Introduction to psychology: Gateways to mind and behavior with concept maps and reviews (12th ed.). Florence, KY: Cengage. 5. Feldman, R. (2009). Essentials of understanding psychology. New Delhi: Tata McGraw Hill. 6. Gerrig, R. J., & Zimbardo, P. G. (2010). Psychology and life (19th ed.). New York: Pearson. 			

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4
CO1	2	2	1	1	1	2	2	1	3	2
CO2	2	1	1	1	1	1	1	1	1	1
CO3	2	2	2	2	2	1	1	2	3	1
CO4	2	2	2	1	1	1	2	1	1	2

	School:	School of Humanities and Social Sciences	
	Program:	BA(Program)/ BA(H) Political Science, Sociology, Psychology, History	
1	Course number	FEN102	
2	Course Title	Functional EnglishBeginners 2	
3	Credits	1	
4	Contact Hours (L-T-P)	0-0-2	
5	Course Objective	<p>To equip students to minimize the linguistic barriers emerging in a different environment.</p> <p>Help students to understand different accents and standardise their existing English</p> <p>Guide the students to hone the basic communication skills, listening, speaking reading and writing.</p>	
6	Course Outcomes	<p>Students would be able to:</p> <ol style="list-style-type: none"> 1. Improve basic writing skills 2. Learn Comprehension and summary of the text 3. Learn English vocabulary through exercises 4. Use English expressions for thought and action 5. displaying a correct use of grammatical elements in writing 6. Being able to use different kinds of styles to express opinions in the written and oral word. 7. To be able to do a basic critical analyses of short stories and express it in the written form. 8. Cultivate and develop reading habits consequently getting a deeper understanding of the world. 	
7	Outline syllabus: Functional English II		
7.01	FEN102.A	Unit A	Writingskills 1
7.02	FEN102.A1	Unit A Topic 1	Descriptive
7.03	FEN102.A2	Unit A Topic 2	Explanatory
7.04	FEN102.A3	Unit A Topic 3	Argumentative

7.05	FEN102. B	Unit B	Writing skills 2
7.06	FEN102. B1	Unit B Topic 1	Summarising the stories
7.07	FEN102. B2	Unit B Topic 2	Paraphrasing of passages
7.08	FEN102. B3	Unit B Topic 3	Précis writing of passages
7.09	FEN102. C	Unit C	Vocabulary Enhancement
7.10	FEN102. C1	Unit C Topic 1	One word Substitution
7.11	FEN102. C2	Unit C Topic 2	Phrasal Verbs
7.12	FEN102. C3	Unit C Topic 3	Comprehension based Vocabulary exercises
7.13	FEN102. D	Unit D	Comprehension
7.14	FEN102. D1	Unit D Topic 1	The Gift of the Maggi by O.Henry (through audio aids)
7.15	FEN102. D2	Unit D Topic 2	Robbie by Isaac Asimov (through visual aids)
7.16	FEN102. D3	Unit D Topic 3	God Sees The Truth, But Waits by Leo Tolstoy (Textual Reading)
		Unit E	Speaking Skills
7.17	FEN102. E1	Unit E Topic 1	Jam sessions
7.18	FEN102. E2	Unit E Topic 2	Discussions based on texts from Unit D
7.19	FEN102. E3	Unit E Topic 3	Group Discussion (simple day to day topics)
8	Course Evaluation		
8.1	Course work:30%		
8.2	Attendance	None	
8.3	Homework	10 assignments, 10 marks	

8.4	Quizzes	7 best quizzes (based on assignments); 20 marks	
8.5	Lab	Pearson	
8.6	Presentations	None	
8.7	Any other	None	
8.9	MTE	One,20%	
8.10	End-term Examination: One,50%		
9	References		
	Text book	<ul style="list-style-type: none"> • Workbook for Beginners 	
	Other references	<ul style="list-style-type: none"> • Wren, P.C.&Martin H. <i>High English Grammar and Composition</i>, S.Chand& Company Ltd, New Delhi. • Blum, M. Rosen. <i>How to Build Better Vocabulary</i>. London: Bloomsbury Publication • Comfort, Jeremy(et.al). <i>Speaking Effectively</i>. Cambridge University Press. 	

School of Languages and Culture		TEACHING DEPARTMENT:	ACADEMIC SESSION: 2017 - 2018	FOR STUDENTS BATCH - BA
1	Course number	EVS106		
2	Course Title	Environmental Studies		
3	Credits	3		
4	Learning Hours L-T-P	3-0-0		
5	Course Objective	The course aims at providing a general introduction to environmental studies and its effects on day to day life. It is a measure to raise awareness towards the environment and create responsible citizens.		
6	Course Outcomes	<ol style="list-style-type: none"> 1. To chart the relation of environmental studies with multiple disciplines. 2. To enable the students to recognize global changes. 3. To work for attaining a sustainable environment. 4. To develop means for conserving environment. 5. To provide opportunities in a career related to public health, environmental health, and environmental policy making bodies. 6. To develop a sense of community responsibility. 		
7	Outline syllabus:			
7.1	EVS106.A	Unit A	Natural Resources and Environment	
7.11	EVS106.A1	Unit A Topic 1	Introduction: Definition, Scope and importance of Environmental Studies, Need for public awareness	

7.12	EVS106.A2	Unit A Topic 2	<ul style="list-style-type: none"> • Land Resources: Land degradation, Man induced Landslides, Soil erosion and desertification and its control • Forest Resources: Use and over-exploitation, Deforestation and its impact on environment
7.13	EVS106.A3	Unit A Topic 3	<ul style="list-style-type: none"> • Water Resources: Use and over-utilization of surface and ground water, Floods, Drought, Conflicts over water, Dams- benefits and problems • Energy Resources: Renewable and non-renewable energy sources, use of alternate energy sources, Advantages and Disadvantages
7.2	EVS106.B	Unit B	Environmental Pollution
7.21	EVS106.B1	Unit B Topic 1	<ul style="list-style-type: none"> • Air pollution - Source, Types of pollutants, Effects and its control • Water pollution- Source, Types of pollutants, Effects, control methods and purification of water
7.22	EVS106.B2	Unit B Topic 2	Soil pollution- Source, Effects and its control method
7.23	EVS106.B3	Unit B Topic 3	Noise pollution - Causes, Effects and its control
7.3	EVS106.C	Unit C	Climate Change and its effect on environment
7.31	EVS106.C1	Unit C Topic 1	<ul style="list-style-type: none"> • Concept of weather and climate • Greenhouse gases and global warming • Ozone layer
7.32	EVS106.C2	Unit C Topic 2	<ul style="list-style-type: none"> • Climate change and its effect
7.33	EVS106.C3	Unit C Topic 3	Protocols for climate change: Kyoto protocol, Montreal protocol

7.4	BAE106.D	Unit D	Water Conservation
7.41	EVS106.D1	Unit D Topic 1	Water conservation: Need of water conservation
7.42	EVS106.D2	Unit D Topic 2	Rain water harvesting: Objectives, methodology and advantages
7.43	EVS106.D3	Unit D Topic 3	Watershed management: Objectives, different watershed techniques, recharging of groundwater
7.5	BAE106.E	Unit E	Social issues and Environment
7.51	EVS106.E1	Unit E Topic 1	Concepts of sustainable development, Key elements of sustainable developments, Agenda 21, Paris Climate Conference-2015 (COP21)
7.52	EVS106.E2	Unit E Topic 2	Resettlement and Rehabilitation: Problems and concerns explicitly with reference to dams and mining
7.53	EVS106.E3	Unit E Topic 3	Population explosion: Population growth, Effect of overpopulation on environment
8	Course Evaluation		
8.1	Course work: 30		
8.11	Attendance	None	
8.12	Homework	Two best out of five assignments: 20 marks	
8.13	Quizzes	One best out of five quizzes: 10 marks	
8.14	Projects and Viva	Working on a selected Project: 20 marks Topics: a) Visit a local polluted site and prepare a report b) Study the flora and fauna in a specific site c) Prepare a report on a chosen natural disaster d) Study the effects of recent pollution control measures adopted by the state e) Effects of massive constructions on the environment	
8.2	MTE: 20 marks		
8.3	End-term examination: 50% marks		
9	References		

9.1	Text book	<input type="checkbox"/> <i>Environmental Studies</i> by Rajgopalan <input type="checkbox"/> <i>Environmental Studies</i> by Benny Joseph
9.2	Other references	<ol style="list-style-type: none"> 1. Miller, G.T., “Introduction to Environmental Science”, Cengage Learning. 2. Rao, P.V., “Principles of Environmental Science and Engineering”, Prentice Hall of India

Mapping of Outcomes vs. Topics

FILE NAME: Environmental Studies

Outcome no. →	1	2	3	4	5	6
Syllabus topic↓						
EVS106.A	√	√	√	√		√
EVS106.A1	√	√		√	√	√
EVS106.A2		√	√	√	√	
EVS106.A3	√	√	√		√	√
EVS106.B		√	√	√	√	√
EVS106.B1		√	√		√	√
EVS106.B2	√		√	√		√
EVS106.B3		√	√	√		√
EVS106.C	√	√		√	√	√
EVS106.C1	√	√		√	√	√
EVS106.C2	√	√		√		√
EVS106.C3	√	√		√		√
EVS106.D	√		√	√	√	√
EVS106.D1	√	√		√	√	√
EVS106.D2	√	√		√	√	√
EVS106.D3	√	√	√		√	√
EVS106.E	√	√	√	√	√	√
EVS106.E1	√	√	√		√	√
EVS106.E2	√	√	√		√	√
EVS106.E3	√	√	√			√

