LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK (LOCF) FOR UNDERGRADUATE PROGRAMMES

DEPARTMENT OF SOCIOLOGY

LOYOLA COLLEGE (AUTONOMOUS)
CHENNAI 600034

PREFACE

Sociology is one of the most fascinating disciplines in social sciences where sociologists offer theories to examine the social world that we live in and test them with systematic observation. They also deconstruct the existing explanation of society to transform society for the betterment of all, especially the disadvantaged and the marginalised. The department encourages the students to read and reflect on, and hopefully critique, the social structure, institutions, and interaction that both enable and restrict humankind.

The Sociology Department at Loyola College, Chennai, established in 1983, offers the students the opportunity and environment to engage with a plurality of ideas and major debates in social sciences. The undergraduate programme is unique, incorporating the essential theoretical inputs together with immersive learning/village & tribal studies, industrial visits and mini-research studies/projects as practical components. Additionally, students will be required to pursue internship and fieldwork which would complement the future course of their career development and academic pursuits.

The Learning outcome-based curriculum framework for the B.A. degree in Sociology seeks to impart a strong foundational introduction to enable the students academically, while at the same time mould them into useful members of society. By incorporating reflective learning and a critical pedagogical approach, this curriculum promotes the holistic growth of the students. This LOCF of B.A. Sociology will also help the students to pursue their goals in higher education and also in their personal life at large.

The curriculum, teaching pedagogy and assessment methods are aligned with appropriate cognitive levels as per BLOOM's taxonomy. The OBE based evaluation methods will pave way for the assessment of cognitive levels of the students and evaluate the expected course outcome attainment.

CONTENTS

VISION AND MISSION OF LOYOLA

COLLEGE VISION

- Towards holistic formation of youth, grounded in excellence, through accompaniment to serve the humanity.

MISSION

- To provide inclusive education through an integral and holistic formative pedagogy.

- To promote skills that prepare them for the future.

- To kindle in young minds the spirit of social and environmental justice with a blend of academic excellence and empathy.

- To stimulate critical and conscientious scholarship leading to meaningful and innovative human capital.

CORE VALUES

- Cura Personalis

- Pursuit of Excellence

- Moral Rectitude

- Social Equity

- Fostering Solidarity

- Global Vision

- Spiritual Quotient

VISION & MISSION OF THE DEPARTMENT OF SOCIOLOGY

DEPARTMENT VISION

The Department of Sociology endeavours to prepare and nurture men and women with critical enquiry for social action.

MISSION

- To foster among students a sociological imagination that envisions a just society.

- To enhance students' understanding of the antecedents and diversity of society.

- To transform students into compassionate, committed and competent individuals.

PROGRAMME EDUCATIONAL OBJECTIVES

PEO1: Develop an intellectual capacity to grasp the interplay between individuals and society.

PEO2: Impart a holistic perspective in social sciences and allied disciplines to pursue higher education and careers of their choice.

PEO3: Imbibe values such as conscientiousness, social responsibility, and integrity.

PEO4: Acquire the capacity to work with multicultural teams, demonstrating collaborative spirit and leadership skills.

PEO5: Demonstrate in students a commitment towards the environment and sustainable development.

PEO6: Inspire students to develop the whole person and strive for human excellence.

PROGRAM OUTCOMES:

PO1: To provide a holistic understanding of the social world, enabling them to contextualize the antecedents of the society and to manage the diversity of human behaviour.

PO2: To apply theoretical knowledge to understand, contextualise and critically analyse various social issues.

PO3: To impart in students a sense of purpose and direction to meet the challenges in life.

PO4: To prepare students for higher education, diverse employment opportunities and relevant entrepreneurial ventures.

PO5: To demonstrate effective communication skills in professional and social contexts.

PO6: To acquire knowledge of ecological systems and appreciate the need for sustainable development.

 PO7: To imbibe moral and ethical values and become socially responsible citizens.

PROGRAMME SPECIFIC OUTCOMES (PSOs) FOR B.A. SOCIOLOGY

PSO 1: Observe patterns of behaviour and recognise general in the particular and strange in the familiar.

PSO 2: Contextualize multiple sociological positions and modes of sociological enquiry.

PSO 3: Acquire theoretical and methodological foundations to view and interpret society.

PSO 4: Appreciate epistemological plurality and understand the importance of it.

PSO 5: Acknowledge and appreciate the importance of dialogic spirit.

PSO 6: Develop the ability to critique various social settings dispassionately.

B.A. Sociology Restructured CBCS curriculum with effect from June, 2019

PART	SEMESTER I	SEMESTER II	SEMESTER III	SEMESTER IV	SEMESTER V		SEMESTER VI	CREDITS
I	G. Language (3h/3c)	G. Language (3h/3c)	G. Language (3h/3c)	G. Language (3h/3c)	Research Methods and Statistics (6h/6c)		Urban Sociology (6h/6c)	12
II	General English (6h/3c)	General English (6h/3c)	General English (5h/3c)	General English (5h/3c)	Sociology of Development (6h/6c)		Rural Sociology (6h/6c)	12
III MC	Introduction to Sociology – I (6h/6c)	Introduction to Sociology – II (6h/6c)	Classical Sociological Theory (6h/6c)	Contemporary Sociological Theory (6h/6c)	Sociology of Health and Illness (6h/6c)		Political Sociology (6h/6c)	
	Sociology of Indian Society – I (6h/6c)	Sociology of Indian Society – II (6h/6c)	Social Anthropology (6h/6c)		Sociology of Social Movements (6h/6c)			84
AR	Contemporary Indian Social Problems (6h/3c)	Sociology for Literature (6h/3c)				Internship for 4 weeks during Christmas Holidays		
AO			The Study of Sociology (5h/3c)	Social Inequalities (5h/3c)				12
ME				Social Psychology (6h/6c)	Sociology of Gender (6h/6c)			
				Sociology of Religion (6h/6c)	Environmental Sociology (6h/6c)			12
MS							Organisational Behaviour & Sociology of Work & Internship (12h/ 15c)	15 (MS&TP)
BT/AT /NME			Gender and Society (3h/ 2c)	Family and Intimate Relationship / Public Health (3h/ 2c)	MOOC/SSP			4
			Sociology of Crime and Deviance (3h/ 2c)	People, Power and Politics (3h/ 2c)				
FC	FC (3/1)	FC (3/2), EVS	FC (2/1)	FC 2(1)				5
CCA	CC	CCA (90/1)						1
ORA			OR	OR (120/2)				2
Hr/C	30h/22c	30h/(23+1c)	30/24c	30h(24+2c)	30h/ 30c	30 days	30h/33c	159c

LOYOLA COLLEGE (AUTONOMOUS), CHENNAI
DEPARTMENT OF SOCIOLOGY
(2019 - Restructured Curriculum)

OVERALL COURSE STRUCTURE

Sem	Subject Code	Course Title	T/L/P	Category*	Credit	Hours
I		GL	T	GL	3	3
I		GE	T	GE	3	6
I	USO1501	Introduction to Sociology - I	T	MC	6	6
I	USO1502	Sociology of Indian Society - I	T	MC	6	6
I	USO1301	Contemporary Indian Social Problems	T	AR	3	6
I		FC	T	FC	1	3
I		CCA				
II		GL	T	GL	3	3
II		GE	T	GE	3	6
II	USO2501	Introduction to Sociology – II	T	MC	6	6
II	USO2502	Sociology of Indian Society – II	T	MC	6	6
II	USO2301	Sociology for Literature	T	AR	3	6
II		FC	T	FC	2	3
II		CCA	T		1	
III	USO3501	Classical Sociological Theory	T	MC	6	6
III	USO3502	Social Anthropology	T	MC	6	6
III	USO3401	The Study of Sociology	T	AO	3	5
III	USO3801	Gender and Society	T	NME	2	3
III	USO3802	Sociology of Crime and Deviance	T	NME	2	3
III		FC	T	FC	1	2
III		ORA	T	ORA		
IV	USO4501	Contemporary Sociological theory	T	MC	6	6
IV	USO4601	Social Psychology	T	ME	6	6
IV	USO4602	Sociology of Religion	T			
IV	USO4401	Social Inequalities	T	AO	3	5
IV	USO4801	Family and Intimate Relationship / Public Health	T	NME	2	3
	USO4802	People, Power and Politics	T	NME	2	3
IV		FC	T	FC	1	2
IV		ORA	T	ORA	2	

V	USO5501	Research Methods and Statistics	T	MC	6	6
V	USO5502	Sociology of Development	T	MC	6	6
V	USO5503	Sociology of Health and Illness	T	MC	6	6
V	USO5504	Sociology of Social Movements	T	MC	6	6
V	USO5601	Sociology of Gender	T	ME	6	6
V	USO5602	Environmental Sociology	T			
VI	USO6501	Urban Sociology	T	MC	6	6
VI	USO6502	Rural Sociology	T	MC	6	6
VI	USO6503	Political Sociology	T	MC	6	6
VI	USO6701	Sociology of Work	SK	MS	5	6
	USO6702	Organisational Behaviour	SK	MS	5	6
	USO6705	Internship	SK	MS	5	

OFFERED TO OTHER DEPARTMENTS

I	USO1301	Contemporary Indian Social Problems	T	AR	3	6
II	USO2301	Sociology for Literature	T	AR	3	6
III	USO3401	The Study of Sociology	T	AO	3	5
III	USO3801	Gender and Society	T	NME	2	3
III	USO3802	Sociology of Crime and Deviance	T	NME	2	3
IV	USO4401	Social Inequalities	T	AO	3	5
IV	USO4801	Family and Intimate Relationship / Public Health	T	NME	2	3
IV	USO4802	People, Power and Politics	T	NME	2	3

COURSE DESCRIPTOR

Course Code	**USO 1501**
Course Title	**Introduction to Sociology – I**
Credits	**6**
Hours/Week	**6**
Category	**Major Core (MC) - Theory**
Semester	**I**
Regulation	**2019**

Course Overview

This course introduces the field of Sociology and the basic sociological concepts to the students and enables them to understand the social world through sociological lens. It prepares the students to evolve a systematic understanding of social interactions, social institutions and social processes.

Course Objectives

1. To contextualize the discipline of Sociology and help familiarize the students with the
    a. Emergence and development of Sociology.
    b. Basic tools and concepts to grasp social reality.

2. To develop sociological imagination to critique the common-sense views of the social world.

SYLLABUS				
UNIT	**CONTENT**	**HOURS**	**COs**	**COGNITIVE LEVEL**
I	**Sociology as a Discipline** Understanding and defining Sociology Emergence and development of Sociology - Political and Industrial revolution Relationship of Sociology with other social science Giddens, A., & Philip, W.S. (8th ed). (2006). *Sociology*. New Delhi: Wiley. (Chapter 1) Harlambos, & Holborn. (8th ed). (2016). *Sociology: Themes and Perspectives*. London: Harper Collins Publishers (Chapter 1)	16	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4
II	**Basic Sociological Concepts – I** Society & Community	20	CO1 CO2 CO3	K1, K2, K3, K4

	Association & Institution Power & Authority Groups – Primary and Secondary Macionis, J. (2017). *Sociology*. Essex: Pearson. (Chapters 1,2,3,4,6, and 7)		CO4 CO5	

III	**Basic Sociological Concepts –II**
	
	Status – Status set, Ascribed status, achieved status, Master status
	
	Role – Role set, Role conflict, Role strain and Role exit
	
	Culture – Elements, symbols, languages, norms, values, beliefs, material and non-material culture, ethnocentrism, xenophobia and culture shock
	
	    Giddens, A., & Philip, W.S. (8th ed). (2006). *Sociology*. New Delhi: Wiley. (Chapter 2)
	    Macionis, J. (2017). *Sociology*. Essex: Pearson. (Chapters 1,2,3,4,6, and 7)
		18	CO1
			CO2
			CO3
			CO4
			CO5
				K1, K2, K3, K4, K5

IV	**Socialization** Understanding Socialization Agents of Socialization Socialization & Life course Types of Socialization Giddens, A., & Philip, W.S. (8th ed). (2006). *Sociology*. New Delhi: Wiley. (Chapter 2)	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
V	**Social Processes** Associative and Dissociative social processes Assimilation, Accommodation, Co-operation Competition and Conflict Macionis, J. (2017). *Sociology*. Essex: Pearson. (Chapters 1,2,3,4,6 and 7)	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Essential Readings: 1. Bauman, Z., & May, T. (2001). *Thinking Sociologically Malden*. MA: Blackwell Publishing. (Chapter 1)				

2. Fulcher, J., & John. S. (2011). *Sociology*. New York: OUP. (Chapters 1, 4, 18,19,20)
3. Giddens, A., & Philip, W.S. (8th ed). (2006). *Sociology*. New Delhi: Wiley. (Chapter 1)
4. Harlambos, & Holborn. (8th ed). (2016). *Sociology: Themes and Perspectives*. London: Harper Collins Publishers (Chapter 1)
5. Macionis, J. (2017). *Sociology*. Essex: Pearson. (Chapters 1,2,3,4,6, and 7)

Recommended Readings:

1. Caplow, T. (1971). *Elementary sociology* (Vol. 1). New Jersey: Prentice Hall.
2. Duncan, O.D., & Mitchell, R., Paul, (1978). *A New Dictionary of Sociology*, London: Routledge.
3. Horton, Paul B., Chester L. Hunt. (2004). *Sociology*. New Delhi: Tata McGraw-Hill.
4. Inkeles, A., (1982) *Foundations of Modern Sociology*. New Jersey: Prentice Hall.
5. Ogburn, W. F., & Nimkoff, M. F. (1966). *A handbook of sociology*. New Delhi: Eurasia Publishing House.

Web Resources:

1. http://www.sociosite.net/
2. The International Sociological Association – represents sociologists around the world
3. The European Sociological Association – aims to facilitate research into European issues
4. The British Sociological Association – some helpful information on graduate careers from the BSA
5. Public Sociology – Michael Burawoy's version of public sociology and some of his critics
6. http://sociologyinfocus.com/

Course Outcomes (COs)
Upon successful completion of this course, the student will be able to:

	Statements	Bloom's Level
CO 1	Define Sociology, state the meaning and differentiate society & community, association & institution, power & authority, role & status, culture & socialization, social groups and social processes	**K1 & K2**
CO 2	Apply, Illustrate, relate, compare and differentiate various basic concepts in Sociology	**K3**
CO 3	Classify, contrast, deduce, and explain the basic concepts, the elements, types and relevance of culture; and examine the impact of culture on self, group & society	**K4**
CO 4	Trace the emergence and development of Sociology. Identify, appraise, analyse and synthesise the need, types and importance of social groups, socialisation and social processes	**K5**
CO 5	Evaluate, interpret, synthesis, contextualise and critique various conceptual understanding in Sociology, socialization, social groups and social processes.	**K6**

Course Code	USO 1502
Course Title	Sociology of Indian Society - I
Credits	06
Hours/Week	06
Category	Major Core (MC) - Theory
Semester	I
Regulation	2019

Course Overview

This course introduces the students to the basic structure of Indian society and the complex dynamics involved in the day-to-day interactions among the various sections of Indian society. It further encourages the students to look at Indian society from an emic and etic perspective and also enables the students to analyse the traditional and multi-faceted culture of Indian Society in the context of its constitutional commitment to the establishment of a Democratic and Socialistic society. It also introduces, contextualises and helps in the analysis of the structures and processes of the contemporary Indian society.

Course Objectives

This paper examines the distinctive nature of Indian society like unity in diversity, diversity of religion, language and ethnicity and provides an outline of the institutions and social processes that play out in Indian society.

Prerequisites	Not Applicable

SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	• Making of Indian Society • Unity in Diversity: • Racial, Linguistic, Ethnic and Religious diversity Yogesh, A. (2016). *Indian Society: Continuity and Change*. New Delhi: Pearson. Chapter 1. Pp 1-21.	18	CO 1 CO 2 CO 3	K1, K2, K3, K4
II	**Village in India** • Villages in Ancient India, Villages today • Classification of Village Types: Classification by their structure, Villages in terms of land revenue • Social Structure of a village • Gandhi, Periyar and Ambedkar on Indian Villages	18	CO 1 CO 2 CO 3	K2, K3 K4

	Yogesh, A. (2016). *Indian Society: Continuity and Change*. New Delhi: Pearson. Chapter 4. Pp 70-82.				
III	**Tribes in India** • Geographical Distribution, Racial and Linguistic Distribution. • Levels of Economy: Hunters and Food Gatherers, Pastoral Groups, Shifting Cultivators • Tribal Problems • Development and Planning for the Tribal Areas, Forest Rights Act Yogesh, A. (2016). *Indian Society: Continuity and Change*. New Delhi: Pearson. Chapter 5. Pp 83-104	14	CO 1 CO 2 CO 3 CO 4	K1, K2, K3, K4
IV	**Women in Indian Society** • Status of Women: Pre-independent and post independent periods. • Women in Politics • Violence against women in India: Child Marriage, Domestic Violence, Violence related to Dowry, Female Infanticide and Sex Selective Abortion Yogesh, A. (2016). *Indian Society: Continuity and Change*. New Delhi: Pearson. Chapter 8. Pp 136-155.	14	CO 1 CO 2 CO 3 CO 4 CO 5	K2, K3, K4
V	**Indian Caste System** • Definition, Dimension and Caste as Tradition • Caste – source of power and humiliation • Contesting Caste • Caste in contemporary India Yogesh, A. (2016). *Indian Society: Continuity and Change*. New Delhi: Pearson. Chapter 6. Pp 105-120.	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Essential Readings:

1. Yogesh, A. (2016). *Indian Society: Continuity and Change*. New Delhi: Pearson.
2. Jodhka, S. (2012). *Village Society*. New Delhi: Orient Blackswan.

3. Ambedkar, B. R. (2014). *Annihilation of Caste (The Annotated Critical Edition ed.). Anand intro Arundhati Roy.* New Delhi: Navayana.