ANNEXURE 7.2

B.A. (HONS.) SOCIOLOGY (SEMESTER- III)

School: School of Humanities & Social Sciences		Batch :
Program: BA(H) Sociology		Current Academic Year:
Branch:		Semester: III
1	Course Code	
2	Course Title	Classical Sociological Theory- I
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Core
5	Course Objective	<ol style="list-style-type: none"> 1. To understand the classical sociological tradition 2. To apply the theoretical knowledge in social contexts 3. To interpret the theoretical framework in more conventional settings. 4. To help students analyse the various theories and its application in sociological concepts. 5. To allow them scope for further research in the domain.
6	Course Outcomes	CO1: The student will be able to identify various sociological theories CO2: The student will be able to explain perspectives related to the emergence of Sociology CO3: The student will be able to illustrate how and why a social phenomena is produced CO4: The student will be able to analyse various contemporary events in light of the course outline

7	Course Description	The prominent classical thoughts of Sociology from the late 19th and early 20th centuries include Karl Marx, Emile Durkheim, Weber and Simmel. This course introduces the students with the seminal thoughts of these thinkers. It provides them with an understanding of views of classical social thoughts as well as familiarize them with their contribution to the emergence and growth of Sociology as a discipline
8	Outline syllabus	CO Mapping
	Unit 1	August Comte
	A	Law of three stage: Positivism
	B	Hierarchy of sciences
	C	Statics and dynamics
		CO1, CO2, CO3
	Unit 2	Karl Marx
	A	Materialistic interpretation of history: Dialectical Materialism; Historical Materialism
	B	Emergence of classes and class conflict: Base and superstructure
	C	Theory of surplus value and alienation in a capitalist society
		CO1, CO2
	Unit 3	Emile Durkheim
	A	Rules of sociological method: Social Facts
	B	Division of labour and forms of solidarity
	C	Suicide
		CO2, CO3
	Unit 4	Max Weber
	A	Verstehen and social action
		CO1, CO2, CO3

B	Bureaucracy and typology of authority			CO1, CO2, CO3
C	Protestant ethic and spirit of capitalism			CO2, CO3, CO4
Unit 5	Georg Simmel			
A	Formal Sociology			CO1, CO2, CO3
B	Simmel on Money			CO1, CO2, CO3
C	Simmel on Culture			CO1, CO2, CO3, CO4
Mode of examination	Theory			
Weightage Distribution	CA	MTE	ETE	
	30%	20%	50%	
Text book/s*	<ol style="list-style-type: none"> 1. Lipson, E. (1960). <i>Europe in the 19th and 20th centuries</i>. Mcmillan.Co. (Selected chapters). 2. Giddens, Anthony. (1971). <i>Capitalism and modern social theory: An analysis of the writings of Marx, Durkheim and Max Weber</i>. Cambridge University Press. 3. Nisbet, RA. (1966). <i>The Sociological Tradition</i>. Routledge. 4. Coser, Lewis A. (2012). <i>Masters of Sociological Thought: Ideas in Historical and Social Context</i>. Rawat Publications. 			
Other References	The final list of readings will be distributed by the course instructor in the first week of the semester			

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4
CO1	1	2	2	1	1	3	1	2	1	1
CO2	1	2	2	1	2	1	1	1	1	3
CO3	2	2	1	2	3	2	2	2	3	2
CO4	3	3	2	2	3	1	1	2	3	2

School: School of Humanities & Social Sciences		Batch :
Program:BA(H) Sociology		Current Academic Year:
Branch:		Semester: III
1	Course Code	
2	Course Title	Social Institutions- I
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Core
5	Course Objective	<ol style="list-style-type: none"> 1. To understand the sociological concepts of kinship, marriage, etc. 2. To apply the knowledge of the concepts to decipher the complexity of human expressions and life through raising questions of education, marriage and religion. 3. To locate the sociological concepts in the larger social contexts. 4. To develop analytical lens for understanding the ‘total’ environment and its interaction with social life 5. To allow them scope for further research in the domain.
6	Course Outcomes	<p>CO1: The student will be able to describe various social institutions</p> <p>CO2: The student will be able to explain the different approaches, issues and debates in studies of kinship, marriage and family.</p> <p>CO3: The student will be able to illustrate how and why a social phenomena is produced.</p> <p>CO4: The student will be able to analyse various contemporary events in light of the course outline.</p>

7	Course Description	The course will demonstrate to the students the universally acknowledged social importance of Family & kinship structure and familiarize them with the rich diversity in the types of networks of relationships created by genealogical links of marriage and other social ties. It will also make the students understand how the study of kinship systems in different ethnographic settings can facilitate a comparative understanding of societies and social institutions.
8	Outline syllabus	CO Mapping
	Unit 1	Kinship
	A	Structural Principles
	B	Descent and Affinity: groups and theory
	C	Kinship usages and terminology (wrt to India)
	Unit 2	Marriage
	A	Marriage: Meaning and Evolution
	B	Alliance theory: symmetrical and asymmetrical, marital transactions
	C	Marriage Practices in India
	Unit 3	Family
	A	Definition, Structure and Functions of Family
	B	Theoretical perspectives on study of Family: Elementary, extended; alternatives to family institution
	C	Family system in India and the transitions
	Unit 4	Religion
	A	Introduction: Sociology of Religion
	B	Theoretical perspectives

C	Magic, Belief, secularisation and revivalism			CO2, CO3, CO4
Unit 5	Education			
A	Introduction: Sociology of Education			CO1, CO2
B	Theoretical perspectives			CO1, CO2, CO3
C	Education and Inequality			CO1, CO2, CO3, CO4
Mode of examination	Theory			
Weightage Distribution	CA	MTE	ETE	
	30%	20%	50%	
Text book/s*	<ol style="list-style-type: none"> 1. Majumdar, DN , and TN Madan. (1989). <i>An Introduction to Social Anthropology</i>. Asia Publications. 2. Uberoi, P. (1994). (eds.). <i>Family, Kinship and Marriage in India</i>. OUP. 3. Shah, AM. (1998). <i>The Family in India: Critical Studies</i>. Orient Longman. 4. Levi-Strauss, C. (1969). <i>The Elementary Structure of Kinship</i>. Beacon Press. 5. Brown, AR Radcliffe. (1952). <i>Structure and Function in Primitive Society, Essays and Addresses</i>. Free Press. 6. Madan, TN. (1992). <i>Religion in India</i>. OUP. 7. Kapadia, KM. (1958). <i>Marriage and Family in India</i>. OUP. 8. Dube, Leela. (1997). <i>Women and Kinship: Comparative Perspectives on Gender in South and South East Asia</i>. United Nations University Press. 9. Giddens, A, and Simon Griffiths. (2006). (5th ed.). <i>Sociology</i>. Polity. 			

	Other References	The final list of readings will be distributed by the course instructor in the first week of the semester	
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POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4
CO1	2	3	2	1	2	2	2	2	1	1
CO2	3	2	3	1	1	1	2	1	3	2
CO3	2	1	1	1	2	1	3	1	1	2
CO4	1	1	2	3	3	3	1	2	2	3

School: School of Humanities & Social Sciences		Batch :
Program: BA(H) Sociology		Current Academic Year:
Branch:		Semester: III
1	Course Code	
2	Course Title	Sociology of Everyday Life
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Core
5	Course Objective	<ol style="list-style-type: none"> 1. To understand what a sociological way of understanding means? 2. To enrich students observation skills and their sociological imagination. 3. To enhance students knowledge of concepts concerning the social roles and interactions. 4. To support analytical and critical thinking among students 5. To develop students understanding of micro and macro level sociological theories.
6	Course Outcomes	<p>CO1: The student will be able to identify various sociological concepts</p> <p>CO2: The student will be able to explain micro and macro sociological theories.</p> <p>CO3: The student will be able to illustrate how and why a social phenomena is produced.</p> <p>CO4: The student will be able to analyse various contemporary events in light of the course outline.</p>

7	Course Description	Sociology offers insight into how society works. To do this, we question and look behind the ‘ <i>common sense</i> ’ view of everything in the social world. This course looks at a range of important and typical aspects of society and explains how we can make better sense of them by ‘ <i>thinking sociologically</i> ’. The aim is to introduce students to the wide range of topics which comprise contemporary Sociology and indicate how social circumstances shape and influence our lives. Why do powerful differences and inequalities between men and women persist even though both are now formally equal?
8	Outline syllabus	CO Mapping
	Unit 1	Introduction: Grammar of Everyday Life
	A	Social Interaction: verbal and non-verbal CO1, CO2
	B	Community & Association: socialization CO1, CO2
	C	Reproduction of Social Inequalities CO1, CO2
	Unit 2	Theoretical Approaches
	A	Dramaturgy CO1, CO2
	B	Ethnomethodology: Grafinkel and Goffman - Role Distance, Presentation of self in every day life CO1, CO2
	C	Phenomenology: Alfred Shultz : Intersubjectivity, Actions and Motives, Peter Berger and Thomas Luckmann : Social construction of reality. CO1, CO2
	Unit 3	Everyday as Process of Negotiation
	A	Structure and Agency CO2, CO3
	B	Self and the Social CO2, CO3
	C	Everyday and Narratives CO2, CO3
	Unit 4	Culture and the Everyday
	A	Culture “nature” and everyday life CO2, CO3

	B	Modernity and culture			CO2, CO3
	C	Globalization, culture and everyday life			CO2, CO3
	Unit 5	Everyday Social Relations and Interaction			
	A	Habitus and social relations			CO1, CO2, CO3
	B	Class and social relations			CO1, CO2, CO3
	C	Gender and social relations			CO1, CO2, CO3, CO4
	Mode of examination	Theory			
	Weightage Distribution	CA	MTE	ETE	
		30%	20%	50%	
	Text book/s*	<ol style="list-style-type: none"> 1. Berger, Peter. (1966). <i>Invitation to Sociology: A Humanistic Perspective</i>. Anchor. 2. Mills, CW. (1959). <i>Sociological Imagination</i>. OUP. 3. Highmore, Ben. (2002). <i>The Everyday Life Reader</i>. Routledge. 4. Graham Allan (1989). <i>Friendship: Developing a Sociological Perspective</i>. Sage. 5. Giddens, A., and Simon Griffiths (2006). (5th ed.). <i>Sociology</i>, Polity Press. 6. Berger, Peter L. and Thomas Luckmann. (1967). <i>The Social Construction of Reality</i>. Anchor. 7. Bauman, Zygmunt. (2011). <i>Liquid Modernity</i>. Polity Press. 8. Newman, David M. (2017). (5th ed.). <i>Exploring the architecture of Everyday Life</i>. Routledge. 			