Suggested Readings:

1. Agnes, F. (2001). *Law and Gender Inequality. The Politics of Women Rights in India.* USA: OUP.
2. Beteille, A. (2002). *Sociology: Essays on Approaches and Method.* New Delhi: OUP.
3. Cohn, S.B. (1987). *An Anthropologist among the Historians and other Essays*. New Delhi: Oxford University Press.
4. Das, V. (ed.) (2003). *The Oxford India Companion to Sociology and Social Anthropology*. New Delhi: Oxford University Press.
5. Desai, A.R. (1948). *Social Background of Indian Nationalism*. Bombay: OUP.
6. Deshpande, A. (2011). *The Grammar of Caste: Economic Discrimination in Contemporary India*. New Delhi: OUP
7. Deshpande, A. (2013). *Affirmative Action*. New Delhi: OUP.
8. Deshpande, S. (2003). *Contemporary India: A Sociological View*. New Delhi: Viking Publishers.
9. Dhanagare, D.N. (1999). *Themes and perspectives in India Sociology*. Jaipur: Rawat.
10. Dirks, N. B. (2003). *Caste of Mind*. New Delhi: Orient Blackswan.
11. Doshi, S.L. (1997). *Emerging Tribal Image*. Delhi: Rawat.
12. Dube, S.C. (1967). *The Indian Village*. London: Routledge.
13. Dumont, L. (1981). *Homo Hierarchius: The Cast System and its Implications*. New Delhi: Vikas Publishing.
14. Fuller, C.J. (ed) (1998). *Caste Today*. New Delhi: OUP.
15. Jain, Devika. & Sujaya. C.P. (eds) (2015). *Indian Women: Contemporary Essay*. New Delhi: Publication Division, GOI. (Chapters 1, 2, 4 and 13)
16. Jodhka, S. S. (2013). *Caste*, New Delhi: OUP.
17. Jodhka. S. (2017). *Caste in Contemporary India* (2nd ed), New Delhi: Taylor & Francis
18. Oommen, T. K., & Mukherji, P. N. (Eds.). (1986). *Indian sociology: Reflections and introspections*. Popular Prakashan.
19. Pai, S. (2013). *Dalit Assertion*. New Delhi: OUP.
20. Singh, Y. (1973). *Modernization of Indian Tradition.* Delhi: Thompson Press.
21. Srinivas, M.N. (1960). *India's Village*. Bombay: Asian Publishing House.
22. Srinivas, M.N. (1977). *Remembered Village*. New Delhi: OUP.
23. Srinivas, M.N. (1995). *Social Change in Modern India*. New Delhi: Orient Black Swan.
24. Srinivas, M.N. (1998). *Village, Caste, Gender and Method: Essays in Indian Anthropology*. New Delhi: OUP.
25. Srinivas, M.N. (2002). *Collected Essays*. New Delhi: OUP.
26. Uberoi, Paterica. (1997). *Family kinship and Marriage in India*. New Delhi: OUP.
27. Xaxa, Virginius. (1999). *Transformation of Tribes in India*.

Web Resources:

1. https://tribal.nic.in/FRA/data/FRARulesBook.pdf
2. https://www.tourmyindia.com/blog/the-indigenous-colour-of-india-the-indian-tribes/
3. http://mospi.nic.in/publication/women-and-men-india-2020
4. http://ncw.nic.in/
5. https://bit.ly/3v8CvJb

6. https://tribal.nic.in/ST/LatestListofScheduledtribes.pdf
7. https://censusindia.gov.in/2011census/Listofvillagesandtowns.aspx
8. https://bit.ly/3FJF8pF
9. https://www.bbc.com/news/world-asia-india-35650616
10. https://www.britannica.com/place/India/Caste
11. https://www.hrw.org/reports/2001/globalcaste/caste0801-03.htm
12. https://www.pewforum.org/2021/06/29/attitudes-about-caste/
13. https://econ.st/2YPE57a

Course Outcomes (COs)

Upon successful completion of this course, the student will be able to:

	Statements	Bloom's Level
CO 1	Define race, ethnicity, religious plurality and understand the making of Indian society. Define villages and differentiate the characteristics and types of traditional and contemporary Indian villages. Define and classify tribal community and introduce the problems faced by women and marginalized in India.	**K1 & K2**
CO 2	Examine the structure and composition of Indian society. Contextualise and compare Gandhi, Periyar and Ambedkar's views on Indian villages. Delineate and explore the problems faced by women, marginalized and tribal communities & their economic structure in India.	**K3**
CO 3	Analyse the role and importance of the diversity in Indian society. Illustrate the problems faced by the marginalized communities in India viz. tribes, women, backward castes and Dalits.	**K4**
CO 4	Appreciate, contextualise and appraise the philosophy of unity in diversity in India. Assess and evaluate the structure and patterns of Indian villages. Inspect, Examine and Evaluate the status and problems of women, backward castes and Dalits in India faced in pre and post independent India.	**K5**
CO 5	Critique the Indian society – problems associated with Indian villages, tribal society, women, backward caste and Dalits in India.	**K6**

COURSE DESCRIPTOR

Course Code	USO 1301
Course Title	**Contemporary Indian Social Problems** **(Offered to First Year B.A. History (Allied Required)**
Credits	**3**
Hours/Week	**6**
Category	**Allied Required (AR) – Theory**
Semester	**I**
Regulation	**2019**

Course Overview

This course introduces the students to the major Indian social problems and applies sociological concepts and methods to analyse and critique these current social problems.

Course Objectives

1. Enabling the students to discern the existing social problems in India and understand the society in which they live in.
2. To provide an outline of the contemporary social problems in India.
3. To introduce the students to various ideas of inequality with special reference to caste, women and children.
4. To sensitize the students to the issues of corruption, alcoholism and drug abuse.

Prerequisites	Not Applicable

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	**Conceptualizing Social Problems** Concept, Characteristics, causes and reactions to social problem. Major social problems in India – Malnutrition, Suicide, Honour Killing. Best, J. (2017). *Images of issues: Typifying contemporary social problems*. Routledge. (part 1) Deb, S. (2006). *Contemporary Social Problems in India*. Anmol. Goldberg, R. (2015). *Understanding Contemporary Social Problems Through Media*. Routledge. (Chapter 1)	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
II	**Poverty and Unemployment in India**	18	CO1 CO2 CO3	K1, K2, K3, K4, K5

	Poverty: Definition, magnitude and trends, types of poverty, causes, consequences, remedial measures. Unemployment: Definition, types, causes and consequences. Merton, R. K., & Nisbet, R. A. (1976). *Contemporary social problems* (Vol. 2). Harcourt College Pub.		CO4 CO5	
III	**Social Inequality** **Caste:**Definition, origin and development, casteism caste as power and humiliation, contesting caste measures to eradicate. **Abuse of women and children:**child abuse, types of abuse, measures; violence against women, types, measures. Pai, S. (2013). *Dalit assertion*. OUP. Robinson, R. (Ed.). (2012). *Minority studies*. OUP. Jodhka, S. S. (2017). *Caste in contemporary India*. Routledge India.	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
IV	**Corruption** Concept, multifariousness of corruption, law and enforcement, political corruption and scandals Holmes, L. (2015). *Corruption: a very short introduction* (Vol. 426). OUP, USA. Ram, N. (2017). *Why Scams are here to stay*. New Delhi: Aleph Books.	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
V	**Alcoholism and Drug Addiction** **Alcoholism:**concept,phases, causes, consequences and remedies **Drug:** use and abuse,types,addiction,tolerance and dependence Merton, R. K., & Nisbet, R. A. (1976). *Contemporary social problems* (Vol. 2). Harcourt College Pub.	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6

Essential Readings:

1. Best, J. (2017). *Images of issues: Typifying contemporary social problems*. Routledge. (part 1)
2. Deb, S. (2006). *Contemporary Social Problems in India*. Anmol.
3. Goldberg, R. (2015). *Understanding Contemporary Social Problems Through Media*. Routledge. (Chapter 1)
4. Holmes, L. (2015). *Corruption: a very short introduction* (Vol. 426). OUP, USA.

5. Leon-Guerrero, A. (2018). *Social problems: Community, policy, and social action*. Sage Publications. (Chapter 1)
6. Steverson, L. A., & Melvin, J. (2018). *Debating Social Problems*. Routledge. (Chapter 1)
7. Swain, S. (2011). *Social Issues of India*. New Delhi: New Vishal Publications (Chapters 19 p121)

Recommended Readings:

1. Deshpande, A. (2013). Affirmative Action. New Delhi: OUP.
2. Gallenter, Marc (1984) *Competing Equalities: Law and the Backward Classes in India.* New Delhi: OUP.
3. Guha, S. (2006). *Environment and ethnicity in India, 1200-1991* (Vol. 4). Cambridge University Press.
4. Jodhka, S. S. (2017). *Caste in contemporary India*. Routledge India.
5. Merton, R. K., & Nisbet, R. A. (1976). *Contemporary social problems* (Vol. 2). Harcourt College Pub.
6. Neha.G., & Aggarwal. N. K. (2012). *Child Abuse*. Delhi Psychiatry Journal Vol. 15 No.2.
7. Oomen, T.K. (2017). *Citizenship, Nationality And Ethnicity: Reconciling Competing Identities*.Jaipur: Rawat.
8. Pai, S. (2013). *Dalit assertion*. OUP.
9. Preston, P.W. (2001). *Development Theory:* Blackwell Publication.
10. Ram, N. (2017). *Why Scams are here to stay.* New Delhi: Aleph Books.
11. Robinson, R. (Ed.). (2012). *Minority studies*. OUP.
12. Weeks, J. (2011). Population: An introduction to concepts and issues. Nelson Education

Web Resources:

1. https://nptel.ac.in/courses/109103022/11
2. https://onlinecourses.swayam2.ac.in/cec21_hs31/preview
3. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7014857/
4. https://www.bbc.com/news/world-asia-india-52640266
5. https://www.britannica.com/place/India/Caste
6. https://www.hrw.org/reports/2001/globalcaste/caste0801-03.htm
7. https://www.pewforum.org/2021/06/29/attitudes-about-caste/
8. https://econ.st/2YPE57a
9. https://cvc.gov.in/sites/default/files/CEO.pdf
10. https://bit.ly/3oYYm4N

Course Outcomes (COs)

Upon successful completion of this course, the student will be able to:

	Statements	Bloom's Level
CO 1	Define the basic concepts related to social problems and introduce some major social problems in India like malnutrition, suicide and honour killing, Define and categorise poverty, corruption and unemployment, social inequalities existing in society namely class, caste and gender and differentiate between alcoholism and drug addiction	K1 & K2
CO 2	Explain the characteristics, causes and reactions to social problems, Illustrate the characteristics and types of poverty and unemployment, classify various types of inequalities Describe the multifariousness of corruption and examine the various phases of alcoholism and drug addiction	K3
CO 3	Examine and illustrate social problems like malnutrition, suicide and honour killing, causes and consequences of poverty and unemployment, explain the various crimes against women and children, analyse the various forms of political corruption and scandals, illustrate, compare and differentiate various forms and causes of alcoholism and drug addiction	K4
CO 4	Appreciate, contextualise and appraise the major social problems in India, Inspect, Examine and Evaluate the measures taken to combat/contain the problem of poverty and unemployment, Inspect, Examine and Evaluate the problems of the vulnerable group, the women and children, Discuss the various crimes against them and suggest measures to overcome them. Assess and evaluate corruption, alcoholism and drug addiction	K5
CO 5	Discuss, Evaluate and Critique the various social problems in India and develop solutions to combat these problems	K6

COURSE DESCRIPTOR

Course Code	USO 2501
Course Title	**Introduction to Sociology – II**
Credits	**6**
Hours/Week	**6**
Category	**Major Core (MC) - Theory**
Semester	**II**
Regulation	**2019**

Course Overview

This course acquaints students to the nature and structure of social institutions, offers a brief introduction to social, economic and political institutions and its importance in an individual's life. It also reiterates the changing trends in social institutions in contemporary times. The paper also helps the students to understand the theories and patterns of social change and social control.

Course Objectives
1. To understand and critique the social institutions
2. To explain how conflict, culture and ideas influence social change
3. To understand the social construction of crime and deviance

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	**Primary Social Institutions** Marriage – Forms, Patterns and Functions of Marriage Family – Forms and Functions of family, Alternative family forms – Single Parent families, Co-habitation, Gay and Lesbian Couples Education & Religion – Education and Inequality, Education and Socialization Giddens, A. & Philip, W.S. (2006). (8th edition.) *Sociology.* New Delhi: Wiley India Pvt.Ltd. Harlambos. & Holborn. (2016). (8th Edition). *Sociology: Themes and Perspectives.* London: Harper Collins Publishers.	16	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4

II	**Secondary Social Institutions**	20	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4
	Economy			
	Polity			
	Law			
	Giddens, A. & Philip, W.S. (2006). (8th edition.) *Sociology.* New Delhi: Wiley India Pvt.Ltd.			
	Harlambos. & Holborn. (2016). (8th Edition). *Sociology: Themes and Perspectives.* London: Harper Collins Publishers.			
III	**Social Change**	16	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
	Concept of social change			
	Types of social change			
	Causes of social change			
	Theories of social change			
	Giddens, A. & Philip, W.S. (2006). (8th edition.) *Sociology.* New Delhi: Wiley India Pvt.Ltd.			
	Macionis, J. (2017). *Sociology*. Essex: Pearson. (Chapters 1,2,3,4,6, and 7)			
IV	**Social Control**	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
	Overview of the concept			
	Types of social control			
	Conformity and Deviance			
	Ogburn, W.F. & Nimkoff, M. F. (1966). Handbook of Sociology. New Delhi: Eurasia			
	Fulcher, J. & John, S. (2011). *Sociology*. New York: OUP. (Chapters 9,12,15)			

V	**Reflective Learning**	12	CO1	K1, K2, K3, K4,
	Civil Inattention		CO2	K5
			CO3	
	Liquid Love		CO4	
			CO5	
	Family portrayed in mass media			
	Seeing society in our everyday lives – coexistence of tradition and modernity			
	Bauman, Z. & Tim, M. (2001). *Thinking Sociologically*, Malden, MA: Blackwell Publishing. (Chapters 5 and 6)			

Essential Readings:

1. Bauman, Z. & Tim, M. (2001). *Thinking Sociologically*, Malden, MA: Blackwell Publishing. (Chapters 5 and 6)
2. Fulcher, J. & John, S. (2011). *Sociology.* New York: OUP. (Chapters 9,12,15)
3. Giddens, A. & Philip, W.S. (2006). (8th edition.) *Sociology.* New Delhi: Wiley India Pvt.Ltd.
4. Harlambos. & Holborn. (2016). (8th Edition). *Sociology: Themes and Perspectives*. London: Harper Collins Publishers.
5. Macionis, J. (2017). *Sociology*. Essex: Pearson. (Chapters 1,2,3,4,6, and 7)

Suggested Readings:

1. Caplow, T. (1971). *Elementary Sociology*. New Jersey: Prentice Hall.
2. Duncan, O.D., & Mitchell, R. P. (1978). *A New Dictionary of Sociology*, London: Routledge.
3. Horton, Paul B. & Chester L. H. (2004). *Sociology*. New Delhi: Tata McGraw-Hill.
4. Inkeles, A. (1982). *Foundations of Modern Sociology*. New Jersey: Prentice Hall.
5. Karve, I. (1994*). The Kinship map of India* in Patricia Uberoi (ed.) *Family, kinship and marriage in India.* Delhi: OUP.
6. MacIver, R.M. & Page, C. H. (1974). *Society: An Introductory Analysis.* London: Macmillan Press Limited.
7. Ogburn, W.F. & Nimkoff, M. F. (1966). Handbook of Sociology**.** New Delhi: Eurasia
8. Parkin, R. & L. S. (2004) *'General Introduction', in R. Parkin & L. Stone (eds). Kinship and Family: An Anthropological Reader*. U.S.A.: Blackwell Publishing House.
9. Shah, A. M. (1998). *The Family in India: Critical Essays*. New Delhi: Orient Longman, pp.52-63.

Web Resources:

1. http://sociologyinfocus.com/
2. http://ocw.mit.edu/courses/anthropology/21a-219-law-and-society-spring-2003/study-materials/hobasicconcepts.pdf
3. http://www.sagepub.com/upm-data/45619_4.pdf

Course Outcomes (COs)

Upon successful completion of this course, the student will be able to:

	Statements	Bloom's Level
CO 1	Define, state and give examples of primary social institution - marriage, family, education and religion and the secondary social institutions – economy, polity and law, social change, social control, crime and deviance.	**K1 & K2**
CO 2	Illustrate, relate, construct and compare various social institutions, social change and social control	**K3**
CO 3	Classify, contrast, deduce and explain primary and secondary social institutions, social change and social control	**K4**
CO 4	Appraise, analyse and synthesise the institutions of family, marriage, education, religion, causes and theories of social change and social control.	**K5**
CO 5	Distinguish, evaluate, critique, contextualise and construct social institutions, estimate and evaluate the social interaction of everyday life.	**K6**

COURSE DESCRIPTOR

Course Code	USO 2502
Course Title	**Sociology of Indian Society - II**
Credits	**06**
Hours/Week	**06**
Category	**Major Core (MC) - Theory**
Semester	**II**
Regulation	**2019**

Course Overview

This course introduces the approaches to the study of Indian society and it appraises the views and ideas of Gandhi, Nehru, and Ambedkar about India. It familiarizes the students with social institutions of Indian society such as family, marriage, kinship and polity and highlights debates in contemporary Indian society.

Course Objectives

This course introduces the theoretical debates and approaches to the study of Indian society. It offers a sociological understanding to various institutions in Indian society and discusses the challenges facing Indian society.

Prerequisites	Not Applicable

SYLLABUS				
UNIT	**CONTENT**	**HOURS**	**COs**	**COGNITIVE LEVEL**
I	**Approaches to the study of Indian Society** • Indological Perspectives; Critique of Indological perspective • Structural-Functional perspective; Empirical approach • Critiques of Empirical perspective and Structural approach Subaltern Perspective Madan, T.N. (1994). Pathways: Approaches to the Study of Society in India: Delhi. OUP.	16	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4
II	**Idea of India** • Approaches of Gandhi, Nehru, and Ambedkar Dhanagare, D.N. (1993). *Themes and Perspectives in Indian Sociology*. Jaipur: Rawat publications.	14	CO1 CO2 CO3 CO4 CO5	K2, K3 K4

		Ambedkar, B. R. (2014). *Annihilation of Caste (The Annotated Critical Edition ed.). Anand intro Arundhati Roy.* New Delhi: Navayana.			
III		**Marriage, Family, Kinship** • Marriage in India: concept of marriage, types of marriage, regional and religious variations, changes in marriage system and marriage legislations. Yogesh, A. (2016). *Changing Indian Society* New Delhi: Rawat. Chapter 7 Rao. C.N. (Rev. Ed.) (2004) *Sociology of Indian Society*. New Delhi: S.Chand. Pp 101-129 • Family: Joint Family, Nuclear Family, contemporary changes in the family structure. Rao. C.N. (Rev. Ed.) (2004) *Sociology of Indian Society*. New Delhi: S.Chand. Pp 130-147 • Kinship: Types, Kinship Terminologies, Importance of Kinship. Rao. C.N. (Rev. Ed.) (2004) *Sociology of Indian Society*. New Delhi: S.Chand. Pp 365-369	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4
IV		**Indian Polity** • India after independence • Indian democracy • Party system in India • Citizenship in India Palshikar, S. (2017). *Indian Democracy*. New Delhi: OUP. Diwaker, R. (2017). *Party System in India*. New Delhi: OUP. Roy, A. (2016). *Citizenship in India*. New Delhi: OUP.	16	CO1 CO2 CO3 CO4 CO5	K2, K3, K4
V		**Debates in Contemporary India** • Communalism • Secularism • Nationalism	14	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6

	Bottero, W. (2005). *Stratification: Social division and inequality*. London: Routledge. (Chapters 12 and 14).			

Recommended Readings:
1. Yogesh, A. (2016). *Indian Society, Continuity and Change*. New Delhi: Pearson.
2. Das, V. (ed). (2006). *Hand book of Indian Sociology*. New Delhi: OUP.