	Other References	The final list of readings will be distributed by the course instructor in the first week of the semester	
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POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4
CO1	1	2	2	1	2	2	3	2	1	2
CO2	1	3	2	2	3	1	2	1	3	3
CO3	2	1	1	2	3	3	2	1	2	1
CO4	2	3	1	2	1	1	1	2	3	2

ANNEXURE 7.2

B.A. (HONS.) SOCIOLOGY (SEMESTER- IV)

School: School of Humanities & Social Sciences		Batch :
Program: BA(H) Sociology		Current Academic Year:
Branch:		Semester: IV
1	Course Code	
2	Course Title	Classical Sociological Theory- II
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Core
5	Course Objective	<ol style="list-style-type: none"> 1. To understand the classical sociological tradition 2. To apply the theoretical knowledge in social contexts 3. To interpret the theoretical framework in more conventional settings. 4. To help students analyse the various theories and its application in sociological concepts. 5. To allow them scope for further research in the domain.
6	Course Outcomes	CO1: The student will be able to identify various sociological theories CO2: The student will be able to explain perspectives related to the emergence of Sociology CO3: The student will be able to illustrate how and why a social phenomena is produced CO4: The student will be able to analyse various contemporary events in light of the course outline

7	Course Description	This course will introduce the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking in the latter half of the 20th century.	
8	Outline syllabus		CO Mapping
	Unit 1	Critical School	
	A	Critical Theory Before and After the Frankfurt School	CO1, CO2
	B	Theodor Adorno and Max Horkheimer	CO1, CO2
	C	Walter Benjamin and Herbert Marcuse	CO1, CO2, CO3
	Unit 2	Pierre Bourdieu	
	A	Introduction to New Conflict School	CO1, CO2
	B	Social and Cultural Reproduction	CO1, CO2
	C	Forms of Social Capital	CO1, CO2
	Unit 3	Neo-Functionalism and Neo-Marxism	
	A	Major Proposition	CO2, CO3
	B	Althusser - Contradiction and structure	CO2, CO3
	C	Habermas- Public Sphere and communicative action,	CO2, CO3
	Unit 4	Structuration and Post-Modernism	
	A	Giddens theoretical framework	CO1, CO2, CO3
	B	Foucault- discourse, knowledge and power	CO1, CO2, CO3
	C	Derrida- deconstruction	CO3, CO4
	Unit 5	Exchange, Network and Rational choice Theories	

A	Social Network Theory and Game theory			CO1, CO2, CO3
B	Peter Blau: Social Exchange			CO2, CO3
C	Alvin Gouldner: The Norm of Reciprocity			CO2, CO3, CO4
Mode of examination	Theory			
Weightage Distribution	CA	MTE	ETE	
	30%	20%	50%	
Text book/s*	<ol style="list-style-type: none"> 1. Giddens, A, and Simon Griffiths. (2006). (5th ed.). <i>Sociology</i>. Polity. 2. Francis, Abraham. (2006). <i>Contemporary Sociology</i>. OUP. 3. Nisbet, R.A. (1966). <i>The Sociological Tradition</i>. Routledge. 4. Coser, Lewis A. (2012). <i>Masters of Sociological Thought: Ideas in Historical and Social Context</i>. Rawat Publications. 5. Ritzer, G, and D. Goodman. (2003[1983]). (6th ed.). <i>Modern Sociological Theory</i>. McGraw-Hill Higher Education. 6. Ritzer, G, and D. Goodman. (2010[1992]). (6th ed.). <i>Classical Sociological Theory</i>. McGraw-Hill Higher Education. 			
Other References	The final list of readings will be distributed by the course instructor in the first week of the semester			

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4
CO1	1	2	1	1	1	1	1	2	1	1
CO2	1	3	3	1	2	2	1	1	1	3
CO3	2	1	2	2	3	2	2	2	2	2
CO4	1	2	2	3	3	1	1	2	3	3

School: School of Humanities & Social Sciences		Batch :
Program: BA(H) Sociology		Current Academic Year:
Branch:		Semester: IV
1	Course Code	
2	Course Title	Genealogies of the Social
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Core
5	Course Objective	<ol style="list-style-type: none"> 1. To understand the nature and philosophy of Sociology 2. To understand the methodological debates in classical Sociology. 3. To understand the methodological debates in Indian Sociology 4. To locate the debates in the larger social contexts. 5. To allow them scope for further research in the domain.
6	Course Outcomes	<p>CO1: The student will be able to identify various methodological debates.</p> <p>CO2: The student will be able to explain various methods useful for studying Social Sciences, particularly Sociology</p> <p>CO3: The student will be able to illustrate how and why a social theory is produced.</p> <p>CO4: The student will be able to classify and contrast region specific theoretical interpretations.</p>
7	Course Description	In Social Science an understanding of methodology is different from methods of research. This course shall enable students to envisage the nature and philosophy of social sciences in general and Sociology in particular; with much more emphasis on methodological debates.
8	Outline syllabus	CO Mapping

	Unit 1	Enlightenment and Society			
	A	Shift from Theocentrism to Anthropocentrism			CO1
	B	Emergence of category of Society			CO1, CO2
	C	Transition from Enlightenment to Revolution			CO1
	Unit 2	Origin of Science			
	A	Ethos, Postulates, Theory Building			CO1, CO2
	B	Structure of Scientific Revolution (Kuhn)			CO1, CO2
	C	Historicism (Karl Popper)			CO1, CO2, CO3
	Unit 3	Imperialism and the Social			
	A	Imperialism, Power and Difference			CO1, CO3
	B	European encounter with 'others'			CO2, CO3
	C	Imperial production of 'social'			CO2, CO3, CO4
	Unit 4	Idea of Society in non-European spaces			
	A	Formulation of Indigeneity			CO2, CO3
	B	Imagining Society: Making of west/ east			CO2, CO3
	C	Reform and Society			CO2
	Unit 5	Methodological Debates in Sociology			
	A	Sociology vs Indology (Dumont vs Bailey)			CO1, CO3
	B	Structural Functional vs Historical (MN Srinivas vs AR Desai)			CO2, CO3
	C	Civilization vs Comparative Analysis			CO2, CO3, CO4
	Mode of examination	Theory			
	Weightage	CA	MTE	ETE	

Distribution	30%	20%	50%	
Text book/s*	<ol style="list-style-type: none"> 1. Nisbet, R.A. (1966). <i>The Sociological Tradition</i>. Routledge. 2. Kuhn, TS. (1962). <i>The Structure of Scientific Revolutions</i>. University of Chicago Press. 3. Martin, TR., BH. Rosenwein, R. Po-Chia Hsia, BG. Smith, and L. Hunt.(2009). (3rd ed.). <i>The Making of the West: Peoples and Cultures</i>. Bedford. St. Martins. 4. Hobsbawm, Eric. (1988[1962]). <i>The Age of Revolution: Europe 1789-1848</i>. Abacus New Edition. 5. Merton, RK. (1968[1949]). <i>Social Theory and Social Structure</i>. Free Press. 			
Other References	The final list of readings will be distributed by the course instructor in the first week of the semester			

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4
CO1	1	1	2	3	1	3	1	1	2	3
CO2	2	2	1	3	2	1	1	2	2	2
CO3	3	2	2	1	3	1	1	3	2	2
CO4	1	1	2	2	2	3	1	2	3	3

School: School of Humanities & Social Sciences		Batch :
Program:BA(H) Sociology		Current Academic Year:
Branch:		Semester: IV
1	Course Code	
2	Course Title	Social Institutions- II
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Core
5	Course Objective	<ol style="list-style-type: none"> 1. To understand the sociological concepts of state, law, market. 2. To apply the knowledge of the concepts to decipher the complexity of human expressions and life through raising questions of education, marriage and religion. 3. To locate the sociological concepts in the larger social contexts. 4. To develop analytical lens for understanding the ‘total’ environment and its interaction with social life 5. To allow them scope for further research in the domain.
6	Course Outcomes	<p>CO1: The student will be able to describe various social institutions</p> <p>CO2: The student will be able to explain the operation of the enlisted institutions and the exclusions that these engender.</p> <p>CO3: The student will be able to illustrate how and why a social phenomena is produced.</p> <p>CO4: The student will be able to analyse various contemporary events in light of the course outline.</p>