Suggested Readings:
1. Ambedkar, B. R. (2014). *Annihilation of Caste (The Annotated Critical Edition ed.). Anand intro Arundhati Roy.* New Delhi: Navayana.
2. Bottero, W. (2005). *Stratification: Social division and inequality*. London: Routledge. (Chapters 12 and 14).
3. Chatterjee, P. (1997). Introduction: A political history of independent India. *State and politics in India*, 1-39. Delhi: OUP.
4. Deshpande, S. (2003). *Contemporary India: A Sociological View*. New Delhi: Viking Publishers.
5. Dhanagare, D.N. (1993). *Themes and Perspectives in Indian Sociology*. Jaipur: Rawat publications.
6. Diwaker, R. (2017). *Party System in India*. New Delhi: OUP.
7. Han, C., & Keith, H. (2011). *Economic Anthropology*. Cambridge: UK Quality press. Chapter 2 "Economy from the ancient world to the Age of Internet "PP: 18-36; chapter 5 "After the formalist – substantivist debate", PP 72 – 99,
8. Jodhka, S. (2015). *Caste in Contemporary India*. New Delhi: Routledge.
9. Jodhka, S., & Aseem, P. (2016). *The India Middle Class*. New Delhi: OUP.
10. Madan, T.N. (1994). Pathways: Approaches to the Study of Society in India: Delhi. OUP.
11. Nagla, B. K. (2016). *Indian Sociological Thought*. Jaipur: Rawat.
12. Palshikar, S. (2017). *Indian Democracy*. New Delhi: OUP.
13. Roy, A. (2016). *Citizenship in India*. New Delhi: OUP.
14. Vunduru, R. S. (2017). *Ambedkar, Gandhi and Patel: The Making of India's Electoral System*. New Delhi: Bloomsberg.

Web Resources:
1. Indological Perspective https://youtu.be/dqvFYdfmXBs
2. Structural Functionalism https://youtu.be/pJ-Xvt5OJwY
3. https://www.lawctopus.com/academike/family-marriage-kinship/
4. https://www.sociologyguide.com/marriage-family-kinship/index.php
5. https://bit.ly/3DDorKP
6. https://www.sociologygroup.com/kinship-india-iravati-karve/
7. https://www.britannica.com/place/India/Government-and-politics
8. https://www.indiamacroadvisors.com/page/category/politics/overview/
9. https://www.nios.ac.in/media/documents/SecICHCour/English/CH.20.pdf
10. https://bit.ly/3oX357a
11. https://www.jstor.org/stable/40739868
12. https://www.jstor.org/stable/41858798

Course Outcomes (COs)

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Define, state, conceptualize and give examples to various approaches to the study of Indian society, marriage, family, kinship, polity in India and Gandhi, Nehru and Ambedkar's idea of India.	K1 & K2
CO2	Apply, illustrate, relate, compare and differentiate various approaches to the study of Indian society, Gandhi, Nehru and Ambedkar's idea of India, issues and contemporary trends in marriage, family, kinship, polity in India and its impact on Indian society.	K3
CO3	Classify, contrast, deduce, and explain various approaches to the study of Indian society, Gandhi, Nehru and Ambedkar's idea of India, issues and contemporary trends in marriage, family, kinship, polity in India and its impact on Indian society.	K4
CO4	Appraise, analyse, synthesise various approaches to the study of Indian society, Gandhi, Nehru and Ambedkar's idea of India, issues and contemporary trends in marriage, family, kinship, polity in India and its impact on Indian society.	K5
CO5	Evaluate, critique and relate various approaches to the study of Indian society, Gandhi, Nehru and Ambedkar's idea of India, issues and contemporary trends in marriage, family, kinship, polity in India and its impact on Indian society.	K6

Course Code	USO 2301
Course Title	**Sociology For Literature** **Offered to First Year B.A. English Literature (Allied Required)**
Credits	**03**
Hours/Week	**06**
Category	**Allied Required (AR) - Theory**
Semester	**II**
Regulation	**2019**

Course Overview

This course helps the students of Literature to understand the importance of Sociology by contextualising the concepts in Sociology and highlights the importance of culture and the intersectionality of human discourse. It further examines the impact of mass media on society.

Course Objectives

On completion of this course, the students will be able to contextualize the discipline of Sociology and be familiarised with

1. Basic Sociological concepts
2. Use of the concept of cross culture in Sociological explanations
3. How the mass media affects and shapes society

Prerequisites	Not Applicable

SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	**Introduction to Sociology** Definition Understanding of Sociology / seeing world as a Sociologist Sociological Imagination Studying people and societies Giddens, A. & Philip, W, S. (8th ed.). (2006). Sociology. New Delhi: Wiley. (Chapter 1) Haralambos & Holborn, M. (8th ed.). (2016). *Sociology: Themes and Perspectives*. London: Harper Collins Publishers. (Chapter 1)	14	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4
II	**Sociological Concepts - I** Society Community Association Institution	14	CO 1 CO 2 CO 3	K2, K3 K4

	Groups Power and Authority Giddens, A. & Philip, W, S. (8th ed.). (2006). Sociology. New Delhi: Wiley. (Chapter 1) Haralambos & Holborn, M. (8th ed.). (2016). *Sociology: Themes and Perspectives*. London: Harper Collins Publishers. (Chapters 8,10, 12)				
III	**Sociological Concepts - II** Marriage Family Culture Status and role Socialization Social stratification Giddens, A. & Philip, W, S. (8th ed.). (2006). Sociology. New Delhi: Wiley. (Chapter 1) Haralambos & Holborn, M. (8th ed.). (2016). *Sociology: Themes and Perspectives*. London: Harper Collins Publishers. (Chapters 8,10, 12)	18	CO 1 CO 2 CO 3 CO 4		K1, K2, K3, K4
IV	**Cross-Cultural Management** Dimensions of culture Edward Hall model Geert Hofstede model GLOBE (Global Leadership and Organizational Behaviour Effectiveness) Study Madhavan, S. (2016). *Cross-Cultural Management: Concepts and Cases*. New Delhi: OUP. (Chapters 2, 3)	18	CO1 CO2 CO3 CO4 CO5		K2, K3, K4
V	**Mass Media and Society** Digital revolution Impact of internet Media Imperialism Media and post-truth society https://bit.ly/3DBirlO https://bit.ly/3aARaDO	14	CO1 CO2 CO3 CO4 CO5		K1, K2, K3, K4, K5, K6

	Essential Readings:

Essential Readings:
1. Giddens, A. & Philip, W, S. (8th ed.). (2006). Sociology. New Delhi: Wiley. (Chapter 1)
2. Haralambos & Holborn, M. (8th ed.). (2016). *Sociology: Themes and Perspectives*. London: Harper Collins Publishers. (Chapters 1,8,10, 12)

Suggested Readings:
1. Bauman, Z. & Tim, M. (2001). *Thinking Sociologically*. Malden, MA: Blackwell Publishing. (Chapter 1)
2. Browaeys, M, J. & Prince, R. (2010). *Understanding Cross-Cultural Management.* NewDelhi: Pearson.
3. Fulcher, J. & John, S. (2011). *Sociology*. New York: OUP. (Chapters 1, 4, 18, 19, 20)
4. Macionis, J. (2017). *Sociology*. Essex: Pearson. (Chapters 1, 2, 3, 4, 6, 7)
5. Madhavan, S. (2016). *Cross-Cultural Management: Concepts and Cases.* New Delhi: OUP. (Chapters 2, 3)
6. Reynolds, S. & Valentine, D. (2010). *Guide to Cross-Cultural Communication.* New Delhi: Pearson.

Web Resources:
1. http://www.sociosite.net/
2. The International Sociological Association – represents sociologists around the world
3. The European Sociological Association – aims to facilitate research into European issues
4. The British Sociological Association – some helpful information on graduate careers from the BSA
5. Public Sociology – Michael Burawoy's version of public sociology and some of his critics
6. http://sociologyinfocus.com/
7. http://sociologyinfocus.com/
8. https://bit.ly/3vdzK9M
9. http://www.sagepub.com/upm-data/45619_4.pdf
10. https://www.scholarify.in/mass-media-and-society/

Course Outcomes (COs)
Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Define, identify, and give examples to the concepts related to Sociology, sociological imagination, culture, cross-cultural management and mass media.	K1 & K2
CO2	Classify, describe, and summarize the concepts related to social institutions, culture, models of cross-cultural management and mass media.	K3
CO3	Assess, illustrate and highlight the social institutions, elements, types and dimensions of culture, models of cross-cultural management and mass media.	K4
CO4	Analyse, compare and contrast various social institutions, elements, types and dimensions of culture, models of cross-cultural management and mass media.	K5
CO5	Evaluate and critique modern society, culture, cross cultural management, impact of media, media imperialism and the post-truth society.	K6

Course Code	USO 3501
Course Title	Classical Sociological Theory
Credits	6
Hours/Week	6
Category	Major Core (MC) - Theory
Semester	III
Regulation	2019

Course Overview

This course explains to the students how sociological theory is essential to understand our lives, by tracing the antecedents of sociological thought and introduces the students to the classical sociological thinkers and their works. It discusses the intellectual and social milieu these thinkers lived in, to understand how these instances have influenced the founding fathers. This course also enables them to understand, contextualise, and compare the works of the classical sociological thinkers.

Course Objectives

The student will be able to

1. Contextualize the historical background that led to the emergence of sociological theory.
2. Familiarize the students with the major works of the founders of Sociology.
3. Develop a deep understanding and critical assessment of sociological theory.

Prerequisites	Not Applicable

SYLLABUS				
UNIT	**CONTENT**	**HOURS**	**COs**	**COGNITIVE LEVEL**
I	**Introduction to Sociological Theory** Enlightenment and new ways of thinking - The intellectual revolution - Comte, Political and Economic Revolution – French and Industrial Revolution Turner, Jonathan., Leonard, Beeghley., Charles, H. Powers. (7th Ed). (2012). *The Emergence of Sociological Theory*. London: Sage. Pp 1-12.	10	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

		Edles, Laura. Desfor., and Scott, Appelrouth. (3rd Ed). (2015). *Sociological Theory in the Classical Era*. London: Sage. Pp 1-19. Ritzer, George., and Jeffery, Stepnisky. (10th Ed). (2018). *Sociological Theory*. London: Sage. Pp 33-44.			
II	**Karl Marx** Social and Intellectual Background – Biographical Influences on Marx's Thoughts, Critical Critics, Paris Manuscripts and Alienation, Dialectics, Materialism, Historical Materialism, Theory of Surplus Value; Theory of Class and Class Struggle, Ideas on religion. Abraham, Francis., and Morgan, J. H. (1985). *Sociological Thought*. New Delhi: Macmillan. Pp 21-50 Haralambos, Michael. (8th Ed). (2018). *Sociology: Themes and Perspectives*. London: Harper Collins. Pp 964-999, 434-437, 30-33, 66-67, 114-115. Edles, Laura. Desfor., and Scott, Appelrouth. (3rd Ed). (2015). *Sociological Theory in the Classical Era*. London: Sage. Pp 20-71 Aron, Raymond. (1965). *Main Currents in Sociological Thought. (Vol.1)*. London: Routledge. Pp 111-182	20	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
III	**Emile Durkheim** Social and Intellectual Background – Biographical Influences on Durkheim's Thoughts, Social Order; The Division of Labour in Society - Social Solidarity, Collective Conscience, Rules of Sociological Method - Social Facts; Theory of Suicide; The Elementary form of Religious Life. Abraham, Francis., and Morgan, J. H. (1985). *Sociological Thought*. New Delhi: Macmillan. Pp 99-130 Haralambos, Michael. (8th Ed). (2018). *Sociology: Themes and Perspectives*. London: Harper Collins. Pp 879-889, 663-664, 729-730,	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

	Edles, Laura. Desfor., and Scott, Appelrouth. (3rd Ed). (2015). *Sociological Theory in the Classical Era*. London: Sage. Pp 101-162 Aron, Raymond. (1965). *Main Currents in Sociological Thought. (Vol.1)*. London: Routledge. Pp 21 -108			

IV	**Max Weber**
	
	Social and Intellectual Background – Biographical Influences on Weber's Thoughts Definition of Sociology; Verstehen Approach; Social Action; Ideal Types; Authority; Protestant Ethics and the Spirit of Capitalism; Bureaucracy
	
	    Abraham, Francis., and Morgan, J. H. (1985). *Sociological Thought*. New Delhi: Macmillan. Pp153-189
	
	    Haralambos, Michael. (8th Ed). (2018). *Sociology: Themes and Perspectives*. London: Harper Collins. Pp 971-997, 447-451
	
	    Edles, Laura. Desfor., and Scott, Appelrouth. (3rd Ed). (2015). *Sociological Theory in the Classical Era*. London: Sage. Pp 164-192, 214-233.
	
	    Aron, Raymond. (1965). *Main Currents in Sociological Thought. (Vol.1)*. London: Routledge. Pp 185-258.
		18	CO1
			CO2
			CO3
			CO4
			CO5
				K1, K2, K3, K4, K5

V	**George Herbert Mead**
	
	Social and Intellectual Background – Biographical Influences on Mead's Thoughts; Mind, Self, and Society; The Philosophy of the Act;
	
	    Haralambos, Michael. (8th Ed). (2018). *Sociology: Themes and Perspectives*. London: Harper Collins. Pp 978-90.
	
	    Edles, Laura. Desfor., and Scott, Appelrouth. (3rd Ed). (2015). *Sociological Theory in the Classical Era*. London: Sage. Pp 392-437
		12	CO1
			CO2
			CO3
			CO4
			CO5
				K1, K2, K3, K4, K5

Essential Readings:

1. Abraham, Francis., and Morgan, J. H. (1985). *Sociological Thought.* New Delhi: Macmillan. Pp 21-50
2. Appelrouth, Scott and Edles, Laura Desfor (2008) *Classical and Contemporary Sociological Theory: Text and Readings*, California: Pine Forge Press. Selected chapters
3. Aron, Raymond. (1965). *Main Currents in Sociological Thought. (Vol.1).* London: Routledge.
4. Ferrarotti, Franco (2003) *An Invitation to Classical Sociology: Meditations on Some Great Social Thinkers*, Maryland: Lexington Books.
5. Haralambos, Michael. (8th Ed). (2018). *Sociology: Themes and Perspectives.* London: Harper Collins.
6. Ritzer, George and Jeffery Stepnisky (2018) (10th Ed) *Sociological Theory,* London: Sage
7. Stones, Rob (1998) (ed) *Key Sociological Thinkers,* London: Macmillan.
8. Turner, Jonathan., Leonard, Beeghley., Charles, H. Powers. (7th Ed). (2012). *The Emergence of Sociological Theory*. London: Sage.

Recommended Readings:

1. Alatas, Syed Farid and Vineeta Sinha (2017) *Sociological Theory Beyond the Canon*, Singapore: Palgrave.
2. Calhoun, Craig et.al (2007) (2nd Ed) *Classical Sociological Theory*, Oxford, Blackwell.
3. Dillion, Michele (2014) (2nd Ed) *Introduction to Sociological Theory: Theorist, Concepts and their Applicability to the Twenty-First Century*, Oxford: Wiley Blackwell.
4. Edles, Laura. Desfor., and Scott, Appelrouth. (3rd Ed). (2015). *Sociological Theory in the Classical Era*. London: Sage.
5. Fuchs, Christian (2020) *Marxism: Karl Marx's Fifteen Key Concepts for Cultural and Communication*, New York: Routledge.
6. Skidmore, W. (1975). Theoretical Thinking in Sociology. Cambridge: Cambridge University Press.
7. Stones, R. (1998). Key Sociological Thinkers. London: Macmillan.
8. Turner, J H. (1987). The Structure of Sociological Theory. Jaipur: Rawat.
9. Zeitlin, I.M. (1996). Rethinking Sociology: A Critique of Contemporary Theory. Delhi: Sage.

Web Resources:

1. http://la.utexas.edu/users/hcleaver/357k/357ksg.html
2. https://www.marxists.org
3. https://www.marxists.org/archive/marx/works/download/pdf/Capital-Volume-I.pdf
4. https://iep.utm.edu/durkheim/
5. http://www.faculty.rsu.edu/users/f/felwell/www/Theorists/Durkheim/DurkheimBooks.htm
6. https://plato.stanford.edu/entries/weber/
7. http://www.ibe.unesco.org/sites/default/files/durkheie.pdf
8. http://uregina.ca/~gingrich/s250f99.htm
9. http://uregina.ca/~gingrich/o12f99.htm
10. https://opinion.inquirer.net/85293/max-webers-3-types-of-authority
11. https://plato.stanford.edu/entries/mead/
12. https://iep.utm.edu/mead/
13. https://brocku.ca/MeadProject/inventory5.html

Course Outcomes
Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Define, state and give examples of the theoretical concepts put forth by the founding fathers of Sociology and state the major reasons for the origin of sociological theory.	K1 & K2
CO2	Apply, Illustrate, relate, compare and differentiate the various theoretical positions of the classical thinkers in Sociology; and the intellectual, political and economic revolutions.	K3
CO3	Classify, contrast, deduce, and explain, the theoretical ideas of the founding fathers of Sociology; social and intellectual background to the development of Sociology.	K4
CO4	Appraise, analyse, synthesise the theoretical understandings & conclusions of classical sociological thinkers.	K5
CO5	Evaluate, critique and relate various classical sociological theories to modern society.	K6

COURSE DESCRIPTOR

Course Code	USO 3502
Course Title	Social Anthropology
Credits	06
Hours/Week	06
Category	Major Core (MC) - Theory
Semester	III
Regulation	2019

Course Overview

This course introduces the fundamentals of social anthropology, anthropological fieldwork and its interpretation. It also introduces how humans progressed in culture and language to form an identity and to make sense of the world. It deals with the social institutions of marriage, kinship, religion, and economic system in the primitive society. Through reflective learning of classical ethnographic studies, this course will strengthen students' academic skills and prepare them for higher studies.

Course Objectives

On completion of this course, the students will be able to:
1. Understand and analyse the differences and commonalities of people and societies
2. Develop the ability to think critically about what "culture" means in various contexts
3. Use anthropological concepts and skills to critically analyse the social world

Prerequisites	Not Applicable

<table>
<tr><td colspan="5" align="center">SYLLABUS</td></tr>
<tr><td>UNIT</td><td align="center">CONTENT</td><td>HOURS</td><td>COs</td><td>COGNITIVE LEVEL</td></tr>
<tr>
<td>I</td>
<td>Introduction to Social Anthropology

Meaning, Scope and Importance

History of anthropology

Branches of anthropology

Field work and its interpretation: Ethnography - its present and past, writing and reading ethnography, Emic and Etic, Thick Description.

Hendry, J. (1999). An Introduction to Social Anthropology: Other People's Worlds. Macmillan International Higher Education. Pp 1-16

Barbara, D.Miller (4th Ed) (2017). Cultural Anthropology in a globalising world. Pearson publication. Pp 1-5</td>
<td align="center">16</td>
<td>CO1
CO2
CO3
CO4
CO5</td>
<td>K1, K2, K3, K4</td>
</tr>
</table>

		Carol, R. Ember. (14th ed) (2015). *Cultural Anthropology*. Pearson publication. Pp 1-40 Evans-Pritchard, E.E. (1990). *Social Anthropology*. New Delhi: Universal Book Stall. Pp 1-42 Majumdhar, D.N. and Madan, T.N. (33rd Ed). (2018). *An Introduction to Social Anthropology*. New Delhi: Mayur books. Pp 1-10 Thomas, Hylland. Ericksen. (2001). *Small places large issues, An Introduction to social and cultural anthropology*. London: Pluto press. Pp 1-39.			
II	**Culture, Language and Identity** Concept and characteristics of culture and civilization Nature and culture: Myth, Ritual, and Symbolism Ethnocentrism and Cultural Relativism Concept and characteristics of language and identity Social context of language use. Carol R Ember (14th ed) (2015). *Cultural Anthropology*. Pearson publication. Pp 224-254, 286-312. Thomas, Hylland, Ericksen. (2001). *Small places large issues, An Introduction to social and cultural anthropology*. London: Pluto press. Pp 40-57.	14	CO1 CO2 CO3 CO4 CO5	K2, K3 K4
III	**Kinship & Marriage** Kinship: Types of kinship systems, kinship terminologies-joking and avoidance relationship, couvade, avunculate and amitate, technonymy, kinship obligations. Marriage: Definition, laws and regulations, types, Marriage payments. Lineage and descent: Descent, Types of descents, descent and alliance, filiation and complimentary filiation, descent and alliance. Majumdhar, D.N. and Madan, T.N. (33rd Ed). (2018). *An Introduction to Social Anthropology*. New Delhi: Mayur books. Pp 61-95.	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4

	Carol R Ember (14th ed) (2015). *Cultural Anthropology*. Pearson publication. Pp 416-436, 445-470.				
IV	**Religion & Economy** **Types of religious practices:** animism, monism, pluralism, fetishism, bongaism, naturalism, totemism, taboo, ancestor-worship and polytheism sects, cults. Religion, Magic and code of conduct Religion and science, secularization, religious revivalism, fundamentalism. **Gifts and exchange:** barter, trade, ceremonial exchange and market economy. Production and exchange in traditional societies. Patriarchy and sexual division of labour. Majumdhar, D.N. and Madan, T.N. (33rd Ed). (2018). *An Introduction to Social Anthropology*. New Delhi: Mayur books. Pp 130-145, 162-175. Barbara, D. Miller. (4th Ed). (2017). *Cultural Anthropology in a globalising world.* Pearson publication. Pp 43-64 Carol, R. Ember. (14th ed). (2015). *Cultural Anthropology*. Pearson publication. Pp 337-368	16	CO1 CO2 CO3 CO4 CO5	K2, K3, K4
V	**Reflective Learning** • Franz Boaz and the Central Eskimos • Malinowski and the Kula ring of the Trobriand Islands • Margaret Mead and Papua New Guinea tribes. • Verrier Elwin study of Baigas and Gonds of Central India	14	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6

Essential Readings:
1. Hendry, J. (1999). *An Introduction to Social Anthropology: Other People's Worlds*. Macmillan International Higher Education.
2. Barbara, D.Miller (4th Ed) (2017). *Cultural Anthropology in a globalising world.* Pearson publication.

3. Carol, R. Ember. (14th ed) (2015). *Cultural Anthropology*. Pearson publication.
4. Evans-Pritchard, E.E. (1990). *Social Anthropology*. New Delhi: Universal Book Stall.
5. Majumdhar, D.N. and Madan, T.N. (33rd Ed). (2018). *An Introduction to Social Anthropology*. New Delhi: Mayur books.
6. Jha, Makhan, (1999), An Introduction to Social Anthropology, New Delhi, Vikas Publishing
7. Thomas, Hylland. Ericksen. (2001). *Small places large issues, An Introduction to social and cultural anthropology*. London: Pluto press.

Suggested Readings:
1. Barbara, D. Miller. (4th Ed). (2017). *Cultural Anthropology in a globalising world.* Pearson publication.
2. Carol, R. Ember. (14th ed). (2015). *Cultural Anthropology*. Pearson publication.
3. D.N Majumdar and T.N Madan (2018) 33rd edition, An Introduction to Social Anthropology, Mayur books, New Delhi.
4. Evans-Pritchard, E.E. (1990). *Social Anthropology*. New Delhi: Universal Book Stall.
5. Fox, Robin Kinship and Marriage. Penguin book 1967
6. Haviland, W.A 1993 - Cultural Anthropology. London: Harcourt and Brace
7. Hendry, J. (1999). *An Introduction to Social Anthropology: Other People's Worlds*. Macmillan International Higher Education. Pp 1-16
8. Isabelle Clark - 2011 "A Companion to the Anthropology of India" Wiley Blackwell
9. Jha, Makhan, (1999), An Introduction to Social Anthropology, New Delhi, Vikas Publishing
10. Majumdhar, D.N. and Madan, T.N. (33rd Ed). (2018). *An Introduction to Social Anthropology*. New Delhi: Mayur books.
11. Sarana G. and R.P. Srivastava 2005 - Anthropology and Sociology. Lucknow: New Royal Book Co
12. Scupin, R and C.R. De Corse. 2005 - Anthropology. New Delhi: Prentice Hall of India
13. Srivastav. A.R.N. Essentials of Cultural Anthropology. New Delhi: Prentice-Hall of India Pvt. Ltd. 2005
14. Thomas, Hylland. Ericksen. (2001). *Small places large issues, An Introduction to social and cultural anthropology*. London: Pluto press.

Web Resources:
1. Anthropological Survey of India: http://ansi.gov.in/default.html (Documentaries and Movies)
2. https://bit.ly/3iV5BqL
3. https://tribal.nic.in/DivisionsFiles/tribalFaces.pdf
4. https://www.loc.gov/exhibits/mead/field-sepik.html
5. Series: Strangers Abroad
6. https://bit.ly/3FD89U2
7. https://www.jstor.org/stable/23817420
8. https://www.jstor.org/stable/2548402
9. https://anthrosource.onlinelibrary.wiley.com/doi/pdf/10.1525/aa.1959.61.2.02a00020
10. https://bit.ly/2YNK2Rv

Course Outcomes (COs)

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Define, identify and outline the concepts relating to social anthropology, culture, language and identity, kinship, marriage, religion and economy.	**K1 & K2**
CO2	Classify, describe, and summarize the basic concepts and social construction of culture, language and identity, kinship, marriage, religion and economy.	**K3**
CO3	Assess, demonstrate, illustrate and highlight the history and branches of Social Anthropology, field work and its interpretation, characteristics of culture, language and identity, kinship, marriage, religion and economy.	**K4**
CO4	Analyse, compare and contrast various types of culture, language and identity, kinship, marriage, religion and economy.	**K5**
CO5	Indulge in a reflective learning, by contextualising the anthropological studies of Franz Boaz, Bronislaw Malinowski, Margaret Mead and Verrier Elwin.	**K6**

COURSE DESCRIPTOR

Course Code	USO 3401
Course Title	The Study of Sociology
Credits	03
Hours/Week	05
Category	Allied Optional (AO) - Theory
Semester	III
Regulation	2019

Course Overview

This course begins by introducing the students to the historical background that led to the emergence of Sociology, and familiarizes the students with the diverse theoretical perspectives. The course also introduces the basic sociological concepts and tools used to study society and encourages the students to reflect upon and apply the sociological imagination to lived experiences.

Course Objectives

1. To contextualize the discipline of Sociology and helps familiarize the students with the emergence and development of Sociology.

2. To develop a deep understanding of the foremost topics that sociologist's study.

3. To develop a sociological imagination amongst the students to critique the common-sense views of the social world.

Prerequisites	Not Applicable

SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	**Foundation of Sociology/ Antecedents to Sociology and Sociological Perspectives** • Emergence of Sociology • Brief overview of various Sociological Perspectives • Functionalism, Conflict, Feminism, Interactionism, Social Action, Phenomenology • Sociological Imagination.	14	CO 1 CO 3 CO 4 CO 5	K1, K2, K4, K5, K6

	Readings: Haralambos, Michael. (8th Ed). (2018). Sociology: Themes and Perspectives. London: Harper Collins. Pp 1- 19 Giddens, A. (11th Ed). (2018). Sociology. Cambridge: Polity Press. Macionis, J. and Plummer, K. (2005). Sociology: A Global Introduction. Harlow: Prentice Hall. Pp. 29 – 46, Pp 55-66			
II	**Foundation of Society** - Culture - Socialisation - Groups - Role and Status **Readings:** Macionis, J. and Plummer, K. (2005). Sociology: A Global Introduction. Harlow: Prentice Hall. Pp 86-115, 139-162, 166-167, 186-200, 238-359.	14	CO 1 CO 3 CO 4	K1, K2, K4 K5
III	**Social Institutions:** - Family and Intimate Relationships: Marriage Patterns, Residential Patterns, Patterns of Authority, Patterns of Descent - Work and Economy - Politics and Government - Religion - Education - Health and Medicine **Readings:** Macionis, J. and Plummer, K. (2005). *Sociology: A Global Introduction.* Harlow: Prentice Hall. Chapter 16.	15	CO 1 CO 2 CO 3 CO 5	K1, K2, K3, K4,K6
IV	**Social Change** - Factors influencing change - Theories of Social Change - Globalization and Social Change - Social Movement and Social Change. **Reading:** Macionis, J. and Plummer, K. (2005). *Sociology: A Global Introduction.* Harlow: Prentice Hall. Chapter 24.	12	CO 1 CO 2 CO 3 CO 5	KI, K2, K3, K4, K6

V	**Reflective Learning**	10	CO 1	
	• Sociological analysis of routine activity – coffee drinking.		CO 2 CO 3	
	• Zimbardo's Prison Experiment – The Social Psychology of Prison Life		CO 4 CO 5	K1, K2, K3, K4, K5, K6
	• Zygmunt Bauman's Liquid Love and Liquid Modernity.			

Essential Readings:

1. Giddens, A. (2018). *Sociology.* (11th Ed.), Cambridge: Polity Press
2. Haralambos, Michael. (8th Ed). (2018). *Sociology: Themes and Perspectives.* London: Harper Collins.
3. Henslin, J. (2016). *Sociology: A Down to Earth Approach. (*13thed.). USA: Pearson
4. Macionis, J. and Plummer, K. (2005). *Sociology: A Global Introduction.* Harlow: Prentice Hall.

Suggested Readings:

1. Bauman, Z. (1990). *Thinking Sociologically.* London: Blackwell
2. Berger, P. (1966). *An Invitation to Sociology – A Humanist Perspective*. Harmondsworth: Penguin.
3. Johnson, Allan G (2008) *The Forest and the Trees: Sociology as Life, Practice, and Promise*, Philadelphia: Temple University.
4. Mills, C W. (1967). *The Sociological Imagination*. Harmondsworth: Penguin.
5. Nisbet, R. (1967). *The Sociological Tradition.* London: Heinemann.
6. Williams, R. (1976). *Key words.* London: Fontana Publications.

Web Resources

1. https://tribal.nic.in/FRA/data/FRARulesBook.pdf
2. http://www.sociosite.net/
3. The International Sociological Association – represents sociologists around the world
4. The European Sociological Association – aims to facilitate research into European issues
5. The British Sociological Association – some helpful information on graduate careers from the BSA
6. Public Sociology – Michael Burawoy's version of public sociology and some of his critics
7. http://sociologyinfocus.com/

Course Outcomes (COs)

Upon successful completion of this course, the student will be able to:

	Statements	Bloom's Level
CO 1	Define the foundational concepts of sociology like culture, socialisation, groups, role and status. State and give examples of various sociological perspectives and the epistemological underpinnings of these perspectives.	**K1, K2**
CO 2	Apply, Illustrate, Summarize and Differentiate the knowledge of theoretical approaches in understanding the various structures and institutions of the society and economy, politics, governance, family, caste and the intersection of and between these institutions.	**K3**
CO 3	Analyse the socio-historical conditions which led to the emergence of the discipline of sociology. Differentiate and compare the various theoretical perspectives of sociology. Apply the foundational concepts of sociology to analyse social institutions and social change.	**K4**
CO 4	Examine the various institutions of society and foundational concepts of sociology; the theoretical approaches of sociology in understanding the contours of society.	**K5**
CO 5	Critique and evaluate the common sense understanding of the functions of various institutions in society, social phenomena using sociological imagination and various perspectives of social change.	**K6**

COURSE DESCRIPTOR

Course Code	USO 3801
Course Title	Gender and Society
Credits	02
Hours/Week	03
Category	Non-Major Elective (NME) - Theory
Semester	III
Regulation	2019

Course Overview

This course introduces the students to the sociological methods and theories to empirical studies and discussions of gender. This paper will equip the students to develop an independent ability to analyse the role of gender in society, which will enable them to examine the relationship between gender differences and social inequality in various social institutions.

Course Objectives

On completion of this course, the students will be able to:
1. Understand the social construction of gender
2. Examine the roots and structure of gender inequalities
3. Analyse and evaluate various issues related to gender

Prerequisites	Not Applicable

<div align="center">

SYLLABUS

</div>

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	**Basic Concepts** Defining Gender and Sex, Social Construction of Gender, Gender Socialisation, Gender Discrimination, Gender Stereotyping, Gender Roles, Gender Bias. Davis, Kathy (2006). *Handbook of Gender and Women's Studies.* London. Sage Publication. Grewal, Inderpal and Caren Kaplan (2006). *An Introduction to Women's Studies: Gender in Transnational World.* McGraw-Hill. Butler, Judith (1990). *Gender Trouble: Feminism and the Subversion of Identity.* New York: Routledge.	8	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4

II	**Gender and Demography** Sex-Ratio, Life expectancy, Infant Mortality Rate, Maternal Mortality Rate, Work Participation Rate, Women and Health Issues Jennifer H. Lundquist, Douglas L. Anderton, and Barbara Yaukey (2015) *Demography : The study of human population.* Waveland press.	8	CO1 CO2 CO3 CO4 CO5	K1, K2, K4, K5
III	**Gender and Inequalities** Gender Inequalities in Institutions - Family and Marriage, Kinship, Education, Economic, Political, Religious. Rural – Urban Gender Perspectives. Menon. C., Nivedita (ed): (1999). *Gender and Politics in India*, Oxford University Press. New Delhi Neera Desai & Maithreyi Krishnaraj (1987) *Women & Society in India.* Ajantha. New Delhi.	8	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
IV	**Gender Issues** From Devadasi System to Me too Movement Violence against Women – Dowry, Domestic Violence, Human Trafficking and Sex Work, Honour Killing, Impact of Globalisation on Women. Rajan, Rajeswari Sundar (1999). Signposts: Gender Issues in Post-Independence India. New Delhi: Kali for Women Human Development Report, Published by Govt. of India. Jackson. S., & Jones (ed) (1998). Contemporary Feminist Theories. Edinburgh University Press	8	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

V	**Reflective Learning** The Gendered Media: Portrayal of women in media, Gender bias in media, Vishakha Case. Queer, Unidentified, Intersex, Lesbian, Transgender/Transsexual, Bisexual, Asexual, Gay/Genderqueer (QUILTBAG), LGBT Civil Rights	7	CO1 CO2 CO3 CO4 CO5,	K1, K2, K3, K4, K5, K6

Essential Readings:

1. Giddens, A. & Philip, W.S. (2006). (8th edition.) Sociology. New Delhi: Wiley India Pvt. Ltd.
2. Harlambos. & Holborn. (2016). (8th edition). Sociology: Themes and Perspectives. London: Harper Collins Publishers.

Recommended Readings:

1. Agnes, F. (1999) Law & Gender Inequality. New Delhi. Oxford University Press.
2. John, Mary E. (2008). Women's Studies in India: A Reader. New Delhi. Penguin Books.
3. Kimmel, M S. (2010). The Gendered Society, (4th ed.), New Delhi. Oxford University Press.
4. Misra, Kamal K. (2007). Recent Studies on Indian Women. New Delhi: Rawat Publications.
5. Pal, M, P. B. (2011). Gender and Discrimination. New Delhi. Oxford University Press.
6. Ray, R. (2012). Handbook of Gender. New Delhi. Oxford University Press.

Web Resources:

1. https://journals.sagepub.com/home/gas
2. https://gendersociety.wordpress.com/
3. https://www.who.int/health-topics/gender
4. https://royalsocietypublishing.org/doi/10.1098/rsos.190633
5. https://web.stanford.edu/~eckert/PDF/Chap1.pdf
6. https://bit.ly/2XbmAxp

Movies and Documentaries:

1. India's Forbidden Love (Documentary on Honour Killing)
2. India's Daughter (Documentary on Nirbhaya Case)
3. Mathamma (Documentary about Devadasis)
4. Talwar (Documentary on Aarushi Talwar Murder Case)
5. Article 15 (Hindi) Feature Film on Gender Discrimination
6. Pink (Hindi) / Ner Konda Paarvai (Tamil) (Feature Film on Sexual Molestation/ Harassment)
7. Chhapaak (Hindi) (Feature Film based on true incident - Lakshmi Agarwal Acid Attack)
8. Thappad (Hindi) (Feature Film on Male Dominance)
9. Karuthamma (Tamil) (Feature Film on Female Infanticide)
10. The Great Indian Kitchen (Malayalam) (Feature Film on Domestic Violence)
11. What Sex Am I? (Documentary on Transgenders)
12. You Tube Videos on Neck Stretching, Foot Binding, Female Genital Mutilation

Course Outcomes (COs)

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Define, state and give examples of the theoretical concepts put forth by the founding fathers of sociology and state the major reasons for the origin of sociological theory.	**K1 & K2**
CO2	Apply, Illustrate, relate, compare and differentiate the various theoretical positions of the classical thinkers in sociological and the intellectual, political and economic revolutions.	**K3**
CO3	Classify, contrast, deduce, and explain, the theoretical ideas of the founding fathers of sociology, and social and intellectual background to the development of sociology.	**K4**
CO4	Appraise, analyse, synthesise the theoretical understandings & conclusions of classical sociological thinkers.	**K5**
CO5	Evaluate, critique and relate to modern society the various classical sociological theories.	**K6**

COURSE DESCRIPTOR

Course Code	USO 3802
Course Title	**Sociology of Crime and Deviance**
Credits	**02**
Hours/Week	**03**
Category	**Non-Major Elective (NME) - Theory**
Semester	**III**
Regulation	**2019**

Course Overview

This paper exposes the students to the background and importance of the study of crime and deviance from a sociological perspective. It highlights on how society criminalises certain behaviour of individuals and groups. It enables the students to examine the factors that lead individuals and groups to deviate from the social norms and indulge in criminal activities.