7	Course Description	The course will interrogate the modern social institutions of civil society, law and media. The focus is on developing a critical understanding of the intersections and the power nexus that characterise these institutions thereby affecting the everyday lives and making of society.
8	Outline syllabus	CO Mapping
	Unit 1	Work
	A	Conceptual understanding of 'Work'
	B	Nature of pre-modern, industrial and post-industrial work
	C	Work and leisure
	Unit 2	Organizations
	A	Emergence of organisation
	B	Theories of organisation
	C	Goffman's total institutions
	Unit 3	Organizations and Market
	A	Organizations and forms of surveillance
	B	Influence of technology on Work and Organisation
	C	Market as a place and principle (principles of exchange)
	Unit 4	State
	A	State as an institution
	B	Dimensions of Power

C	Legitimacy of and challenges to the State			CO3, CO4
Unit 5	Civil Society Groups and Law			
A	Perspectives of Civil society			CO1, CO2
B	Contextualising NGOs			CO2, CO3
C	Sociological Perspectives on Law			CO1, CO2, CO3, CO4
Mode of examination	Theory			
Weightage Distribution	CA	MTE	ETE	
	30%	20%	50%	
Text book/s*	<ol style="list-style-type: none"> 1. Smart, Barry. (2003). <i>Economy, Culture and Society: a sociological critique of neoliberalism</i>. Open University Press. 2. Bauman, Zygmunt. (1998). <i>Globalization: The Human Consequences</i>. Polity Press. 3. Srinivas, MN. (1995[1963]). <i>Social Change in Modern India</i>. Orient Blackswan. 4. Sen, Amartya and J. Dreze. (1996). <i>Economic Development and Social Opportunities</i>. Clarendon Press. 5. Singh, Yogendra. (1996). <i>Modernization of Indian Tradition</i>. Rawat Publications. 			
Other References	The final list of readings will be distributed by the course instructor in the first week of the semester			

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4
CO1	1	1	2	2	2	2	1	2	1	1
CO2	2	1	3	2	1	1	2	2	1	1
CO3	1	1	2	3	3	2	1	3	1	2
CO4	1	2	3	3	2	2	3	2	1	2

School: School of Humanities & Social Sciences		Batch :
Program: BA(H) Sociology		Current Academic Year:
Branch:		Semester: IV
1	Course Code	
2	Course Title	Urban Social System
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Elective (DSE)
5	Course Objective	<ol style="list-style-type: none"> 1. To understand the structuring and contestation of urban space. 2. To equip the students with an understanding of how space is socio-culturally produced. 3. To locate the city as the location of various sociological discourses. 4. To enable critical reading of how spaces become culturally meaningful. 5. To allow them scope for further research in the domain.
6	Course Outcomes	<p>CO1: The student will be able to identify various sociological concepts</p> <p>CO2: The student will be able to explain the meaning, dimensions and social processes of urban sociology</p> <p>CO3: The student will be able to illustrate how and why an urban social phenomena is produced.</p> <p>CO4: The student will be able to analyse various contemporary events in light of the course outline.</p>

7	Course Description	Drawing from recent and classical research, this course lays down the foundation for a sociological study of the city or the urban. In addition, it introduces students to the multidisciplinary nature of contemporary urban studies by taking them through relevant theories from across the social sciences, including cultural geography, history, political science, and memory studies. Using a cross-cultural approach, the city is studied as part of global and transnational networks, spatial and cultural maps, formations of class, urban dislocation, and violence.
8	Outline syllabus	CO Mapping
	Unit 1	Sociological Perspectives on the City
	A	Theoretical orientations
	B	Globalisation and the City
	C	Cross-Cultural Perspectives
	Unit 2	Urbanism and Alienation
	A	Migran, Vagrant, Flaneur
	B	City and Citizenship
	C	Urban Community and Spatial Dimensions: Simmel, Redfield, Park, Wirth
	Unit 3	Geographies of Space, Place and Identity
	A	Neighbourhoods and social networks
	B	Contested space and Identity
	C	Aesthetics and Architecture
	Unit 4	The Sacred and the City
	A	Sacred Landscapes
	B	Ritual Processions and Urban Networks

	C	Critical Geography and city space			CO1, CO2, CO3
	Unit 5	Urban Street Culture			
	A	The Underclass in the City			CO2, CO3
	B	The Underlife of Cities			CO1, CO2, CO3, CO4
	C	The Global City: Multiculturalism and Cosmopolitanism			CO1, CO2, CO3, CO4
	Mode of examination	Theory			
	Weightage Distribution	CA	MTE	ETE	
		30%	20%	50%	

	Text book/s*	<ol style="list-style-type: none"> 1. Simmel, Georg. (2010 [1903]). (eds.). The Metropolis and Mental Life in, Gary Bridge and Sophie Watson's, <i>The Blackwell City Reader</i>. Wiley Blackwell. 2. Weber, Max. (1958[1921]). 'The Nature of the City', in <i>The City</i> (Translated by Martindale, D. and Neuwirth, G.). Free Press. 3. Lefebvre, H. (1996 [1967]). (eds.). 'The Right to the City', in E. Kofman and E. Lebas <i>Writings on Cities</i>. Blackwell. pp. 63–184. 4. De Certeau, Michel. (2011[1984]). (3rd ed.). <i>The Practice of Everyday Life</i>. Berkeley: University of California Press. 5. Harvey, David. (2003). Right to the City, <i>International Journal of Urban and Regional Research</i>, 27(4), pp. 939–994. 6. Sassen, S. (1994). <i>Cities in a World Economy</i>. Sage. 7. Sassen, S. (1991). <i>The Global City</i>. Princeton University Press. 8. Hannerz, U. (1996). <i>Transnational Connections: Culture, People and Place</i>. Psychology Press (Selected chapters) 9. Wirth, L. (1938). Urbanism as a way of life. <i>American Journal of Sociology</i>, 44(1), pp. 1-24. 	
	Other References	The final list of readings will be distributed by the course instructor in the first week of the semester	

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4
CO1	1	2	3	2	3	2	3	2	2	3
CO2	1	1	3	2	2	2	2	2	2	2
CO3	2	2	2	2	3	3	1	2	2	3
CO4	2	1	2	3	2	2	1	2	3	3

School: School of Humanities & Social Sciences		Batch :
Program: BA(H) Sociology		Current Academic Year:
Branch:		Semester: IV
1	Course Code	
2	Course Title	Social Change and Development
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Elective (DSE)
5	Course Objective	<ol style="list-style-type: none"> 1. To understand the sociological concept of change and development. 2. To evaluate the scope and utility of theories as well as given policies. 3. To locate the theories in the larger social contexts. 4. To analyse the entire historical trajectory of development theory commencing with modernisation continuing into globalisation. 5. To allow them scope for further research in the domain.
6	Course Outcomes	<p>CO1: The student will be able to identify various sociological concepts</p> <p>CO2: The student will be able to understand the manifestations of social change.</p> <p>CO3: The student will be able to illustrate how and why local-global linkages are important</p> <p>CO4: The student will be able to analyse various contemporary events in light of the course outline.</p>

7	Course Description	Social change has always been a central concern of sociological study. It has gained in greater salience due to its unprecedented rapidity and planned character in recent time. Consequently, development has emerged as a pronounced concern and as a remarkable feature of our times. The course is designed to provide conceptual and theoretical understanding of social change and development as it has emerged in sociological literature and to offer an insight into the ways in which structure and development impinge upon each other. The course also intends to prepare the students for professional careers in the field of development planning.	
8	Outline syllabus		CO Mapping
	Unit 1	Social Change & Development	
	A	Meaning and forms	CO1
	B	Understanding and Critiquing Development	CO1
	C	Concepts: Diffusion, Evolution, Human Development and Social Development, Sustainable Development	CO1
	Unit 2	Theories and factors of Social Change	
	A	Theories: Liberal and Marxist Perspectives	CO1, CO2
	B	Factors: Demographic, Biological, Economic, Technological and Cultural.	CO1, CO2
	C	Critique of mainstream theories of development	CO1, CO2
	Unit 3	Sociology of Modernization	
	A	Concept: Modernization and Development	CO1, CO2, CO3
	B	Understanding and Critiquing Development: Modernisation, Underdevelopment, World System Theory	CO1, CO2, CO3
	C	World Modern System Theory	CO2, CO3

	Unit 4	Collective Action and State			
	A	Old Social Movement: Peasant and Working Class Movements			CO2, CO3, CO4
	B	New Social Movement: Gender mobilisation, LGBT rights movement			CO2, CO3, CO4
	C	Anti-Globalization Movement; Environmental Movement, Sex-worker movement, etc.			CO2, CO3, CO4
	Unit 5	Micro-Politics of Development			
	A	Transforming Communities: Models and Case studies			CO2, CO3
	B	Knowledge and power in development			CO2, CO3, CO4
	C	Subaltern Movement			CO2, CO3, CO4
	Mode of examination	Theory			
	Weightage Distribution	CA	MTE	ETE	
		30%	20%	50%	

	Text book/s*	<ol style="list-style-type: none"> 1. Webster, Andrew . (1997). (2nd ed). <i>Introduction to the Sociology of Development</i>. Palgrave Macmillan. 2. Escobar, Arturo. (1994). <i>Encountering Development: The making and unmaking of the Third World</i>. Princeton University Press. 3. Harris, Nigel. (1995). <i>The New Untouchables: Immigration and the New World Worker</i>. I. B. Tauris & Company. 4. Oommen, T.K. (2010). <i>Social Movements I: Issues of Identity</i>. OUP. 5. Oommen, T.K.. (2010). <i>Social Movements II: Concerns of Equity and Security</i>. OUP. 6. Shah, Ghanshyam. (2004). (2nd ed.). <i>Social Movements in India: A review of literature</i>. Sage. 7. Singh, Yogendra. (1996). <i>Modernization of Indian Tradition</i>. Rawat Publications. 	
	Other References	The final list of readings will be distributed by the course instructor in the first week of the semester	