Course Objectives

1. Understand the ways in which society defines and perceives crime and deviance
2. Critique the manifestation of crime and deviance
3. Present various theoretical methodologies

Prerequisites	Not applicable

SYLLABUS				
UNIT	**CONTENT**	**HOURS**	**COs**	**COGNITIVE LEVEL**
I	**Unit 1 Introduction** What is Deviance? Context of deviance, Social Construction of deviance, Primary and secondary deviance, Norms and Sanctions, Formal and Informal Sanctions, Conformity and obedience, Law and society. Carrabine, E., Iganski, P., Lee, M., Plummer, K. and South, N. (2008) *Criminology: A Sociological Introduction* London: Routledge. Pp 116-130	8	CO 1 CO 2 CO 3	K1, K2, K3, K4
II	**Sociological Explanation of Crime** Crime and Anomie, Social Strain theory, Learned Deviance: Differential Association, Labelling Theory Haralambos, Michael (2018) (8th Ed) *Sociology: Themes and Perspectives,* London: Harper Collins. Pp 347-366	8	CO 1 CO 2 CO 3	K2, K3 K4

	Carrabine, E., Iganski, P., Lee, M., Plummer, K. and South, N. (2008) *Criminology: A Sociological Introduction* London: Routledge. Pp 68-85			
III	**Contemporary Forms of Crime / Victims and Perpetrators of Crime** Gender and Crime, Abuse of Power: White collar crime & Corporate Crime, Cyber Crime, Violent crime: Terrorism, State Sponsored Crime, Concepts on victims- victim blaming, victim vulnerability, fear of crime Haralambos, Michael (2018) (8th Ed) *Sociology: Themes and Perspectives,* London: Harper Collins. Pp 417-428	8	CO 1 CO 2 CO 3 CO 4	K1, K2, K3, K4
IV	**Criminal Justice** Retributive Justice and Restorative Justice, Crime control through new policing techniques, Surveillance and crime elimination, Crime and stronger communities. Carrabine, E., Iganski, P., Lee, M., Plummer, K. and South, N. (2008) *Criminology: A Sociological Introduction* London: Routledge. Pp 293-315	7	CO 1 CO 2 CO 3 CO 4 CO 5	K2, K3, K4
V	**Reflective learning** Yerukulas Tribe, Koravas Tribe, Popular Movie / Documentary: Aravan / Vikram Vedha / Diran / Crime Plus, Punishment	8	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Essential Readings:
1. Andersen, M. L., & Taylor, H. F. (2002). Sociology: The Essentials.
2. Giddens, Anthony., Duneier, Mitchell., Appelbaum, Richard P., (2009) Introduction to Sociology. New York: W. W. Norton & Co.,
3. Haralambos, Michael. (8th Ed). (2018). *Sociology: Themes and Perspectives.* London: Harper Collins.
4. Macionis, J. and Plummer, K. (2005). *Sociology: A Global Introduction.* Harlow: Prentice Hall.
5. Schaefer, R. T. (2017). Sociology: A brief introduction.

Recommended Readings:
1. Newburn, T (2nd Ed) (2012) Criminology. London. Routledge.
2. Webber, C. (2010) Psychology and Crime, Sage.
3. Xaxa, Virginius. (1999). *Transformation of Tribes in India.*

Web Resources:

1. Shrinivasan, R. (2018). What crime stats don't say. Retrieved 16 April 2020, from https://economictimes.indiatimes.com/news/politics-and-nation/what-crime-stats-dont-say/articleshow/66787792.cms
2. Gilbertson, A., & Pandit, N. (2019). Reporting of Violence against Women in Indian Newspapers. Retrieved 16 April 2020, from https://www.epw.in/journal/2019/19/special-articles/reporting-violence-against-women-indian-newspapers.html
3. Chaturvedi, S. (2018). Cyberwarfare Will Threaten Two Things We Hold Dear—Freedom and the Internet. Retrieved 16 April 2020, from https://www.epw.in/engage/article/cyberattacks-threaten-freedom-internet
4. Pradesh, A. (2017). The agony of Stuartpuram. Retrieved 20 April 2020, from https://www.thehindu.com/news/national/andhra-pradesh/the-agony-of-stuartpuram/article20799245.ece

Course Outcomes (COs)

Upon successful completion of this course, the student will be able to:

	Statements	Bloom's Level
CO 1	Define, identify and examine systematic understanding of the fundamental concepts of crime, deviance and criminal justice.	**K1, K2**
CO 2	Apply sociological theories to explain deviant behaviours and criminalization of non-conformity. Demonstrate in-depth understanding of criminal justice and policing techniques and its relationship to larger social issues.	**K3**
CO 3	Analyse and explain social impacts of surveillance in contemporary societies with particular reference to cybercrime, state-sponsored crime, white collar and corporate crime.	**K4**
CO 4	Evaluate the contemporary forms of crimes and legal contexts of the criminal justice system.	**K5**
CO 5	Develop practical skills of applying sociological theories to examine real-life instances of crime and deviance through case studies and reflective learning.	**K6**

COURSE DESCRIPTOR

Course Code	USO 4501
Course Title	**Contemporary Sociological Theory**
Credits	**6**
Hours/Week	**6**
Category	**Major Core (MC) - Theory**
Semester	**IV**
Regulation	**2019**

Course Overview

This course exposes the students to the present-day theorising in sociology from functionalism to liquid modernity. Each of these theoretical traditions are examined in the context of how classical theorists influenced the key contemporary thinkers.

Course Objectives

The student will be able

1. To contextualize contemporary theoretical debates in social theory.
2. To outline the central features of the most influential contemporary sociological theories.
3. To illustrate influential theories, trends and critiques in sociological enquiry.
4. To simplify and expose some of the disagreements in sociological perspectives.
5. To illuminate the ability of contemporary theory to explain issues of our times.

Prerequisites	Not Applicable

SYLLABUS				
UNIT	**CONTENT**	**HOURS**	**COs**	**COGNITIVE LEVEL**
I	**Structural Functionalism** Talcott Parsons: Pattern Variables, Voluntaristic Theory of Social Action, System Analysis and AGIL Model, Robert K Merton: Role Theory; latent and manifest functions; Reference groups; social structure and anomie. Haralambos, Michael. (8th Ed). (2018). *Sociology: Themes and Perspectives.* London: Harper Collins. Pp 954-960, 348-50, 664-65, 512-13, 522-23, 544-45, 22-24, 753-54.	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

		Appelrouth, Scott. and Laura, Desfor. Edles. (2008). *Classical and Contemporary Sociological Theory: Text and Readings.* California: Pine Forge Press. Pp 348-394			
II		**Critical and Conflict Theory** Frankfurt School: Contribution of Introduction to Critical Theory; Dialectic of Enlightenment-Technology as social control; Mass Culture and Consumption; Habermas: Legitimation Crisis, Public Sphere, Theory of Communicative Action. Dillon, Michele. (2014). *Introduction to Sociological Theory: Theorists, Concepts, And Their Applicability to The Twenty-First Century.* Oxford: Wiley Blackwell. Pp 187-218. Appelrouth, Scott. and Laura, Desfor. Edles. (2008). *Classical and Contemporary Sociological Theory: Text and Readings.* California: Pine Forge Press. Pp 395- 436 & 719-752. Turner, H. Jonathan. (1987). *The Structure of Sociological Theory.* Jaipur: Rawat. Pp 184 -214. Fultner, Barbara. (2014). *Jurgen Habermas: Key Concepts.* New York: Routledge. Pp 13-34, Pp54-73, 74-90, 91-114.	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
III		**Interactionist Theory** Alfred Schutz and Phenomenology: Garfinkel's Ethnomethodology: Erving Goffman: Dramaturgy; Stigma	14	CO1 CO2 CO3 CO4	K1, K2, K3, K4, K5

				CO5	
		Haralambos, Michael. (8th Ed). (2018). *Sociology: Themes and Perspectives.* London: Harper Collins. Pp 340-342 and 981-985.			
IV	**Modernity and its Contestations** Michel Foucault: Discipline and Punish, Power and Knowledge, Birth of the Clinic Manuel Castles: Network Society Ulrich beck: Risk Society Haralambos, Michael. (8th Ed). (2018). *Sociology: Themes and Perspectives.* London: Harper Collins. Pp 617-620, 309-10, 334-35: 1018-1023: 997-998.	14	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
V	**Contemporary Theoretical Synthesis** Pierre Bourdieu: Field; class and culture – Capital and its forms; Habitus Zygmunt Bauman: Modernity and Holocaust; Religion and Postmodernity; Postmodern view of Identity; Liquid Modernity. Grenfell, Michael (2014) *Pierre Bourdieu: Key Concepts* New York: Routledge Pp 9 -26; Pp 43 -83 Haralambos, Michael. (8th Ed). (2018). *Sociology: Themes and Perspectives.* London: Harper Collins. Pp 73-74, 338-9, 696-700, 736, Appelrouth, Scott. and Laura, Desfor. Edles. (2008). *Classical and Contemporary Sociological Theory: Text and Readings.* California: Pine Forge Press. Pp 648 -719.	14	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

Essential Readings:

1. Appelrouth, Scott. and Laura, Desfor. Edles. (2008). *Classical and Contemporary Sociological Theory: Text and Readings.* California: Pine Forge Press.
2. Bronner, Stephen Eric and Douglas Kellner (1989) *Critical Theory and Society: A Reader*, New York: Routledge.
3. Dillon, Michele (2014) *Introduction to Sociological Theory: Theorists, Concepts, And Their Applicability to The Twenty-First Century*, Oxford: Wiley Blackwell
4. Giddens, A. (2018). *Sociology.* (11th Ed.), Cambridge: Polity Press
5. Grenfell, Michael (2014) *Pierre Bourdieu: Key Concepts* New York: Routledge
6. Haralambos, Michael. (8th Ed). (2018). *Sociology: Themes and Perspectives.* London: Harper Collins.
7. Kivisto, Peter (2000) *Social Theory: Roots and Branches*, California: Roxbury
8. Turner, Jonathan H (1987) *The Structure of Sociological Theory*, Jaipur: Rawat.

Recommended Readings:

1. Adams, Bert N. and R. A. Sydie (2001) Sociological Theory, London: SAGE Publications.
2. Bauman, Z. (1990). *Thinking Sociologically.* London: Blackwell
3. Berger, P. (1966). *An Invitation to Sociology – A Humanist Perspective*. Harmondsworth: Penguin.
4. Fultner, Barbara (2014) *Jurgen Habermas: Key Concepts*, Oxford: Routledge
5. Manning, Philip (1992) *Erving Goffman and Modern Sociology*, Cambridge: Polity Press
6. Manning, Philip (1992) *Erving Goffman and Modern Sociology*, Cambridge: Polity Press.
7. Mills, C W. (1967). *The Sociological Imagination*. Harmondsworth: Penguin.
8. Nisbet, R. (1967). *The Sociological Tradition.* London: Heinemann.
9. Outhwaite, William (2009) *Habermas: A Critical Introduction*, Cambridge: Polity.
10. Stirk, Peter (2005) *Critical Theory, Politics and Society: An Introduction*, New York: Bloomsbury Academic.
11. Taylor, Dianna (2011) (Ed) *Michel Foucault: Key Concepts*, Durham: Acumen.
12. Turner, Bryan S. (2008) *The New Blackwell Companion to Social Theory*, Oxford: Wiley-Blackwell
13. Williams, R. (1976). *Key words.* London: Fontana Publications.

Web Resources:

1. http://uregina.ca/~gingrich/n2202.htm
2. https://bit.ly/3vcsASR
3. https://www.youtube.com/watch?v=IrcZtN1nffY on Parsons
4. https://www.youtube.com/watch?v=og_Q8ZLmt08. On Mead
5. https://www.youtube.com/watch?v=9S-1l7xvV4c on Mead
6. https://www.youtube.com/watch?v=BKKbefneruo on Robert K Merton
7. https://www.youtube.com/watch?v=KmsmECPuSvw on Habermas
8. https://www.youtube.com/watch?v=1d0vJ_pZ6LE on Foucault
9. https://www.youtube.com/watch?v=4L_ksmXh8po Ulrich Beck's lecture
10. https://www.youtube.com/watch?v=Wdr2dB8RfW8 on Micro Sociology
11. https://www.youtube.com/watch?v=bbG8j0ys1M8 on Pierre Bourdieu
12. https://www.youtube.com/watch?v=uAx_IA9W35c Bauman's Lecture

Course Outcomes

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Define, state, paraphrase and give examples of the theoretical concepts of structural functionalism, conflict & critical theory, interactionism; theories of modernity and contestation of modernity	**K1 & K2**
CO2	Apply, illustrate, relate, compare and differentiate the various theoretical positions of structural functionalism, conflict & critical theory, interactionism; and theories of modernity, contestation of modernity.	**K3**
CO3	Classify, contrast, deduce, and explain, the theoretical ideas of structural functionalism, conflict & critical theory, interactionism; and theories of modernity, contestation of modernity.	**K4**
CO4	Appraise, analyse, synthesise the theoretical understandings & conclusions of structural functionalism, conflict & critical theory, interactionism; and theories of modernity, contestation of modernity.	**K5**
CO5	Evaluate, critique and relate to modern society the various theoretical positions of structural functionalism, conflict & critical theory, interactionism; and theories of modernity, contestation of modernity.	**K6**

COURSE DESCRIPTOR

Course Code	USO 4601
Course Title	**Social Psychology**
Credits	**06**
Hours/Week	**06**
Category	**Major Elective (ME) - Theory**
Semester	**IV**
Regulation	**2019**

Course Overview

The course introduces the fundamental concepts in social psychology and explore multiple components of self and understand the importance of social environment in the development of 'self'. It further highlights the factors of interpersonal attraction and broadens the understanding of individual and group behaviour.

Course Objectives

1. Provide an introduction to social psychology and to apply socio-psychological theories and principles in everyday life
2. Discover a socio-psychological analysis of one's own life experiences
3. Develop skills, strategies and abilities to handle daily interactions

Prerequisites	Not Applicable

SYLLABUS				
UNIT	**CONTENT**	**HOURS**	**COs**	**COGNITIVE LEVEL**
I	**Introduction to Social Psychology:** Definition, Origin and Development, Nature, Scope, Goals and Applications of Social Psychology. Baron, A. Robert., Nyla R. Branscombe. (14th Ed). (2017). *Social Psychology*. New Delhi: Pearson. Pp 17-52.	12	CO 1 CO 2 CO 3 CO 4	K1, K2, K3, K4
II	**The Self** Knowing the Self, Self-Presentation, Self-Knowledge, Self-Esteem, Social Comparison Self and Similarity – Joys of Similarity, Positive Regard, Exchange of Information, Sociometry and Sociogram Baron, A. Robert., Nyla R. Branscombe. (14th Ed). (2017). *Social Psychology*. New Delhi: Pearson. Pp 123-159. Borden's, Kenneth S and Irwin A. Horowitz. (3rd). (2008). *Social Psychology*. New	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

	York: Freeload Press. Pp 29-57 Greenberg, Jeff. (et al). (2015). *Social Psychology: The Science of Everyday Life*. New York: Macmillan. Pp 189-226			
III	**Interpersonal Attraction** Internal and External Determinants of Attraction, Close Relationship, Interdependent Relationship and Romantic Relationship, Marriage Baron, A. Robert., Nyla R. Branscombe. (14th Ed). (2017). *Social Psychology*. New Delhi: Pearson. Pp 238-274.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	**Group Behaviour** Group Decision Making, Group Effects on Performance, Social Facilitation, Social Loafing, Inter Group Conflict Social Influence – Conformity, Compliance, Social Influence, Obedience and Authority Prosocial Behaviour – Altruism, Bystander Intervention Baron, A. Robert., Nyla R. Branscombe. (14th Ed). (2017). *Social Psychology*. New Delhi: Pearson. Pp 311-338, 374-412.	18	CO 1 CO 2 CO 3 CO 4 CO 5	K2, K3, K4
V	**Reflective Learning** The students will reflect on self and society on interpersonal attraction, group behaviour and aggression by administration of socio - psychological tests / scales**.**	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Essential Readings:
1. Baron, A. Robert., Nyla R. Branscombe. (14th Ed). (2017). *Social Psychology*. New Delhi: Pearson.
2. Borden's, Kenneth S and Irwin A. Horowitz. (3rd). (2008). *Social Psychology*. New York: Freeload Press.
3. Greenberg, Jeff. (et al). (2015). *Social Psychology: The Science of Everyday Life*. New York: Macmillan.

Suggested Readings:
1. Armistead, Nigel (Ed.). (1974). Reconstructing Social Psychology. Penguin Books.
2. Bhatia, H. (1970). Elements of Social Psychology. Bombay: Somaiyya Publications Pvt. Ltd.
3. David, Rohall., Melissa Milkie, & Jeffrey Lucas., (2010), Social Psychology -Sociological Perspectives, Delhi: Pearson.
4. Fox, Dennis., Prilleltensky, Isaac, & Austin, Stephanie (2009), Critical Psychology: An Introduction (2nd ed.). London: Sage Publications.
5. Kinch, J., (1973). Social Psychology. New York: McGraw Hill Book Company Inc.

6. Krech, D. and Richard.S.C.(1948). Theory and Problems of Social Psychology. New York: McGraw Hill Book Company Inc.
7. Kuppuswamy B. (2001) An Introduction to Social Psychology. Mumbai. Asian Publishing House.
8. Sanderson., (2010), Social Psychology. New York: John Wiley.
9. Smith, J., (2012), Social Psychology: Revisiting the Classic Studies. Los Angeles: Sage.
10. Young, K., (2001). Handbook of Social Psychology. London: Routledge and Kegal Paul Ltd.

Web Resources:
1. https://bit.ly/30g7w2w
2. https://www.apa.org/education-career/guide/subfields/social
3. https://www.socialpsychology.org/
4. https://bpspsychub.onlinelibrary.wiley.com/doi/abs/10.1111/j.2044-8260.1979.tb00324.x
5. https://us.sagepub.com/sites/default/files/03_heinzen_the_social_self.pdf
6. https://bit.ly/3FNxQkP
7. https://opentext.wsu.edu/social-psychology/chapter/module-3-the-self/
8. http://eprints.walisongo.ac.id/id/eprint/6907/4/CHAPTER%20III.pdf

Course Outcomes (COs)

Upon successful completion of this course, the student will be able to:

	Statements	Bloom's Level
CO 1	Define, recall, state and give examples the fundamental concepts; interpersonal attraction and group behaviour in social psychology.	**K1 & K2**
CO 2	Summarize and explain the concepts in socio-psychology – self, interpersonal attraction and group behaviour.	**K3**
CO 3	Illustrate, interpret and apply a socio-psychological analysis of self and others, interpersonal attraction and group behaviour.	**K4**
CO 4	Synthesize, appraise, assess the importance of social environment in the development of 'self. Evaluate self and group behaviour and interpersonal attraction.	**K5**
CO 5	Elaborate and critique individual psychological makeup within the larger social structure	**K6**

Course Code	USO 4602
Course Title	Sociology of Religion
Credits	06
Hours/Week	06
Category	Major Elective (ME) - Theory
Semester	IV
Regulation	2019

Course Overview

This course introduces the students to the sociological study of religion to understand the basic nature and functions of religion in society, and to inspect the past, current, and likely future role of religion. This paper will familiarize the students with the major sociological approaches to the study of religion from the perspectives of culture, caste, health and power. The course gives special consideration to several recent topics of interest amongst sociologists, such as nationalism, fundamentalism, and how religious practices align with the larger social structural changes.