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4
CO1	1	2	2	1	2	2	1	2	2	2
CO2	2	2	2	2	2	1	1	2	2	3
CO3	1	2	2	1	3	3	1	1	1	3
CO4	1	1	3	3	2	3	2	1	2	3

ANNEXURE 7.2

B.A. (HONS.) SOCIOLOGY (SEMESTER- V)

School: School of Humanities & Social Sciences		Batch :
Program: BA(H) Sociology		Current Academic Year:
Branch:		Semester: V
1	Course Code	
2	Course Title	Research Methods and Techniques- I
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Core
5	Course Objective	<ol style="list-style-type: none"> 1. To help the student learn about the different paradigms of social research 2. To understand the diversity of practice and critical thinking behind every method through an exposure to different readings of the archive, ethnography, and visual anthropology etc. 3. To apply the methods and data to make sense of the deep intersections in social life. 4. To analyse the general principles and methods involved in doing social research. 5. To realize the scope of research and its relevance in social science

6	Course Outcomes	<p>CO1: The student will be able to use the different paradigms of social research</p> <p>CO2: The student will be able to explain the key aspects required for any social research.</p> <p>CO3: The student will be able to illustrate a keen eye for ‘data’ and imbibe a sense of methodology</p> <p>CO4: The student will be able to analyse data/evidence objectively</p>	
7	Course Description	<p>This is a practice oriented sociological research methods course aimed at enabling students to frame a research question, fashion appropriate methods to address it, and derive relevant conclusions. Students will be acquainted with different data sources and taught how to use them to research a particular question or geographical area. Students also design and conduct an independent group project and learn to analyse and present the findings.</p>	
8	Outline syllabus	CO Mapping	
	Unit 1	Introduction: What is Social Research?	
	A	Stages of Social Research	CO1, CO2
	B	Types of Social Research	CO1, CO2
	C	Principles of Scientific Method	CO1, CO2
	Unit 2	Research Process	
	A	Concepts, Variables and Propositions	CO1, CO2
	B	Hypothesis: construction and verification	CO1, CO2
	C	Conceptualisation and Operationalisation	CO1, CO2
	Unit 3	Research Design	
	A	Meaning and Purpose of Research	CO1, CO2, CO3
	B	Types of Research Design: Exploratory, Descriptive and Experimental	CO1, CO2, CO3

	C	Factors affecting Research Design: Ecological Fallacy and Fallacy of reductionism			CO1, CO2, CO3, CO4
	Unit 4	Research Design			
	A	Sampling Meaning and Types: Probability and Non-Probability			CO1, CO2
	B	Validity and Reliability: Definition and Types			CO2, CO3
	C	Tools for data collection: observation, questionnaire, interview, case-study, content analysis			CO1, CO2, CO3
	Unit 5	Theory Construction			
	A	Inductive Theory Construction			CO1, CO2, CO3, CO4
	B	Deductive Theory Construction			CO1, CO2, CO3, CO4
	C	Link between theory and research			CO1, CO2, CO3, CO4
	Mode of examination	Theory			
	Weightage Distribution	CA	MTE	ETE	
		30%	20%	50%	
	Text book/s*	<ol style="list-style-type: none"> 1. Babbie, E. (2012[1979]). <i>The Practice of Social Research</i>. Cengage Learning. 2. Schutt, RK. (2006). (6th ed.). <i>Investigating the Social World: The process and Practice of Research</i>, Thousand Oaks Pine Forge Press. 3. Neuman, WL. (2009). <i>Understanding Research</i>. Pearson. 4. Young, PV. (1966). <i>Scientific Social Surveys and Research</i>. Prentice Hall. 5. Galtung, J. (1967). <i>Theory and Methods of Social Research</i>. Allen &Unwed. 			

	Other References	The final list of readings will be distributed by the course instructor in the first week of the semester	
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POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4
CO1	1	2	2	1	2	3	1	2	1	3
CO2	1	1	2	3	3	3	1	1	2	3
CO3	2	1	2	1	3	2	2	2	2	3
CO4	2	1	2	3	2	2	2	2	2	2

School: School of Humanities & Social Sciences		Batch :
Program: BA(H) Sociology		Current Academic Year:
Branch:		Semester: V
1	Course Code	
2	Course Title	Sociology of Media
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Elective (DSE)
5	Course Objective	<ol style="list-style-type: none"> 1. To understand the social, political and cultural dimensions of media consumption. 2. To apply the methods and data to make sense of the deep interplay between media and social life. 3. To locate the theoretical paradigm in the larger social contexts. 4. To understand how media constructs reality. 5. To allow them scope for further research in the domain.
6	Course Outcomes	<p>CO1: The student will be able to use the sociological theoretical frames to decipher media productions</p> <p>CO2: The student will be able to explain different types of media and forms of communication</p> <p>CO3: The student will be able to illustrate possible avenues for equitable access to media.</p> <p>CO4: The student will be able to analyse various contemporary events in light of the course outline.</p>
7	Course Description	The course intends to provide and understanding of different types of media and forms of communication. It seeks to provide a basic understating of relationship between media and society. Finally, to analyze the changes in media, society and culture.

8	Outline syllabus		CO Mapping
	Unit 1	Introduction and Theoretical Approaches	
	A	Cultural Studies	CO1, CO2
	B	Semiotics	CO1, CO2
	C	Public Sphere and Conflict/Functionalist Approach	CO1, CO2
	Unit 2	Politics of Media	
	A	Media and Political Processes (elections, citizenship, etc)	CO1, CO2
	B	Media as a Supporter or Watchdog of the State	CO1, CO2, CO3
	C	Media and the Construction of Political Reality	CO1, CO2, CO3
	Unit 3	The Media industry	
	A	Media as Business: Ownership, profits	CO1, CO2
	B	State Ownership and Influence	CO1, CO2,
	C	Neoliberalism and its Implications	CO1, CO2, CO3, CO4
	Unit 4	Media and Identity	
	A	Construction of Subjectivities	CO1, CO2, CO3
	B	Transnational and disaporic visual culture	CO2
	C	Audience Reception	CO1, CO2
	Unit 5	New Media	
	A	New Media as Technology	CO1, CO2, CO3
	B	New Media and Alternative Identities	CO1, CO2, CO3, CO4

	C	New Media and Representational Politics			CO1, CO2, CO3, CO4
	Mode of examination	Theory			
	Weightage Distribution	CA	MTE	ETE	
		30%	20%	50%	
	Text book/s*	<ol style="list-style-type: none"> 1. Appadurai, A. (1986). <i>The Social Life of Things: Commodities in Cultural Perspective</i>. Cambridge University Press. 2. Appadurai, A. (1996). <i>Modernity at Large: The Cultural Dimensions of Globalisation</i>. University of Minnesota Press. 3. Hall, S. (1980). Cultural Studies: Two Paradigms, <i>Media, Culture and Society</i>, 2, pp. 57-72 . 4. Gans, HJ. (2004). (4th ed.). <i>Deciding What's News</i>. Northwestern University Press 5. Kumar, KJ. (2010). (4th ed.). <i>Mass Communication in India</i>. Jaico Publishing House. 6. Uberoi, P.(2006). <i>Freedom and Destiny: Gender, Family and Popular Culture in India</i>. OUP. 			
	Other References	The final list of readings will be distributed by the course instructor in the first week of the semester			

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4
CO1	1	2	1	2	3	2	1	2	1	3
CO2	2	2	2	3	3	2	2	1	2	3
CO3	1	1	2	2	3	3	1	2	2	3
CO4	2	1	2	2	2	2	1	2	3	2

School: School of Humanities & Social Sciences		Batch :
Program: BA(H) Sociology		Current Academic Year:
Branch:		Semester: V
1	Course Code	
2	Course Title	Rural Sociology
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Elective (DSE)
5	Course Objective	<ol style="list-style-type: none"> 1. To understand the social dimensions and practices prevalent in rural counterpart of society 2. To apply the methods and data to make sense of the deep interplay between urban and non-urban form of social life. 3. To locate the theoretical paradigm in the larger social contexts. 4. To understand how does rural society is shaped by its economy. 5. To allow them scope for further research in the domain.
6	Course Outcomes	<p>CO1: The student will be able to identify the micro-sociological framework to understand rural society.</p> <p>CO2: The student will be able to explain the economy that deeply affects the rural society</p> <p>CO3: The student will be able to illustrate the question of self-sufficient village economy and also link them with the wider society at regional and national levels.</p> <p>CO4: The student will be able to analyse various contemporary events in light of the course outline.</p>

7	Course Description	This course will introduce the students to how did rural society has become a veritable mosaic of various types of rural societies and hence reveals a diversified cultural pattern. To reconstruct our rural society, it is necessary for the students to study not only the economic forces but also the social, the ideological and oilier forces operating in our society.
8	Outline syllabus	CO Mapping
	Unit 1	Population and Society
	A	Origin and Scope CO1
	B	Village and Peasant studies in India CO1, CO2
	C	Significance of Rural Sociology in India CO1, CO2
	Unit 2	Rural Community
	A	Concept CO1
	B	Distinctive Features of Rural Community CO1, CO2
	C	Rural Urban Differences and linkages CO1, CO2
	Unit 3	Rural Economy
	A	Concept and Features: Agrarian Economy CO1, CO2
	B	Pre-Colonial and Post-Colonial Rural Economy in India CO1, CO2, CO3
	C	Impact of New Economic Policy on Rural Economy in India CO1, CO2, CO3
	Unit 4	Rural Social Institutions
	A	Features of Rural Family: Joint Family Institutions CO2, CO3
	B	Rules and forms of social contract (marriage) CO2
	C	Role of Dominant Caste in Rural India CO1, CO2, CO3
	Unit 5	Rural Governance and Development in India

A	Panchayati Raj System, Structure and Functions of Rural Local Governance			CO1, CO2, CO3
B	Objectives and Importance of Rural Development			CO1, CO2, CO3, CO4
C	Contemporary Rural Development (Case-Studies and Ethnographies)			CO1, CO2, CO3, CO4
Mode of examination	Theory			
Weightage Distribution	CA	MTE	ETE	
	30%	20%	50%	
Text book/s*	<ol style="list-style-type: none"> 1. Desai, AR. (2011[1978]). <i>Rural Sociology in India</i>. Popular Prakashan Ltd. 2. Doshi, SL., and PC. Jain. (1999). <i>Rural Sociology</i>. Rawat Publications. 3. Dube, SC.. (2018[1958]). <i>India's Changing Villages</i>. Routledge. 4. Srinivas, MN. (2012[1976]). <i>The Remembered Village</i>. Oxford University Press. 5. Singh, Kartar. ([2008[1986]). (3rd ed.). <i>Rural Development: Principles, Policies and Management</i>. Sage. 6. Beteille, Andre. (1974). <i>Six Essays in Comparative Sociology</i>. OUP. 			
Other References	The final list of readings will be distributed by the course instructor in the first week of the semester			

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4
CO1	1	1	2	2	3	2	1	2	2	3
CO2	2	1	1	2	2	3	1	2	3	2
CO3	1	2	2	3	2	3	2	1	2	3
CO4	2	2	1	2	3	2	1	1	2	3

School: School of Humanities & Social Sciences		Batch :
Program: BA(H) Sociology		Current Academic Year:
Branch:		Semester: V
1	Course Code	
2	Course Title	Gender and Society
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Elective (DSE)
5	Course Objective	<ol style="list-style-type: none"> 1. To understand the gender reflect different social locations 2. To critically examine how one's location within intersecting social forces impacts one's worldview and relationships in personal and institutional settings 3. To locate the role of different institutions that encourage gender inequality. 4. To effectively communicate theoretical and methodological debates in the area of Gender Studies.. 5. To allow them scope for further research in the domain.
6	Course Outcomes	<p>CO1: The student will be able to use the sociological tools to understand the social and political context in which gender is played out.</p> <p>CO2: The student will be able to explain the social, economic and cultural factors that shape ones gender.</p> <p>CO3: The student will be able to interpret how various social forces affect the diverse experiences of women and men with different identities</p> <p>CO4: The student will be able to analyse various contemporary events in light of the course outline.</p>

7	Course Description	This course starts from the premise that gender is not only about women. The course will familiarize students with contemporary conceptual understandings of gender and its relationship with other dimensions of human social life. It will explore the relationship between 'sex' and gender and focus on the socio-cultural processes that produce gendered identities in time and space.
8	Outline syllabus	CO Mapping
	Unit 1	Introduction
	A	Engendering Knowledge
	B	Approaches to the study of Gender
	C	Gender Studies as a Critique of Ethnography and Theory
	Unit 2	Social Construction of Gender
	A	Understanding Sociology and Gender debates
	B	Becoming a gendered body
	C	History of women's bodies
	Unit 3	Reproduction, Sexuality and Ideology
	A	Biology and Culture
	B	Concepts of male and female
	C	Production and Reproduction
	Unit 4	Feminism and Masculinities
	A	Feminism and Feminists
	B	Feminist Politics

	C	Connell's theory of masculinity			CO1, CO2, CO3, CO4
	Unit 5	Politics of Gender			
	A	Gender Inequality: Biological, Cultural, Marxian, Feminist and Post modernist.			CO1, CO2, CO3
	B	The Gender of Work: Femininities and Masculinities at work			CO1, CO2, CO3
	C	Navigating Gender and Public Places			CO1, CO2, CO3, CO4
	Mode of examination	Theory			
	Weightage Distribution	CA	MTE	ETE	
		30%	20%	50%	
	Text book/s*	<ol style="list-style-type: none"> 1. De Beauvoir, S. (2011[1949]). <i>The Second Sex</i>. Vintage. 2. MacComack, C., and M. Strathern (1980). <i>Nature, Culture and Gender</i>. Cambridge University Press. 3. Lupton, Gillian, Patricia M. Short, Rosemary Whip. (1992). <i>Society and Gender: An Introduction to Sociology</i>. Macmillan Education Australia. 4. Amy S. Wharton (2005). (2nd ed.). <i>Sociology of Gender: An introduction to theory and Research</i>. Wiley-Blackwell. 			
	Other References	The final list of readings will be distributed by the course instructor in the first week of the semester			

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4
CO1	1	1	2	2	3	2	1	1	2	3
CO2	1	2	1	3	2	3	2	2	1	2
CO3	1	2	2	2	3	3	2	1	3	2
CO4	1	2	2	3	3	2	1	3	2	3

School: School of Humanities & Social Sciences		Batch :
Program: BA(H) Sociology		Current Academic Year:
Branch:		Semester: V
1	Course Code	
2	Course Title	Economy and Society
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Elective (DSE)
5	Course Objective	<ol style="list-style-type: none"> 1. To understand the social dimensions and practices of economic institutions 2. To apply the methods and data to make sense of the deep interplay between economic and non-economic social life. 3. To locate the theoretical paradigm in the larger social contexts. 4. To understand how does society shape the economy. 5. To allow them scope for further research in the domain.
6	Course Outcomes	<p>CO1: The student will be able to use the sociological tools to make sense moment when neo-liberalism's hegemony is being seriously challenged</p> <p>CO2: The student will be able to explain the economy in the rich theoretical traditions in which modern sociology is grounded.</p> <p>CO3: The student will be able to illustrate possible futures for capitalism and the on-going struggles for social justice in this era.</p> <p>CO4: The student will be able to analyse various contemporary events in light of the course outline.</p>

7	Course Description	This course will reorient students away from the idea of economic man in much of economic thought, and introduces them, via the field of economic sociology, to sociological approaches that highlight economic activities as being embedded in social relations. The thrust is to see the perpetual tension between the logic of economy as self-referential system and its relation with non- economic socio-cultural institutions.	
8	Outline syllabus		CO Mapping
	Unit 1	Sociological View	
	A	Emergence of Economic sociology as a Critique of Mainstream Economics	CO1, CO2
	B	Theoretical Orientation: Classical Sociological View Marx: Critique of Political Economy Weber: Sociology of Capitalism Veblen: Conspicuous Consumption	CO1, CO2
	C	Theoretical Orientation: Contemporary Sociological View Polanyi (Economy as Instituted Process) Granovetter (Problem of Embeddedness)	CO1, CO2
	Unit 2	Production and Reproduction	
	A	Concepts: Value, Labour, Property	CO1, CO2
	B	Concepts: Money and Rationality	CO1, CO2
	C	The Production Process: structure and experience of work	CO1, CO2, CO3
	Unit 3	Consumption and Exchange	
	A	Gift exchange, Markets and the commodity form	CO1, CO2, CO3
	B	Varieties of Embeddedness	CO1, CO2, CO3, CO4
	C	Social Networks in Economic behaviour	CO1, CO2, CO3

	Unit 4	Emergence of Developing World			
	A	Historical Context of decolonization and emergence of developing world			CO2, CO3
	B	Modernisation Theory: pre-conditions, critique			CO2, CO3
	C	Dependency Thesis: World system theories, Neo-marxist theories of development, development in era of globalisation			CO1, CO2, CO3, CO4
	Unit 5	Economy and the State			
	A	Planned Economics			CO1, CO2, CO3, CO4
	B	Welfare Systems			CO1, CO2, CO3, CO4
	C	The State and the Global Markets: rise of business groups			CO1, CO2, CO3, CO4
	Mode of examination	Theory			
	Weightage Distribution	CA	MTE	ETE	
		30%	20%	50%	

	Text book/s*	<ol style="list-style-type: none"> 1. Sahlins, M. (1976). <i>Culture and Practical Reason</i>. University of Chicago Press. (Chapter 4). 2. Sahlins, M. (2000). <i>Culture in Practice</i>. The MIT Press. 3. Polanyi, K. (2001). (2nd ed.). <i>The Great Transformation: The political and economic origins of our time</i>. Beacon Press. (Chapters 5, 6, 14 and 15). 4. Mitchell, T. (2001[1944]). Fixing the Economy, <i>Cultural Studies</i>. 12(1), pp. 82-101. 5. Granovetter, M. (1985). Economic action and social structure: The problem of embeddedness. <i>American Journal of Sociology</i>. pp. 481-510. 6. Bourdieu, P. (1998). <i>Practical Reason</i>. Stanford University Press. (Chapter 5). 7. Bourdieu, P. (2005). <i>The Social Structures of Economy</i>. Polity Press. (Selected parts). 8. Marx, K. (2016[1867]) <i>Capital Vol. I: Critique of Political Economy</i>. Penguin. (Part I and chapter 7). 9. Harvey, D. (1999[1982]). (2nd ed.). <i>The Limits to Capital</i>. Verso. 10. Smelser, NJ., and R. Swedberg. (2005). (2nd ed.). <i>The Handbook of Economic Sociology</i>. Princeton University Press. (Selected parts). 11. Fligstein, N. (2001). <i>The Architecture of Markets: An economic sociology of twenty-first-century capitalist societies</i>. Princeton University Press. 12. MacLean, Bethany, and Joe Nocera. (2010). <i>All the Devils are Here-The Hidden History of the Financial Crisis</i>. Penguin. 	
	Other References	The final list of readings will be distributed by the course instructor in the first week of the semester	