Course Objectives

1. Understand the basic concepts, and methods to study religion sociologically
2. Examine sociological approaches to systems of belief based on classical theories
3. Critique and analyse the role and significance of religion in society

Prerequisites	Not Applicable

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	**Introduction** Definition, Distinction between Religion and Magic, Invisible Religion, Studying religion sociologically: Reductionism, Sociography, Phenomenology, Value Neutral Science, Types of religious organization: Church, Denomination, Cult, Spiritual but not Religious. Clarke, Peter (ed) (2011). *The Oxford Hand Book of the Sociology of Religion.* Pp 444-487. Giddens, A. (11th Ed). (2018). *Sociology.* Cambridge: Polity Press. Pp 445-478 Aldridge, A. (2007). *Religion in the contemporary world*. Polity. Pp 1-30.	14	CO1 CO2 CO3 CO5	K1, K2, K3, K4, K6

II	**Sociological Perspectives** Functionalist Perspective, Marxian Perspective, Weberian Perspective, Feminist Perspective. Haralambos, Michael (2018) (8th Ed) *Sociology: Themes and Perspectives,* London: Harper Collins. Pp 431-452	16	CO1 CO2 CO3 CO4	K1, K2, K3, K4, K5
III	**Religion and State** Religion and Nationalism, Religion and the Law, Role and Impact of Secularization, Fundamentalism and Sacralization on the State. Haralambos, Michael (2018) (8th Ed) *Sociology: Themes and Perspectives,* London: Harper Collins. Pp 473-495. Aldridge, A. (2007). *Religion in the contemporary world*. Polity. Pp 140-159.	16	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
IV	**Socio Religious Movements** The Brahmo Samaj, The Arya Samaj, Theosophical Society of Annie Besant, New Religious Movements. Wilson, Bryan (2001). *New Religious movements,* Taylor & Francis. Pp 15-29. Anindita Chakrabarthi (2018). *Faith and Social Movements: Religious reform in contemporary India,* New York: Cambridge University Press. Pp 341-362	16	CO1 CO2 CO3 CO4	K1, K2, K3, K4, K5
V	**Contemporary Manifestation of Religion** Religion and social conflict, Gender and Religion, Caste, Religion and Health outcomes in India, Religion, secularism and state power Borooah, V. K. (2018). Caste, religion, and health outcomes in India, 2004–14. *Econ Polit Wkly*, *53*(10), 65-73. Bhargava's, R., & Bose's, S. (2020). Religion, Secularism and State Power. *Economic & Political Weekly*, *55*(12), 23.	16	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6

Essential Readings:
1. Davie, Grace. (2007). The Sociology of Religion. London, England: Sage Publications.
2. Weber, Max, Protestant Ethic and the Spirit of Capitalism and other writings. New York: Penguin Books, 2002).

Recommended Readings:

1. Beyer, Peter. 2006. *Religion in Global Society*. New York: Routledge.
2. Dillon, Michele (2012). *Handbook of the Sociology of Religion.* Cambridge University Press
3. Durkheim, Emile. (1995). The Elementary Forms of Religious Life. Trans. Karen E. Fields. NY: The Free Press.

Web Resources:

1. https://www.sociologyofreligion.com/links-resources/
2. http://hirr.hartsem.edu/sociology/bibliography_readings.html/
3. http://hirr.hartsem.edu/sociology/about_the_field.html
4. http://hirr.hartsem.edu/ency/Sociology1.htm
5. https://kerala.gov.in/reform-movement
6. https://bit.ly/3BF7NKj
7. https://www.youtube.com/watch?v=CcFUPMM67V8
8. https://www.youtube.com/watch?v=ScAwMYIGRTA

Course Outcomes (COs)

Upon successful completion of this course, the student will be able to:

	Statements	Bloom's Level
CO 1	Define, state and give examples of the basic concepts in sociology of religion, perspectives, nationalism, secularisation, sacralisation and fundamentalism; socio-religious movements.	**K1 & K2**
CO 2	Summarize, illustrate, apply the basic concepts in sociology of religion, sociological perspectives, nationalism, secularisation, sacralisation and fundamentalism; socio-religious movements, dynamics of religion and caste, religion and health outcomes in the Indian context.	**K3**
CO 3	Analyse, categorise, compare and contrast the basic concepts in sociology of religion, perspectives, nationalism, secularisation, sacralisation and fundamentalism; socio-religious movements.	**K4**
CO 4	Synthesise, explain and interpret the basic concepts in sociology of religion, perspectives, nationalism, secularisation, sacralisation and fundamentalism; socio-religious movements.	**K5**
CO 5	Evaluate and critique sociological perspectives of religion, role of religion in nationalism, secularisation, sacralisation and fundamentalism; socio-religious movements.	**K6**

COURSE DESCRIPTOR

Course Code	**USO 4401**
Course Title	**Social Inequalities**
Credits	**3**
Hours/Week	**5**
Category	**Allied Optional (AO) - Theory**
Semester	**IV**
Regulation	**2019**

Course Overview

This course introduces students to the major theories and forms of social stratification and inequalities, theoretical debates, and deals with empirical studies on different dimensions of stratification and inequalities viz. caste, class, gender, race and ethnicity. Intersecting inequalities and mechanisms of reproduction of inequalities will be discussed. To compliment the debates and discourses learnt, relevant documentaries and stories will be discussed as part of reflective learning exercise.

Course Objectives

1. To familiarize and identify the principles that underlies social stratification.
2. To inform the students on the consequences of material inequality within societies and inequality between societies.
3. To explain the social construction of race and ethnicity.
4. To describe the ways in which society creates gender stratification.
5. To understand the patterns and explanation of poverty.
6. To contextualize the antecedents of caste and its manifestation in everyday life.

Prerequisites	Not Applicable

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	**Social Stratification and Inequality** Introduction -Social Stratification and Inequality; Stratification Systems; Summary of Sociological Perspectives on Stratification – Functionalist, Neoliberal, Marxist, Weberian and Symbolic Interactionist; a critique of Pakulski and Waters notion of Death of Class. Haralambos, Michael. (8th Ed). (2018). *Sociology: Themes and Perspectives.* London: Harper Collins. Pp 1- 19	14	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6

	Giddens, A. (11th Ed). (2018). *Sociology.* Cambridge: Polity Press Pp 479-497. Macionis, J and Plummer, K. (2005). *Sociology: A Global Introduction.* Harlow: Prentice Hall. Pp. 269-287				
II	**Gender Inequality** Gender Distinctions and Gender Inequality; Reproduction of, and Institutionalising of Gender inequality; Challenging Gender Inequality Wharton, Amy (2005) *The Sociology of Gender: An Introduction to Theory and Research,* Oxford: Blackwell Pp 217-230 Macionis, J and Plummer, K. (2005). *Sociology: A Global Introduction.* Harlow: Prentice Hall. Pp 345-374	14	CO1 CO2 CO3 CO5	K1, K2, K3, K4, K6
III	**Race, Ethnicity and Racism** Definition of Race and Ethnicity; Institutional Racism; Overt Racism to racial micro-aggression; Antecedents to Racism – a historical and comparative perspective. Giddens, A. (11th Ed). (2018). *Sociology.* Cambridge: Polity Press Pp 479-497. Haralambos, Michael. (8th Ed). (2018). *Sociology: Themes and Perspectives.* London: Harper Collins. Pp 155-229.	13	CO1 CO2 CO3 CO5	K1, K2, K3, K4, K6
IV	**Caste Inequality** The Idea of Caste and its manifestation – caste as tradition, power and, humiliation; Contesting Caste – at the structural and individual level. Ambedkar B.R (1936). *Annihilation of Caste: The Annotated Critical Edition*, New Delhi: Navayana. Pp 207-317. Jodhka, Surnider S (2012). *Caste,* New Delhi: OUP Pp 1- 67 Deshpande, Ashwini. (2013). *Affirmative Action in India.* New Delhi: OUP. Pp10-20, Pp 43-82	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
V	**Reflective Learning** Poor Kinds (2017) Documentary on PBS Frontline	12	CO1 CO2	K3, K4, K5, K6

	Sicko (2007) Michael Moore		CO3	
	India Untouched: Stories of People Apart (2007) Stalin K		CO4	
			CO5	

Essential Readings:

1. Adams, Bert N., and R.A. Sydie (2001) *Sociological Theory*, California: Pine Forge Press
2. Ambedkar B.R (1936) Annihilation of Caste: The Annotated Critical Edition, New Delhi: Navayana.
3. Deshpande, Ashwini (2013) *Affirmative Action in India*, New Delhi, OUP.
4. Deshpande, Sathish. (2003). Contemporary India- A Sociological View, New Delhi: Viking.
5. Giddens, Anthony (1971) *Capitalism and Modern Social Theory: An Analysis of the writings of Marx, Durkheim and Weber*, Cambridge: Cambridge University Press.
6. Guru, Gopal (2009) *Humiliation: Claims and Context*, New Delhi: OUP
7. Haralambos, Michael. (8th Ed). (2018). *Sociology: Themes and Perspectives.* London: Harper Collins.
8. Jodhka, Surnider S (2012) *CasteI,* New Delhi: OUP.
9. Macionis, J and K. Plummer. (2005). *Sociology: A Global Introduction.* Harlow: Prentice Hall
10. Jodhka, Surnider S (2012) *Caste,* New Delhi, OUP.
11. Pai, Sudha (2013) *Dalit Assertion*, New Delhi: OUP.

Recommended Readings:

1. Bauman, Z. (1990). *Thinking Sociologically.* London: Blackwell
2. Berger, P. (1966). *An Invitation to Sociology – A Humanist Perspective*. Harmondsworth: Penguin.
3. Messerschmidt, James W et.al (eds) (2018) *Gender Reckoning: New Social Theory and Research*, New York: New York University Press.
4. Mills, C W. (1967). *The Sociological Imagination*. Harmondsworth: Penguin.
5. Nisbet, R. (1967). *The Sociological Tradition.* London: Heinemann.
6. Sharma, K.L. (2017) *Social Inequality in India: Profiles of Caste, Class & Social Mobility*, Jaipur: Rawat
7. Singh, Hira (2014) *Recasting Caste: From the Sacred to the Profane*, New Delhi: Sage
8. Wharton, Amy (2005) *The Sociology of Gender: An Introduction to Theory and Research,* Oxford: Blackwell Pp 217-230
9. Williams, R. (1976). *Key words.* London: Fontana Publications.

Web Resources:

1. https://nptel.ac.in/courses/109103022/11
2. https://onlinecourses.swayam2.ac.in/cec21_hs31/preview
3. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7014857/
4. https://www.bbc.com/news/world-asia-india-52640266
5. https://www.britannica.com/place/India/Caste
6. https://www.hrw.org/reports/2001/globalcaste/caste0801-03.htm
7. https://www.pewforum.org/2021/06/29/attitudes-about-caste/
8. https://econ.st/2YPE57a
9. https://cvc.gov.in/sites/default/files/CEO.pdf
10. https://bit.ly/3oYYm4N

11. https://www.sv.uio.no/iss/english/research/research-areas/social-inequality/
12. https://bit.ly/3mTifHL
13. https://www.oxfamindia.org/blog/what-inequality
14. https://equityhealthj.biomedcentral.com/articles/10.1186/1475-9276-10-23
15. https://www.oecd.org/social/inequality-and-poverty.htm
16. https://www.oecd.org/social/inequality.htm
17. https://iwwage.org/resource-reports/
18. https://www.everywomaneverychild.org/
19. https://bit.ly/3p2a7HB

Course Outcomes

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Define, state, give examples to basic concepts of social stratification and inequality, gender inequality, racism and caste inequality.	K1 & K2
CO2	Illustrate and summarize the different forms of social stratification and its manifestation.	K3
CO3	Analyse, categorize, compare and contrast different categories of stratification – Caste, Class, Gender in the Indian context.	K4
CO4	Synthesize, explain and interpret the manifestation of inequalities and their mechanisms of reproduction through empirical case studies.	K5
CO5	Evaluate and critique the dominant discourses of inequalities through perceived knowledge from empirical studies.	K6

COURSE DESCRIPTOR

Course Code	**USO 4801**
Course Title	**Families and Intimate Relationships**
Credits	**2**
Hours/Week	**3**
Category	**Non- Major Elective (NME) - Theory**
Semester	**IV**
Regulation	**2019**

Course Overview

This course introduces the students to the sociological and anthropological perspective of family and kinship studies. It will help students to understand the benefits of family life the advantages and relationships. This will allow students to dwell deep into the multi-faceted understanding of family and kinship in modern societies.

Course Objectives

1. Learn how Sociologists, define and describe families.
2. Understand the importance and benefits of family life and relationships.
3. Analyze the changing patterns of family and relationships in society

Prerequisites	Not Applicable

SYLLABUS				
UNIT	**CONTENT**	**HOURS**	**COs**	**COGNITIVE LEVEL**
I	**Introduction to Basic Concepts** Family, Marriage, Kinship and Adoption as Social Institutions - Definition, Types, Functions and Importance Intimacy – Definition and Types, Building intimacy in a relationship Harlambos. & Holborn. (2016). (8th edition). Sociology: Themes and Perspectives. London: Harper Collins Publishers. (Page 509 – 511)	8	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K6
II	**Theoretical Perspectives on Families** Sociological Theories of Families – Functionalism – Symbolic Interactionism – Feminism	8	CO1 CO2 CO3	K1, K2, K3, K4, K5, K6

				CO4	
	Historical Perspectives on Families – Development of Family life			CO5	
	Giddens, Anthony., Duneier, Mitchell., Appelbaum, Richard P., Carr, Deborah. Giddens, Anthony. (Eds.) (2009) *Introduction to Sociology /* New York: W. W. Norton & Co.				
	Harlambos. & Holborn. (2016). (8th edition). Sociology: Themes and Perspectives**.** London: Harper Collin Publishers. (Pg 511 – 521)				
III	**Changes in Family Patterns** Worldwide and India – Non-Marital Child bearing – Family Violence – Partner Violence, Child Abuse, Same Sex Couples, Cohabitation, Single Parent Households, Unwed Mothers	9	CO1 CO2 CO3 CO4 CO5		K1, K2, K4, K5, K6
IV	**Problems, Divorce and Separation** Causes of Divorce - Experience of Divorce – Divorce/Separation and Children, Remarriage Giddens, Anthony., Duneier, Mitchell., Appelbaum, Richard P., Carr, Deborah. Giddens, Anthony. (Eds.) (2009) *Introduction to Sociology /* New York: W. W. Norton & Co. Harlambos. & Holborn. (2016). (8th edition). Sociology: Themes and Perspectives**.** London: Harper Collins Publishers. (Pg 513 – 521) Macionis, J. and Plummer, K., 2005. *Sociology*. Harlow: Pearson Prentice Hall	8	CO1 CO2 CO3 CO4 CO5		K4, K5, K6
V	**Reflective Learning** Students will reflect on: Review of Articles, Short Films, Documentaries, Movies on relationships.	6	CO1 CO2 CO3 CO4 CO5		K1, K2, K3, K4, K5, K6

Essential Readings:

1. Giddens, Anthony., Duneier, Mitchell., Appelbaum, Richard P., Carr, Deborah. Giddens, Anthony. (Eds.) (2009) *Introduction to Sociology /* New York: W. W. Norton & Co.
2. Harlambos. & Holborn. (2016). (8th edition). Sociology: Themes and Perspectives**.** London: Harper Collins Publishers.
3. Macionis, J. and Plummer, K., 2005. *Sociology*. Harlow: Pearson Prentice Hall

Suggested reading:

1. Family and Intimate Relationships: A Review of the Sociological Research Val Gillies Families & Social Capital, ESRC Research Group, South Bank University, 103 Borough Road, London. SE1 0AA June 2003, Published by South Bank University.

Web Resources:

1. https://www.slideshare.net/zerkshaban/family-and-intimate-relationships
2. https://www.amazon.sg/Family-Intimate-Relationships-Sociological-Research/dp/1874418330
3. https://www.bachelorsportal.com/studies/131297/sociology-families-and-intimate-relationships.html
4. https://www.goodtherapy.org/blog/psychpedia/intimacy

Course Outcomes

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Define, state and give examples the basic concepts in family and kinship.	K1 & K2
CO2	Understand, summarize and describe theoretical perspectives of family, kinship, changes in family patterns and problems in families.	K3
CO3	Illustrate and interpret theoretical perspectives of family, kinship, changes in family patterns and problems in families.	K4
CO4	Synthesize, analyse, categorize, evaluate and critique the theoretical perspectives of family, kinship, changes in family patterns and problems in families.	K5
CO5	Critique the dominant narratives about family and kinship that has been shaping the public imagination and formulate new ways of approaching the subject	K6

COURSE DESCRIPTOR

Course Code	**USO 4802**
Course Title	**People, Power and Politics**
Credits	**2**
Hours/Week	**3**
Category	**Non- Major Elective (NME) - Theory**
Semester	**IV**
Regulation	**2019**

Course Overview

This course introduces students to the basics of political sociology by highlighting the sociological perspectives in politics and examining the various forms and challenges in contemporary governance.

Course Objectives

1. Understand the basic concepts of power, politics and state
2. Identify the sociological perspectives of power and politics
3. Critique the issues related to power, politics and state

Prerequisites	Not Applicable

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	**Introduction** Authority – Definition, types**,** Power – Definition, types, State – Definition, Development of State, Characteristics, Nation - State Citizenship Rights - Civil, Political, and Social Rights, Liberalism, Conservatism, Nationalism, Socialism • Haralambos, Michael. (8ᵗʰ Ed). (2018). *Sociology: Themes and Perspectives.* London: Harper Collins. (Pg 579 – 585) • Heywood, Andrew G (2017). *Political Ideologies: An Introduction*, London: Palgrave. • Dasgupta, Samir., (2012). *Political Sociology*, New Delhi, Pearson	8	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K6

II	**Sociological Perspectives in Politics** Power Elites, Marxist Perspective, Functionalist Perspective - Haralambos, Michael. (8th Ed). (2018). *Sociology: Themes and Perspectives.* London: Harper Collins. (Pg 579 – 585) - Dobratz, Betty, A., Lisa.A. Waldner & Timothy Buzzell., (2011). *Power, Politics and Society: An Introduction to Political Sociology* (2nd Ed.) London, Routledge	8	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
III	**Forms of Governments** Definition and functions, Types of Government - Monarchy and Constitutional Monarchy, Democracy – Direct and Participatory Democracy, Authoritarianism and Totalitarianism, Welfare State and its types - Mukhopadhyay, A.K., (1977). *Political Sociology: An Introductory Analysis*, Calcutta. K.P.Bagchi - Roy, Shefali., (2014). *Society and Politics in India: Understanding Political Sociology.* Delhi: PHI Learning Pvt. Ltd	8	CO1 CO2 CO3 CO4 CO5	K1, K2, K4, K5, K6
IV	**Challenges in Contemporary Governance** Political Use of Hate, Election and Governance, Voting Behaviour, Political Scams / Crimes, Violence, Terrorism and its types, Lynching, Mob Attack, Riots - Mukhopadhyay, A.K., (1977). *Political Sociology: An Introductory Analysis*, Calcutta. K.P.Bagchi - Roy, Shefali., (2014). *Society and Politics in India: Understanding Political Sociology.* Delhi: PHI Learning Pvt. Ltd	8	CO3 CO4 CO5	K4, K5, K6
V	**Reflective Learning** Is Democracy in trouble? 'Legitimation Crisis' of Habermas.	7	CO1 CO2 CO3	K1, K2, K3, K4, K5, K6

	The Great Hack (2019) Erin Barnett, Karim Amer, Pedro Kos – Documentary		CO4	
			CO5	
	The students will reflect on the issues related to power and politics nationally and globally			

Essential Readings:

1. Heywood, Andrew G (2017). *Political Ideologies: An Introduction*, London: Palgrave.
2. Dasgupta, Samir., (2012). *Political Sociology*, New Delhi, Pearson.
3. Dobratz, Betty, A., Lisa.A. Waldner & Timothy Buzzell., (2011). *Power, Politics and Society: An Introduction to Political Sociology* (2nd Ed.) London, Routledge
4. Donovan, John, C., et al, (1993). *People, Power and Politics*, (3rd ed), Maryland, Rowman & Little Field Publishers.
5. Giddens, Anthony. (2018). *Sociology*. (11th Ed.), Cambridge: Polity Press
6. Haralambos, Michael. (8th Ed). (2018). *Sociology: Themes and Perspectives.* London: Harper Collins.
7. Macionis, J and K. Plummer. (2005). *Sociology: A Global Introduction*. Harlow: Prentice Hall
8. Mukhopadhyay, A.K., (1977). *Political Sociology: An Introductory Analysis*, Calcutta. K.P.Bagchi
9. Roy, Shefali., (2014). *Society and Politics in India: Understanding Political Sociology*. Delhi: PHI Learning Pvt. Ltd.