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4
CO1	2	1	2	3	2	3	2	1	2	3
CO2	1	1	2	3	2	2	1	2	2	1
CO3	2	2	1	2	3	3	1	2	3	3
CO4	1	2	1	3	3	3	2	2	3	2

ANNEXURE 7.2

B.A. (HONS.) SOCIOLOGY (SEMESTER- VI)

School: School of Humanities & Social Sciences		Batch :
Program: BA(H) Sociology		Current Academic Year:
Branch:		Semester: VI
1	Course Code	
2	Course Title	Research Methods and Techniques- II
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Core
5	Course Objective	<ol style="list-style-type: none"> 1. To help the student learn about the different paradigms of social research 2. To understand the diversity of practice and critical thinking behind every method through an exposure to different readings of the archive, ethnography, and visual anthropology etc. 3. To apply the methods and data to make sense of the deep intersections in social life. 4. To analyse the general principles and methods involved in doing social research. 5. To realize the scope of research and its relevance in social science

6	Course Outcomes	<p>CO1: The student will be able to use the different paradigms of social research</p> <p>CO2: The student will be able to explain the key aspects required for any social research.</p> <p>CO3: The student will be able to illustrate a keen eye for ‘data’ and imbibe a sense of methodology</p> <p>CO4: The student will be able to analyse data/evidence objectively</p>
7	Course Description	<p>This is a practice oriented sociological research methods course aimed at enabling students to frame a research question, fashion appropriate methods to address it, and derive relevant conclusions. Students will be acquainted with different data sources and taught how to use them to research a particular question or geographical area. Students also design and conduct an independent group project and learn to analyse and present the findings.</p>
8	Outline syllabus	CO Mapping
	Unit 1	Methods of Data Collection
	A	Art and Science of Field Research; The Design of Field Studies
	B	Qualitative: Ethnography, Case Studies, Humanist methods (Narratives, Life History), Validity and Reliability
	C	Quantitative: Survey and types, Validity and Reliability
	Unit 2	Social Statistics
	A	Meaning and Application
	B	Basic concepts: Measurement, Scales of Measurement, Class Interval, Grouping of Data, Bar Graph, Histogram
	C	Measures of Central Tendency: Mean, median, mode; Measures of dispersion-mean deviation, standard deviation; Application of measures of central tendency in social research; Bi-variate and multi-variate tables
	Unit 3	Combination of Methods and Methodologies

A	Mixed Methodology: Epistemology and Ontology of Mixed methodology	CO1, CO2, CO3	
B	Debate between Qualitative and Quantitative Methodologies	CO1, CO2, CO3, CO4	
C	Contesting Issues of the Two Approaches	CO1, CO2, CO3, CO4	
Unit 4	Other Methods and Paradigms		
A	Visual Ethnography, Auto-ethnography, Archival	CO1, CO2, CO3, CO4	
B	Positivist and Interpretative	CO2, CO3	
C	Critical and Mixed	CO1, CO2, CO3	
Unit 5	Data Analysis and Concluding Processes		
A	Secondary Analysis	CO1, CO2, CO3	
B	Coding of Data: Post and Pre	CO1, CO2, CO3	
C	Ethics in Research and Referencing Styles	CO1, CO2, CO3, CO4	
Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

	Text book/s*	<ol style="list-style-type: none"> 1. Babbie, E. (2012[1979]). <i>The Practice of Social Research</i>. Cengage Learning. 2. Lawrence, N. (2006). (2nd ed.). <i>Basics of Social Research: Qualitative and Quantitative Approaches</i>. Allyn & Bacon, Inc. 3. Schutt, RK. (2006). (6th ed.). <i>Investigating the Social World: The process and Practice of Research</i>, Pine Forge Press. 4. Neuman, WL. (2009). <i>Understanding Research</i>. Pearson. 5. Goode, WJ., and P. K .Hatt. (1952). <i>Methods in Social Research</i>. McGraw-Hill. 6. Galtung, J. (1967). <i>Theory and Methods of Social Research</i>, London: Allen &Unwi 7. Baker, Therese L. (1988). <i>Doing Social Research</i>. McGraw Hill. 	
	Other References	The final list of readings will be distributed by the course instructor in the first week of the semester	

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4
CO1	2	1	2	1	2	3	1	1	2	3
CO2	1	2	2	2	3	2	1	2	2	3
CO3	2	2	1	3	3	2	2	1	3	3
CO4	1	2	2	3	2	1	2	2	2	2

School: School of Humanities & Social Sciences		Batch :
Program: BA(H) Sociology		Current Academic Year:
Branch:		Semester: VI
1	Course Code	
2	Course Title	Sociological Thought in India
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Core
5	Course Objective	<ol style="list-style-type: none"> 1. To help the student learn about the domains of modern Indian social thought. 2. To understand the diversity of practice and critical thinking in Indian social thought. 3. To apply the theoretical framework to make sense of the deep intersections in social life. 4. To analyse the rich tradition of socio-political debates in India. 5. To realize the scope of modern Indian Social thought and its relevance in social science
6	Course Outcomes	<p>CO1: The student will be able to identify the different schools of social thought.</p> <p>CO2: The student will be able to explain the challenges and perspectives and its reflection on culture and nation-making</p> <p>CO3: The student will be able to construct a meaningful dialogue with contemporary sociological discourses.</p> <p>CO4: The student will be able to analyse social facts objectively</p>

7	Course Description	This course seeks to engage with the domain modern Indian Sociological thought- particularly the way it emerged at the crucial juncture of our histories when the visible presence of the colonial West posed new challenges; its diverse perspectives; and its reflections on religiosity and culture, decolonisation and nation making and liberal-secular radicalism and emancipatory politics. Through the spectrum of ideas, the course will act as a catalyst to enliven the spirit of debate and dialogue.	
8	Outline syllabus		CO Mapping
	Unit 1	Historical and Intellectual Context of Social Thought	
	A	From Bhakti Movement to Anti-Colonial Movements	CO1, CO2
	B	Westernization, Traditionalization, Modernization	CO1, CO2
	C	Decolonisation, Democratization, Nation-Building	CO1, CO2
	Unit 2	Imagining India	
	A	Sociology in India: Past and Present	CO1, CO2
	B	Modernisation, State and Society (DP Mukherjee, AR Desai)	CO1, CO2
	C	Social Structure of Values. Social Ecology (RK Mukjherjee)	CO1, CO2
	Unit 3	Defining India	
	A	Civilizational view (NK. Bose, Surjit Sinha	CO1, CO2, CO3
	B	Indological/ Textual (G.S. Ghurye, L. Dumont, R. Redfield)	CO1, CO2, CO3
	C	Structural- Functional (MN. Srinivas, SC Dube)	CO1, CO2, CO3, CO4
	Unit 4	Social Development in India (Pre-Independence)	
	A	Issues of Equity during 19thC	CO1, CO2

B	Brahmo and Prathana Samaj			CO2, CO3
C	Satya shodhak (JB Phule)			CO1, CO2, CO3
Unit 5	Nation Building and Social Development (Post Independence)			
A	Subaltern Perspective (BR. Ambedkar, David Hardiman, G. Spivak, Ranajit Guha)			CO1, CO2, CO3, CO4
B	Social Development Gandhian Perspective			CO1, CO2, CO3, CO4
C	Nehruvian Vision (5 year Plans and Participatory Development)			CO1, CO2, CO3, CO4
Mode of examination	Theory			
Weightage Distribution	CA	MTE	ETE	
	30%	20%	50%	

	Text book/s*	<ol style="list-style-type: none"> 1. Dumont, L., and D. Pocock. (1957). For a Sociology of India, <i>Contributions to Indian Sociology</i>. pp.7-22. 2. Srinivas, M.N., and M.N. Panini (1973). The development of sociology and social anthropology in India, <i>Sociological Bulletin</i>, 22:2. 3. Srinivas, M.N. (1994). <i>The Indian village: myth and reality</i> in <i>The Dominant Caste & other essays</i>. OUP 4. Dirks , N. (2001). <i>Castes of Mind: Colonialism and the making of modern India</i>. Princeton University Press. 5. Bose, N.K. (1976). <i>The Structure of Hindu Society</i>. Sangam Books. 6. Uberoi, P., N. Sundar, and S. Deshpande. (2007). (eds.). <i>Anthropology in the East: Founders of Indian Sociology and Anthropology</i>, Permanent Black. 7. Inden, Ronald. (2000). <i>Imagining India</i>. Hurst & Co. 8. Kaviraj, S. (2010). Writing, speaking, being: Language and the historical formation of identities in India. <i>The Imaginary Institution of India: Politics and Ideas</i>. Columbia University Press 9. David, Hardiman,(1987). <i>The coming of the Devi : Adivasi Assertion in western India</i>. OUP. 10.T.K., Oommen, and R.N.Mukerjee. (1986). <i>Indian Sociology: Reflections and Introspections</i>. Popular Prakashan. 	
	Other References	The final list of readings will be distributed by the course instructor in the first week of the semester	