Recommended Readings:

1. Bauman, Z. (1990). *Thinking Sociologically*. London: Blackwell
2. Drake, Michael (2010). *Political Sociology for a Globalizing World*, Cambridge: Polity.
3. Heywood, Andrew (2019. *Politics, London: Macmillan International Higher Education*-Red Globe Press.
4. Mills, C W. (1956). *The Power Elite*. New York: OUP.
5. Nash, Kate (2010). *Contemporary Political Sociology: Globalization, Politics, and Power*, Oxford: Wiley-Blackwell)

Web Resources:

1. https://www.youtube.com/watch?v=YY3r1Z-Zvm8
2. https://bit.ly/3BMxoBe
3. https://www.oxfordreference.com/view/10.1093/oi/authority.20110803100334761
4. https://www.cambridge.org/core/services/aop-cambridge-ore/content/view/S0017257X0001366X
5. https://ecpr.eu/Events/Event/SectionDetails/363
6. https://dept.sophia.ac.jp/fs/pdf/kiyo33/08.pdf
7. https://www.researchgate.net/publication/273672813

Course Outcomes

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Define, state and give examples of the basic concepts of political sociology, sociological perspectives in politics, various forms of government and challenges in contemporary governance.	**K1 & K2**
CO2	Summarise and illustrate the basic concepts of political sociology, sociological perspectives in politics, various forms of government and challenges in contemporary governance.	**K3**
CO3	Categorize, compare and contrast the basic concepts of political sociology, sociological perspectives in politics, various forms of government and challenges in contemporary governance.	**K4**
CO4	Analyse, interpret and explain the basic concepts of political sociology, sociological perspectives in politics, various forms of government and challenges in contemporary governance.	**K5**
CO5	Evaluate and critique sociological perspectives in politics, various forms of government and challenges in contemporary governance.	**K6**

COURSE DESCRIPTOR

Course Code	USO 5501
Course Title	**Research Methods and Statistics**
Credits	**6**
Hours/Week	**6**
Category	**Major Core (MC) - Theory**
Semester	**V**
Regulation	**2019**

Course Overview

This paper introduces the students to the basics of social research and it enables them to formulate research questions. It equips them to use the tools for data collection and basic statistical methods in social research. Finally, it enhances the skill of scientific report writing.

Course Objectives

1. Introduces the fundamentals of social research
2. Acquaint the students with the different stages of the research process viz. research design, methods of data collection and analyses
3. Introduce elementary statistical tools and their application in social research

Prerequisites	Not Applicable

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	**Introduction** Science and Social Research Theory and Social Research Concepts Variables Idiographic and Nomothetic explanation Inductive and Deductive explanation Qualitative and Quantitative methods Validity and Reliability Ethics in Social Research Babbie, E. (2016) *The Practice of Social Research* Belmont (14th ed), California: Wadsworth. Pp. 1-26, 32-58, 62-83	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3

II	**Research Methods**
	Research Design
	
	Research Methods – Field Work – Surveys
	
	Types of Social Research
	
	Primary and Secondary Sources
	
	Sampling Techniques
	
	    Haralambos, and Holborn (2016). *Sociology: Themes and Perspectives*, (8th ed) London: Harper Collins. Pp. 909 – 915, 932 – 934
	
	    Babbie, E. (2016) *The Practice of Social Research,* (14th ed) California: Wadsworth. Pp. 88- 122, 182 - 218
		14	CO1
			
			CO2
			
			CO3
			
			CO4
			
			CO5
				K1, K2, K3, K4,
				
				K5,

III	**Techniques / Tools of Data Collection**
	Observation – Ethnography and Participant Observation
	
	Quantitative – Questionnaire
	
	Qualitative – Interviews, Case studies and Life Histories
	
	    Haralambos, and Holborn (2016). *Sociology: Themes and Perspectives*, (8th ed) London: Harper Collins. Pp. 915-931
	
	    Babbie, E. (2016) *The Practice of Social Research* (14th ed). California: Wadsworth. Pp. 248 – 279
		18	CO1
			
			CO2
			
			CO3
			
			CO4
				K1, K2, K3, K4

IV	**Statistics** Tabulation, Diagrams Measures of central tendency - Computation of mean, median and mode Standard Deviation Measures of Dispersion Gupta S.P. (2016) *Statistical Methods*. New Delhi: Sultan Chand	16	CO4	K5
V	**Report Writing & Reflective Learning** How to use libraries – Sociological Journals – Dissertations	12	CO5	K6

	Students will be trained in writing Research Proposals			
	References and Citations style – Bibliography, Footnote, Endnote			
	Conduct of Mini Research by Students			
	Oliver, Paul (2008) *Writing your thesis*, New Delhi: Sage.			

Essential readings:

1. Giddens, A., & Philip, W.S. (2006) *Sociology*, (8th ed), New Delhi: Wiley. (Chapter 20)
2. Babbie,E.R.(2016) *he Practice of Social Research*, California: Wadsworth.
3. Haralambos, and Holborn (2016). *Sociology: Themes and Perspectives*, (8th ed) London: Harper Collins.
4. Gupta, S.P. (2014) *Statistical Methods*, New Delhi: Sultan Chand.
5. Bryman, A. (2014) *Social Research Methods*. New Delhi: OUP

Recommended Readings:

1. Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
2. Bryman, Alan. (2004) *Quantity and Quality in Social Research*, New York: Routledge
3. Creswell, J W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 3rd ed. Sage Publications, California.
4. Goode, W. E. and P. K. Hatt. (1952) *Methods in Social Research*. New York: McGraw Hill
5. Law, John (2004) After Method: *Mess in social science research*, New York: Routledge
6. Salkind, Neil J (2018) *Exploring Research*, Essex: Pearson.
7. Rose, Gerry (1982) *Deciphering Sociological Research*, London: Macmillan Education.

Web Resources:

1. https://bit.ly/3mU22lI
2. https://www.questionpro.com/blog/what-is-research/
3. https://opentextbc.ca/introductiontosociology/chapter/chapter2-sociological-research/
4. http://www.universityofcalicut.info/SDE/Social_Research_Methods_on25Feb2016.pdf
5. https://bit.ly/3j01cTz
6. http://103.5.132.213:8080/jspui/bitstream/123456789/271/1/social%20research%20methods.pdf

Course Outcomes

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Define, state and give examples of the concepts, techniques and methods in social research	**K1 & K2**
CO2	Illustrate, construct and apply qualitative and quantitative methods, inductive and deductive reasoning, ideographic and nomethethic approaches, research design, tools for data collection and importance of report writing.	**K3**
CO3	Compare, contrast, analyse, employ and categorize qualitative and quantitative research methods, inductive and deductive reasoning, ideographic and nomethethic approaches, research design, tools for data collection.	**K4**
CO4	Synthesize, interpret and explain qualitative and quantitative research methods, inductive and deductive reasoning, ideographic and nomethethic approaches, research design, tools for data collection.	**K5**
CO5	Appraise, evaluate and critique qualitative and quantitative research methods, inductive and deductive reasoning, ideographic and nomethethic approaches, research design, tools for data collection.	**K6**

COURSE DESCRIPTOR

Course Code	**USO 5502**
Course Title	**Sociology of Development**
Credits	**6**
Hours/Week	**6**
Category	**Major Core (MC) - Theory**
Semester	**V**
Regulation	**2019**

Course Overview

This paper explores the causes and consequences of economic change and development in society. It introduces the basic concepts in sociology of development and discusses the mainstream and alternative perspectives of development. It further highlights on the development planning and policies in India and explores the contemporary issues in development.

Course Objectives

1. To develop a critical understanding of India's development policy
2. To critically evaluate the differential impact of development policies
3. To analyse and evaluate the emerging debates and issues around development

Prerequisites | Not Applicable

SYLLABUS				
UNIT	**CONTENT**	**HOURS**	**COs**	**COGNITIVE LEVEL**
I	**Introduction** Concepts and definitions – development, inequality, poverty Rist, G. (1997). *The History of Development: From Western Origins to Global Faith*. London: Zed Books. Pp. 8-25 Webster, A. (1990) *Introduction to the Sociology of Development*, London: Macmillan. Pp. 15 -39 The emergence of the concept of development – Historical Background and Political Context Peet, R., & Hartwick, E. (2015). *Theories of development: Contentions, Arguments, alternatives*. (3rd ed.) Guilford Publications.	16	CO1 CO2 CO3 CO4 CO5	K1, K2, K3

	Sachs, W. (1992). *The Development Dictionary: A Guide to Knowledge as Power*. London: Zed Books. Pp. 8-21				
II	**Mainstream Perspectives on Development** Weber and Marx – Theories on Social Change and Development of Capitalism Roberts, J. Timmons and Amy Hite. (2015). *The Globalization and Development Reader: Perspectives on Development and Global Change*, Oxford: Blackwell. Ch. 1 & 2 Modernization Theory – Modernization as Development, Rostow's growth model and its critique Rist, G. (1997). *The History of Development: From Western Origins to Global Faith*. London: Zed Books. Pp. 93-108. Webster, A. (1990). *Introduction to the Sociology of Development*. London: Macmillan. Pp. 41-62 Gandhian Approach – Centrality of Villages, Rural industries, Concept of Trusteeship Jodhka, S. S. (2002). 'Nation and village: images of rural India in Gandhi, Nehru and Ambedkar', *Economic and Political Weekly*, 3343-3353.	14	CO1 CO2 CO3 CO4 CO5	K1, K3, K4, K5
III	**Alternative Perspectives** Beyond Economics – Growth vs. Development debate; problems with defining development; development indicators Barnett, T. (2003) *Sociology and Development*, London: Taylor & Francis. Pp. 175-193 Sen – Development as Freedom – Human Development model, the Capability approach Sen, Amartya. (1999) *Development as Freedom*, New Delhi: OUP. Pp. 3-11, 35-54 Neo-Marxist Perspective and Wallerstein, Immanuel (1974) *The Modern World System*, New York: OUP. Underdevelopment Theory – A.G. Frank	18	CO3 CO4 CO5	K3, K4, K5, K,6

Frank, Andre Gunder (1966) '*The Development of Underdevelopment*,' Monthly Review 18 (4), pp. 17-31.

Sachs, W. (1992) *The Development Dictionary: A guide to knowledge as power*. London: Zed Books. Pp. 8-21

Rist, G. (1997) *The History of Development: From Western Origins to Global Faith*. London: Zed Books. Pp. 69-80

Sustainable development – Emergence of the concept, Millennium Development Goals Sustainable Development Goals and its Critique

Rist, G. (1997) *The History of Development: From Western Origins to Global Faith*. London: Zed Books. Pp. 171 -197

Tortajada, Cecilia. (2005) Sustainable Development: A Critical Assessment of Past and Present Views. In *Appraising Sustainable Development: Water Management and Environmental Challenges*. Oxford: OUP. (pp.1–17)

https://www.undp.org/content/undp/en/home/sustainable-development-goals.html

https://www.un.org/millenniumgoals/

Post-Development Approach – Critique of Globalization, Post-Modern perspective, Globalization and Cultural Homogenization

Sachs, W. (1992). *The Development Dictionary: A Guide to Knowledge as Power*. London: Zed Books. Pp. 8-21

Rahnema, Majid (1997) *The Post-development Reader*, London: Zed Books. Pp. 277-290

Pieterse, J. N. (2001) *Development Theory: Deconstructions/ Reconstructions*, New Delhi: Sage Publications India Pvt Limited. Pp. 110-122

Parfitt, T. (2002) *The End of Development: Modernity, Post-Modernity and Development*, London: Pluto Press. Pp. 12-28

Escobar, A. (2001) *Encountering Development: The Making and Unmaking of the Third World*. New Jersey: Princeton University Press. Pp. 212-226

	Roberts, J. Timmons and Amy Hite (2007) *The Globalization and Development Reader: Perspectives on development and global change*, New Jersey: Blackwell. Pp. 525-548K			
IV	**Development Planning and Policy in India** Colonial Era – State directed development, Impact of Imperial policy and its critique Kohli, A. (2020). *Imperialism and the Developing World: How Britain and the United States Shaped the Global Periphery*. London: Oxford University Press. Pp. 221-257 Nehruvian Period – Post-Independent ambitions, Centralized Planning, Five-Year Plans, Role and Participation of Women in Development Planning, W Liberalization and Post-Reform period – Impact of Globalization and Information Technology, Development Disparities. Kohli, A. (1989) *The State and Poverty in India*. Cambridge: Cambridge University Press. Pp. 61-72 Buch, N. (1998) 'State Welfare Policy And Women', 1950-1975. *Economic and Political Weekly*, WS18-WS20. Eapen, M., and Mehta, A. K. (2012) 'Gendering The Twelfth Plan: A Feminist Perspective', *Economic and Political Weekly*, 42-49. Liberalization and Post-Reform period – Impact of Globalization and Information Technology, Development Disparities. Chatterjee, Partha (2008) 'Democracy and Economic Transformation in India', *Economic and Political Weekly* 43 (16), pp. 53-62. Kohli, A. (2012) *Poverty amid Plenty in the New India*, Cambridge: Cambridge University Press. Pp. 79 – 144	16	CO3 CO4 CO5	K2, K3, K4
V	**Contemporary Issues in Development** Development Induced Displacement - Dam projects, Issues of Resettlement and Rehabilitation, Development and Social Conflict Documentary – *Dam/Age* - Aradhana Seth (2002)	14	CO1 CO2 CO3 CO4	K1, K2, K4

<table>
<tr><td>Dreze, J. (2000). 'Militarism, Development and Democracy', Economic and Political Weekly, 35(14), 1171-1183.

Harvey, David. 2007. 'Neoliberalism as Creative Destruction,' The ANNALS of the American Academy of Political and Social Science 610 (1), pp. 21-44</td><td></td><td></td><td></td></tr>
<tr><td>Social Movements – Sardar Sarovar project

Baviskar, A. (2004) In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley, New Delhi: OUP. Pp. 197-222.</td><td></td><td></td><td></td></tr>
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Essential Readings:

1. Barnett, T. (2003) *Sociology and Development*, London: Taylor & Francis.
2. Baviskar, A. (2004) *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. New Delhi: OUP.
3. Chatterjee, Partha. 2008. 'Democracy and Economic Transformation in India,' *Economic and Political Weekly* 43 (16), pp. 53-62.
4. Dreze, J. (2000) 'Militarism, Development and Democracy', *Economic and Political Weekly, 35*(14), 1171-1183.
5. Escobar, A. (2001). *Encountering Development: The Making and Unmaking of the Third World*, New York: Princeton University Press.
6. Gandhi, Mahatma, 1869-1948. (1997). *Hind Swaraj and Other Writings*. Cambridge: Cambridge University Press
7. Harvey, David. 2007. 'Neoliberalism as Creative Destruction,' *The ANNALS of the American Academy of Political and Social Science* 610 (1), pp. 21-44
8. J. Timmons Roberts and Amy Hite (2007) *The globalization and development reader: Perspectives on development and global change*. London. Blackwell.
9. Kohli, A. (2020). *Imperialism and the Developing World: How Britain and the United States Shaped the Global Periphery*, Oxford: OUP.
10. Kohli, A. (1989) *The State and Poverty in India*, Cambridge: Cambridge University Press.
11. Kohli, A. (2012) *Poverty amid Plenty in the New India*, Cambridge: Cambridge University Press.
12. Parfitt, T. (2002). *The End of Development: Modernity, Post-Modernity and Development*. London: Pluto Press.
13. Pieterse, J.N. (2001) *Development Theory: Deconstructions/ Reconstructions. India*: New Delhi: Sage.
14. Rahnema, Majid (1997) *The Post-development Reader*. London: Zed Books.
15. Sachs, W. (1992) *The Development Dictionary: A guide to knowledge as power*, London: Zed Books.
16. Sen, A. (2001). *Development as Freedom*, New Delhi: OUP Oxford.
17. Varoufakis, Y. (2017). *Talking to My Daughter About the Economy: A Brief History of Capitalism*. London: Bodley Head.
18. Visvanathan, Nalini, Lynn Duggan, Laura Nisonoff & Nan Wiegersma (eds). 1997. *The Women, Gender and Development Reader*, New Delhi: Zubaan
19. Webster, A. (1990) *Introduction to the Sociology of Development*. London: Macmillan.

Recommended Readings:

1. Bardhan, Pranab (1992) *The Political Economy of Development in India*. New Delhi: OUP.
2. Balakrishnan, Pulapre (2015) *Economic Growth and Its Distribution in India*, New Delhi: Orient BlackSwan.
3. Ferguson, James (1990) *The Anti-Politics Machine: "development," Depoliticization, and Bureaucratic Power in Lesotho*, Cambridge: Cambridge University Press,
4. Frank, A. G. (1967). Capitalism and Underdevelopment in Latin America. London: Monthly Review Press.
5. Kohli, A. (2014). *The State and Development in the Third World: A World Politics Reader,* United States: Princeton University Press.
6. Nayar, B. R. (2005). *The Geopolitics of Globalization: The Consequences for Development*. New Delhi: OUP.
7. Rakshit, Mihir, (2011) *Macroeconomics of Post-Reform India*, New Delhi OUP.
8. Scott, J. C. (2020) *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*, *New York*: Yale University Press.
9. Schumacher, E. F. (1973) *Small is Beautiful*, New York: Harper & Row
10. Tharoor, S. (2016) *An Era of Darkness: The British Empire in India*, New Delhi: Aleph.

Web Resources:

1. https://www.undp.org/content/undp/en/home/sustainable-development-goals.html
2. https://www.un.org/millenniumgoals/
3. https://bit.ly/3AF3ygk
4. https://youtu.be/9aK4OztueuE

Course Outcomes

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Define, state and give examples to the concepts of development, mainstream and alternative perspectives on development, approaches to development, development policies and planning in India and contemporary issues in development.	K1 & K2
CO2	Illustrate, construct and apply mainstream and alternative perspectives on development, approaches to development, policies and developmental planning in India and contemporary issues in development.	K3
CO3	Categorize, analyse and compare mainstream and alternative perspectives on development, approaches to development, policies and developmental planning in India and contemporary issues in development.	K4
CO4	Interpret, explain and synthesize mainstream and alternative perspectives on development, approaches to development, policies and developmental planning in India and contemporary issues in development.	K5
CO5	Critique and evaluate mainstream and alternative perspectives on development, approaches to development, policies and developmental planning in India and contemporary issues in development.	K6

COURSE DESCRIPTOR

Course Code	USO 5503
Course Title	Sociology of Health and Illness
Credits	06
Hours/Week	06
Category	Major Core (MC) - Theory
Semester	V
Regulation	2019

Course Overview

This course introduces students to the sociological dimensions of health and illness and exposes them to various sociological approaches in the study of health and illness. The course introduces students to the importance of epidemiological understanding of diseases, its sociological context and implications. It further enables the students in understanding the social patterning of health and illness.