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4
CO1	1	2	1	1	2	3	1	2	1	3
CO2	1	1	2	2	3	3	1	1	2	2
CO3	2	1	2	1	3	2	2	2	2	3
CO4	2	1	2	3	2	2	2	2	2	2

School: School of Humanities & Social Sciences		Batch :
Program: BA(H) Sociology		Current Academic Year:
Branch:		Semester: VI
1	Course Code	
2	Course Title	Environment and Society
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Elective (DSE)
5	Course Objective	<ol style="list-style-type: none"> 1. To help the student learn about the relationship between society and ecology 2. To understand the continuous use and depletion of natural and environmental resources due to economic production of society. 3. To apply the methods and data to make sense of the deep intersections in social life. 4. To sensitize the students with social ecology and environmental accounting. 5. To realize the scope of research and its relevance in social science
6	Course Outcomes	<p>CO1: The student will be able to use the different sociological theoretical frames to understand natural environment.</p> <p>CO2: The student will be able to explain the significance of societal responsibility towards ‘commons’</p> <p>CO3: The student will be able to illustrate how ecology id ties with other parameters of social structure.</p> <p>CO4: The student will be able to analyse the key debates around issues of ecology</p>

7	Course Description	This course will introduce students to sociological approaches to understanding the relationship between society and ecology. The scope ranges from philosophical engagements with the distinction between nature and culture, to understanding perceptions and impacts of environmental change, to examining institutions and social structures that shape our engagement with nature. The course will familiarize students with the wide range of issues that animate the field, and examine some of the key debates by engaging with ethnographic work and specific case studies.
8	Outline syllabus	CO Mapping
	Unit 1	Introduction
	A	Concepts and Issues: Ecology and Environment
	B	Ideas of Nature(S)
	C	Mapping of the Field: Population, Consumption, Development
	Unit 2	Environment and Society
	A	Disasters, Hazards and Risks
	B	Classical Sociological Tradition: Marx, Weber, Durkheim
	C	Ramchandra Guha and Rachel Carson
	Unit 3	Emerging Theoretical Paradigms
	A	Contribution of Catton & Dunlap: New Ecological Paradigm
	B	Giddens & Beck: Risk, Social Construction of Environmental problems
	C	Ecological Modernization Theory
	Unit 4	Environmentalism
	A	Environment and Social Movements

	B	Environment and Justice: gender, class, caste, race			CO2, CO3
	C	Ecology and Women			CO1, CO2, CO3
	Unit 5	Environment Governance and Institutions			
	A	Conceptual scope and significance: Ecological Commons			CO1, CO2, CO3, CO4
	B	State, Community, Commons			CO1, CO2, CO3
	C	Global Environmental Governance (problems, institutions, policies)			CO1, CO2, CO3, CO4
	Mode of examination	Theory			
	Weightage Distribution	CA	MTE	ETE	
		30%	20%	50%	

	Text book/s*	<ol style="list-style-type: none"> 1. Guha, Ramachandra. (1992). Prehistory of Indian Environmentalism: Intellectual Traditions, <i>Economic and Political Weekly</i>, 27 (1&2), pp. 57-64 . 2. Dove, Michael, and Carol Carpenter. (2007). <i>Environmental Anthropology: A Historical Reader</i>. Wiley-Blackwell. (Selected chapters). 3. Rudel, T.K., Roberts J. Timmons, Carmin, J. (2011). Political Economy of the Environment. <i>Annual Review of Sociology</i>, 37, pp. 221–38. 4. Castree, N. and B. Braun (2001). (eds.). <i>Social Nature: Theory, Practice, and Politics</i>. Blackwell. (Selected chapters). 5. Kohn, Eduardo. (2013). <i>How Forests Think: Towards an anthropology beyond the human</i>. University of California Press. 6. Robbins, Paul. (2007). <i>Lawn People. How Grasses, Weeds, and Chemicals Make Us Who We Are</i>. Temple University Press. 7. Smith, Neil. (2010). <i>Uneven Development: Nature, Capital and the Production of Space</i>. Verso. 8. Fisher, Dana R. and William R. Freudenburg. (2001). Ecological modernization and its critics: Assessing the past and looking toward the future. <i>Society & Natural Resources</i>, 14(8), pp.701-709. 9. Agarwal, Bina. (1998). Environmental management, equity and ecofeminism: Debating India's experience, <i>Journal of Peasant Studies</i>, 25(4), pp.55-95. 10. Baviskar, Amita. (2008). <i>Contested Grounds. Essays on Nature Culture and Power</i>. Oxford University Press. (Selected chapters). 11. Agrawal, Arun. (2003). Sustainable Governance of Common-Pool Resources: Context, Methods, and Politics, <i>Annual Review of Anthropology</i>, 32, pp. 243-262. 12. Rangarajan, Mahesh and K. Sivaramakrishnan. (2014). <i>Shifting Grounds: People, Animals and Mobility in India's Environmental History</i>. Oxford University Press. (Chapters 1, 9-11). 13. Lele, Sharad and Ajit Menon. (2014). <i>Democratising Forest Governance in India</i>. Oxford University Press. 	
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	Other References	The final list of readings will be distributed by the course instructor in the first week of the semester	
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POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4
CO1	1	1	2	1	3	2	1	1	1	3
CO2	2	2	2	3	3	2	2	3	2	2
CO3	1	2	1	2	2	3	2	1	1	3
CO4	1	2	3	2	2	3	1	2	2	2

School: School of Humanities & Social Sciences		Batch :
Program: BA(H) Sociology		Current Academic Year:
Branch:		Semester: VI
1	Course Code	
2	Course Title	Anthropology of India
3	Credits	6
4	Contact Hours (L-T-P)	5-1-0
	Course Type	Elective (DSE)
5	Course Objective	<ol style="list-style-type: none"> 1. To help the student discover various sub-fields of anthropology 2. To understand the diversity of practice and critical thinking behind every method through an exposure to different readings of culture, population and native practices. 3. To apply the ethnographic studies to make sense of the deep intersections in social life. 4. To analyse the theoretical frames used in anthropology 5. To realize the scope of research and its relevance in social science
6	Course Outcomes	<p>CO1: The student will be able to identify the different theoretical frames to appreciate the socio-cultural and regional diversity of India.</p> <p>CO2: The student will be able to explain the key concepts of cultural change.</p> <p>CO3: The student will be able to illustrate a keen eye for socio-cultural change and locate it in the wider socio context.</p> <p>CO4: The student will be able to analyse the different regional identities objectively.</p>

7	Course Description	Th course intends to introduce students to specialised area os social anthropology, with particular reference to Indian social structures. The students would be familiarised with the scope and significance of anthropology and will be able to identify challenges that exist in the subject domain.	
8	Outline syllabus		CO Mapping
	Unit 1	Introduction	
	A	Definition and Scope of Social Anthropology	CO1, CO2
	B	Brief History of Social Anthropology	CO1, CO2
	C	Key concepts: culture, cultural change and social structure	CO1, CO2
	Unit 2	What anthropologists do?	
	A	Fieldwork and its Interpretation	CO1, CO2
	B	Geertz: thick description	CO1, CO2
	C	Ethnography and Self-Reflexivity	CO1, CO2
	Unit 3	Social Anthropology	
	A	Marriage: Problem of definition; Types of marriage, Ways of acquiring mates	CO1, CO2
	B	Kinship: Definition, Rules of descent-Unilateral, Bilateral, and Double, Rule of Resistance-Uxorilocal virilocal, Avoidance, Joking relation, Avunculate, Amitate and Couvade	CO1, CO2, CO3
	C	Religion and Magic: Definition and differences, animism, mana and totem	CO1, CO2, CO3
	Unit 4	Anthropological Theory	
	A	Historical-Particularism	CO1, CO2
	B	Cultural Revivalism	CO2, CO3

C	Neo-Evolutionism			CO2, CO3
Unit 5	Anthropological Theory			
A	Evolution: Bachofen. McLennan, Morgon, Frazer, and Taylor			CO1, CO2
B	Diffusionism: (1)British diffusionists, (2)German diffusionists (3) American Historicism			CO1, CO2
C	Andre Beteille: Social Stratification, Peasant Society and Folk Culture			CO1, CO2, CO3, CO4
Mode of examination	Theory			
Weightage Distribution	CA	MTE	ETE	
	30%	20%	50%	
Text book/s*	<ol style="list-style-type: none"> 1. Karve, Irawati. (1965). <i>Kinship Map of India</i>. Asia Publishing House. 2. Metcalf, Peter. (2005). <i>Anthropology: The Basics</i>. Routledge. 3. MacIver, R.M, and Charles H. Page. (1950). <i>Society: An Introductory Analysis</i>. Macmillan. 4. Geertz, Clifford. (2017[1973]). (3rd ed.). <i>The interpretation of cultures: selected essays</i>. Basic Books. 5. Evans-Pritchard, Edward E. (1962). <i>Essays in Social Anthropology</i>. Faber and Faber. 6. Evans-Pritchard, Edward E. (1966). <i>Social Anthropology and Other Essays</i>. Free Press. 7. Erikson, Thomas H. (1995). <i>Small Places, Large Issues: An Introduction to Social and Cultural Anthropology</i>. Pluto Press. 8. Kuper, Adam. (1983). <i>Anthropology and Anthropologists: The Modern British School</i>. Routledge. 			
Other References	The final list of readings will be distributed by the course instructor in the first week of the semester			

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	1	2	2	1	2	1	3
CO2	1	1	2	3	2	3	1	1	2	3
CO3	1	1	2	1	3	2	2	2	2	3
CO4	2	1	2	3	2	2	2	2	2	2