Course Objectives

1. To demonstrates that health is a social, biological, and physiological phenomenon.
2. To introduce theoretical framework contextualizing health and illness.
3. To appreciate social patterning of health and illness and contrast the health inequities that exist in various social categories.

Prerequisites	Not Applicable

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	**Introduction** • Definition of health, disease and illness • Social determinants of health • Health and Social Behaviour • Models of health: Biomedical Model, Alternative Medicine **Readings** Cockerham, (1998) Medical Sociology, New Jersey: Prentice Hall, p.18-30. Haralambos, and Holborn (2016). Sociology: Themes and Perspectives, (8th ed) London: Harper Collins., p.301.	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4

	Giddens, A., Duneier, M., Appelbaum, R. P., and Carr, D. (2018). Introduction to Sociology. New York: W.W. Norton.			
II	**Theoretical Approaches** • The Functionalist approach: Sick Role • Political Economy Perspective • Symbolic Interactionist: Illness as "lived experience" • Postmodern approaches to health • Feminist and gender-based approaches to health: **Readings** Haralambos, and Holborn (2016). *Sociology: Themes and Perspectives*, (8th ed) London: Harper Collins. p.306. Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2018). *Introduction to Sociology*, New York: W.W. Norton p.490 Haralambos, and Holborn (2016). *Sociology: Themes and Perspectives*, (8th ed) London: Harper Collins., p.304. Haralambos, and Holborn (2016). *Sociology: Themes and Perspectives*, (8th ed) London: Harper Collins., p.306-309.	18	CO 1 CO 4 CO 5	K1, K2, K5, K6
III	**Epidemiology** • Epidemiological Measures • The Development of Epidemiology • Disease and Modernization • The Complexity of Modern Ills • Pandemics: HIV/AIDS, Influenza, COVID-19 **Readings** Park, K. (2005). Preventive and social medicine. Cockerham, (1998) *Medical Sociology*. Prentice Hall, New Jersey Pg: 29-50 Haralambos, and Holborn (2016). *Sociology: Themes and Perspectives*, (8th ed) London: Harper Collins.Pg: 301-345	18	CO 1 CO 2 CO 3	K1, K2, K3, K4

IV	**Social Patterning of Health and Illness** • Health Inequities and its Implications • Indian: Class, Caste, Gender, Religion and Region • Global Health Inequalities **Readings:** Doyal, L. (1995) *What makes women sick: Gender and the political economy of health*, London: Macmillan. Inhorn, M. C. (2006) 'Defining women's health: A dozen messages from more than 150 ethnographies', *Medical Anthropology Quarterly*, *20*(3), 345-378. Cowling, K., Dandona, R., & Dandona, L. (2014) 'Social Determinants of Health In India: Progress and Inequities Across States', *International Journal for Equity In Health*, *13*, 88. https://doi.org/10.1186/s12939-014-0088-0 Acharya, S. S. (2018). *Health Equity in India: An Examination Through the Lens of Social Exclusion. Journal of Social Inclusion Studies, 4(1), 104–130.* doi:10.1177/2394481118774489	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	**Reflective Learning** • Ancient Enemy: Documentary on leprosy. • Genetic Engineering: Designer Babies **Material:** https://www.aljazeera.com/program/lifelines/2014/5/22/ancient-enemy-leprosy-in-india/ Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2018). *Introduction to Sociology*, New York: W.W Norton, p.507	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Essential Readings:

1. Haralambos, and Holborn (2016). *Sociology: Themes and Perspectives*, (8th ed) London: Harper Collins.
2. Gidden, A and Phillip Sutton (2017) *Sociology*, (8th ed), New Delhi: Wiley India.
3. Cockerham, (1998) *Medical Sociology*, New Jersey: Prentice Hall.
4. Doyal, L. (1995) *What makes women sick: Gender and the political economy of health*. London: Macmillan.
5. Acharya, S. S. (2018) 'Health Equity in India: An Examination Through the Lens of Social Exclusion', *Journal of Social Inclusion Studies*, 4(1), 104–130. doi:10.1177/2394481118774489.

Recommended Readings:
1. Armstrong, David E. (2002) *A New History of Identity: A Sociology of Medical Knowledge*, New York: Palgrave
2. Wainwright, David (2008) *A Sociology of Health*, London: Sage
3. Scambler, Graham, Paul Higgs Modernity (1999) *Medicine, and Health Medical Sociology Towards*, London: Routledge.
4. Bradby, Hannah (2009) *Medical Sociology: An Introduction*, London: Sage.
5. Gabe, Jonathan (2004) *Key Concepts in Medical Sociology*, London: Sage.

Web Resources:
1. https://www.aljazeera.com/program/lifelines/2014/5/22/ancient-enemy-leprosy-in-india/
2. https://onlinelibrary.wiley.com/journal/14679566
3. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7121984/
4. https://wcd.nic.in/
5. https://www.who.int/
6. https://main.mohfw.gov.in/

Course Outcomes (COs)

Upon successful completion of this course, the student will be able to:

	Statements	Cognitive Level
CO 1	Define, state and give examples to the concepts in health disease and illness, disease and epidemiology, health inequalities. Recall the patterns of healthcare vis-à-vis the various social inequalities of the society.	**K1 & K2**
CO 2	Explore the social world of healthcare and illness. Examine the structures and mechanisms through which societies and communities deal with disease and illness. Compare the various modes of healthcare across different societies. Contextualise the health care systems within the structural inequalities of the society. Delineate, examine and assess diseases and thereby apply the knowledge of epidemiology.	**K3**
CO 3	Employ the conceptual tools of Sociology of medicine to analyse the sociological context within which diseases occur. Compare the various modes of healthcare. Analyse healthcare systems in light of inequalities of the societies.	**K4**
CO 4	Contextualise health and illness within the various theoretical perspectives of Sociology. Develop an understanding of stratification in society. Contextualise and appraise healthcare institutions. Inspect and evaluate the problems faced by the marginalized vis-à-vis access to healthcare.	**K5**
CO 5	Critique and assess the inequalities in access to healthcare and evaluate the nature of this marginalisation. Compare and interpret the various sociological approaches to health.	**K6**

COURSE DESCRIPTOR

Course Code	**USO 5504**
Course Title	**Sociology of Social Movements**
Credits	**6**
Hours/Week	**6**
Category	**Major Core (MC) - Theory**
Semester	**V**
Regulation	**2019**

Course Overview

This course presents a sociological understanding of social movements and enables the students to locate the context of these movements. This paper discusses movements with respect to construction and perception of identities and it further examines social movements in India with respect to the two dominant forces behind contemporary social unrest – inequity and insecurity.

Course Objectives

The student will be able to-

1. Equip students with an understanding of the conceptual, theoretical and methodological issues involved in the study of social movements.
2. Analyse the role of identity as the basis of exclusion of marginalised groups and communities from polity, economy and social interaction.
3. Expose the students to the antecedents and sociological moorings of dalit, regional and environmental movements.

Prerequisites	Not Applicable

SYLLABUS				
UNIT	**CONTENT**	**HOURS**	**COs**	**COGNITIVE LEVEL**

I	**Introduction to Social Movements**
	
	Definition
	Types
	Dimensions of Movements and Institutions
	Methodological Issues
	    Oommen. T. K. 2010. *Social Movements I:*
	    Issues of Identity, New Delhi: OUP. Pp. 1-42
		10	CO1
			CO2
			CO3
			CO4
			CO5
				K1, K2, K3, K4, K5

II	**Theories of Social Movements** Resource Mobilization	10	CO1 CO2	K1, K2, K3, K4, K5

	Relative Deprivation Structural Strain Theory New Social Movements Value-Added Theory Framing Theory Mukhopadhyay, Amites (2012) *Social Movements in India*, New Delhi: Pearson Pp 1-12		CO3 CO4 CO5	
III	**Dalit Consciousness and Dalit Movement in India** Origin and growth of Dalit movement Jyotiba Phule and Savitribai Phule Ambedkar and Dalit Ideology Dalit assertion in Tamil region - Iyothee Thass Panthitar, Rettaimalai Srinivasan Geetha, V and S.V. Rajadurai (2008) *Towards a Non-Brahmin Millennium*: *From Iyothee Thass to Periyar*, Kolkata: Samya	23	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
IV	**Regional Social Movements** Dravidian Movement –Justice Party, Periyar, Self-Respect Movement, Temple Entry Movement. Hardgrave, Robert L (2010) *Foundations of Dravidian Movement*, In T.K. Oommen Social Movements I: Issues and Identity, New Delhi: OUP. Pp 165-171. SNDP movement and its impact on Kerala society. *Sree Narayan Guru: The Sage of Sivagiri* (2018) Chennai: THG Publishing. Tribal Solidarity Movements – Surjait Sinha Sinha, Surajit (2010) *Tribal Solidarity Movements* In T.K. Oommen Social Movements I: Issues and Identity, New Delhi: OUP. Pp 209-222.	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

V	**Reflective Learning**	17	CO1	K1, K2, K3, K4,
	Students will reflect on:		CO2	K5
			CO3	
	Peasant Movement – Kathleen Gough		CO4	
			CO5	
	Ecological Movements – Vandana Shiva			
	Naxalite Movements – Partha Mukerjee			
	Oommen, T. K. (2010) *Social Movements II: Concerns of Equity and Security*, New Delhi: OUP Pp 45-52, Pp53-71, Pp 275-296.			
	Chipko Movement – Shekhar Pathak			
	Pathak, Shekhar (2020) The Chipko Movement: A People's History, New Delhi: Permanent Black.			

Essential Readings:

1. Ambedkar, B.R. *Riddles in Hinduism: The Annotated Critical Edition*, New Delhi: Navayana.
2. Ambedkar, B.R. (1936) *Annihilation of Caste: The Annotated Critical Edition*, New Delhi: Navayana.
3. Anandhi, S (2020) *The Manifesto and the Modern Self: Readings the Autobiography of Muthulakshmi Reddy*. In Anandhi, S, Karthick Ram Manoharan, M. Vijaybaskar and A Kalaiyarasan (Eds) *Rethinking Social Justice*, Pp15-30, Hyderabad: Orient BlackSwan.
4. Deshpande, Ashwini (2013) *Affirmative Action*, New Delhi: OUP.
5. Geetha, V and S.V. Rajadurai (2008) *Towards a Non-Brahmin Millennium: From Iyothee Thass to Periyar*, Kolkata: Samya
6. Gosh, Biswajith (Ed) *Social Movements: Concepts, Experience and Concerns*, New Delhi: Sage.
7. Oommen T.K (2010) Social Movements II: Concerns of Equity and Security, New Delhi: OUP.
8. Oommen T.K. (2010) *Social Movements I: Issues and Identity*, New Delhi: OUP.
9. Pai, Sudha (2013) *Dalit Assertion*, New Delhi: OUP.
10. Phule, Jotiba (2019) *Sum and Substance of Slavery*, New Delhi: Samyak Prakashan.
11. Rege, Sharmila (2013) *Against the Madness of Manu: B.R. Ambedkar's Writings on Brahminical Patriarchy*, New Delhi: Navayana.
12. Sakthidahran, A.V (2019) *Antigod's won country: A short history of Brahminical colonisation of Kerala,* New Delhi: Navayana.
13. Shah, Ghanashyam, (1990) *Social Movements in India: A review of the literature. Sage Publications*, New Delhi
14. *Sree Narayan Guru: The Sage of Sivagiri* (2018) Chennai: THG Publishing
15. Teltumbde, Anand (2016) *Mahad: The Making of the First Dalit Revolt*, New Delhi: Aakar.
16. Teltumbde, Anand (2018) *The Radical in Ambedkar: Critical Reflections*, New Delhi: Penguin Allen Lane.

Recommended Readings:

1. Beteille, Andre, *The Backward Classes: The New Social Order, OPU, New Social Order, Social Order*, New Delhi: OUP.

2. Baulis JA (1972) *The Sociology of Social Movements*, London: MacMillan Publications.

3. Buchler, Steven M (2000), *Social Movements in Advanced Capitalism*. Oxford: OUP.

4. Chatterjee, Debi (2019) *Up Against Caste: Comparative Study of Ambedkar and Periyar*, (2nd ed) Jaipur: Rawat Publications.

5. Crossely Nick, (2002) '*Making Sense Of Social Movements'*, London: Open University Press.

6. Crossley, Nick (2002) *Making sense of Social Movements*, Philadelphia: Open University Press.

7. Deshpande, Ashwini (2011) *The Grammar of Caste: Economic Discrimination in Contemporary India*, New Delhi: OUP.

8. Dhanagare, D.N (1983) *Peasant Movements in India, 1920- 1950* New Delhi: OUP.

9. Gopal G. (2004). '*New Dalit Politics*' In RajendraVhora and Suhas Palshikared India: Democracy, meaning and practices, New Delhi: Sage Publication.

10. Guru, Gopal (2011) *Humiliation: Claims and Context*, New Delhi: OUP.

11. Jaffrelot, Christophe (2003) *India's Silent Revolution*, New Delhi: Permanent Black.

12. Jaffrelot, Christophe (2006) *Dr Ambedkar and Untouchability*, New Delhi: Orient BlackSwan.

13. Jaffrelot, Christophe (2010) *Religion, Caste and Politics in India*, New Delhi: Primus Books. Pp 449-517.

14. Jaffrelot, Christophe and Narendra Kumar (2018) *Dr Ambedkar and Democracy*: *An Anthology*, New Delhi: OUP.

15. Jayakumar, Vijayalayam (2017) *Sree Narayana Guru: A Critical Study*, New Delhi: DK Printworld.

16. Jayakumar, Vijayalayam (2017) *Sree Narayana Guru: A critical Study* (K. Sadanandan, Trans) New Delhi: DK Printworld. (Originally Published in 1999).

17. Jones, Kenneth W (1976) *Arya Dharma: Hindu Consciousness in 19th-Century Punjab*, New Delhi: Manohar Books.

18. Jones, Kenneth W (1989) *The New Cambridge History of India III: Socio-religious reform movements in British India*, Cambridge: Cambridge University Press.

19. Kapstein et.al. (2013) *Social Movements and Market Transformation*. New York: Cambridge University Press.

20. Malik-Goure, Archana (1977) *Jyotiba Phule: A Modern Indian Philosopher*, New Delhi, D.K Printworld.

21. Metha, S. (2009) *Women and Social Change*. Jaipur: Sage.

22. Mitra et.al. (2009) *Democracy, Agency and Social Change in India*. New Delhi: Sage.

23. Mukhopadhyay, Amites., (2012) *Social Movements in India*. New Delhi: Pearson.

24. Naidu, Varadarajulu (1929) *Justice Year Book 1929*, Chennai: Dravidar Kazhagam Publication.

25. Omvedt Gail 2004, '*Struggle against dam or struggle for water? Environment and the State*' in Rajendra Vhora & Suhas Palshikar (ed) India; Democracy, meaning and practices Sage Publication, New Delhi

26. Oommen, T K, (2004) *Nation, Civil Society and Social Movements'* New Delhi: Sage Publication.

27. Rao M.S.A. (1979) (Ed) Social Movements in India Vols. I &II, New Delhi: Manohar,.

28. Rao M.S.A. (1979) *Social Movement and Social Transformation, New Delhi: Manohar*, New Delhi**.**

29. Rattu, Nanak Chand (1995) *Reminiscences and Remembrance of Dr B. R. Ambedkar*, New Delhi: Samyak Prakashan.

30. Ray R., et.al. (2005). *Social Movements in India: Poverty, Power and Politics*. New Delhi: OUP.

31. Sanoo M.K (2017) *Sree Narayan Guru: Life and Times* (P R Mukundan Trans), Alappuzha: Open Door Media.

32. Scott A. (1990) *Ideology and New Social Movements*, London: Routledge.

33. Scott Alan (1990) *Ideology and New Social Movements,* London: Routledge

34. Singh KS. (Ed) (1982) *Tribal Movements in India*, New Delhi: Manohar.

35. Teltumbde, Anand (2010) *The Persistence of Caste: The Khairalinji Murders and India's Hidden Apartheid*, New Delhi: Navayana.

36. Veerman K (ed) (2005) *The Collected Works of Periyar*, Chennai: Viduthali Press.

37. Yeilding, Nancy (2019) *Narayan Guru: A Life of Liberating Love*, New Delhi: DK Printworld.

Web Resources:

1. Documentary Kakoos (2017) – Divya Bharathi

2. India Untouched: Stories of a People Apart (2007) Stalin K

3. https://www.downtoearth.org.in/coverage/chipko-an-unfinished-mission-30883

4. http://edugreen.teri.res.in/explore/forestry/chipko.htm

5. https://bit.ly/2XdKXuk

6. https://www.youtube.com/watch?v=wrDT3vYiVl0 for Chipko movement

7. https://www.youtube.com/watch?v=_ErD5Vx8dTw   for Wone's movement – Vandana Shiva

8. https://www.youtube.com/watch?v=hVbbov9Rfjg on Eco-feminism – Vandana Shiva

9. https://www.youtube.com/watch?v=D5wh7tvzQ54 On Mahad movement

10. https://www.youtube.com/watch?v=mpnc6Eq1BXk Teltumbde on Annihilation of Caste

11. https://www.youtube.com/watch?v=-wjOqy48v0Q Boston Study group on Ambedkar Lecture series at Harvard by Teltumbde moderated by Suraj Yengde

12. https://www.youtube.com/watch?v=SumXiNABQeI on Justice Party Movcement.

13. https://www.youtube.com/watch?v=EKvkB4ybIkc&t=1s. on Iyothee Thaas Pandithar.

14. https://bit.ly/3aAly0P

15. https://bit.ly/3aQtD1P

16. https://roundtableindia.co.in/index.php?option=com_content&view=article&id=7569:pandit-iyothee-thass-and-the-revival-of-tamil-buddhism&catid=119:feature&Itemid=132

17. https://bit.ly/3oZ7Bls

18. https://bit.ly/3iZXXve

19. https://www.efsas.org/publications/study-papers/an-introduction-to-naxalism-in-india/

Course Outcomes

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Define, state, paraphrase and give examples of the social movements and their types, theories of social movements, Dalit movements, regional movements, and Peasant, and Ecological movement	K1 & K2
CO2	Apply, Illustrate, relate, compare and differentiate the theories and types of movements focusing on Peasant, Dalit, Regional, and Ecological movements.	K3
CO3	Classify, contrast, deduce, and explain, the dimensions of movements and various movements viz. Peasant, Dalit, Regional, SNDP, Tribal, Dravida and Ecological movements	K4
CO4	Appraise, analyse, synthesise features of various movements viz. Peasant, Dalit, Regional, SNDP, Tribal, Dravida and Ecological movements and the theories of social movements.	K5
CO5	Evaluate, critique and relate different theories of social movements and attributes of various social movements viz. Peasant, Dalit, Regional, SNDP, Tribal, Dravidian and Ecological movements.	K6

COURSE DESCRIPTOR

Course Code	USO 5601
Course Title	**Sociology of Gender**
Credits	**06**
Hours/Week	**06**
Category	**Major Elective (ME) - Theory**
Semester	**V**
Regulation	**2019**

Course Overview

This course introduces the students to the multiple contours of gender and contextualizes the theoretical approaches to the study of gender and feminist movements. It exposes the students to the visible and subtle manifestation of gender equalities.

Course Objectives

1. To introduce sociological concepts on gender and explore feminist theories.
2. To sensitize the students on the social reality of women, their struggles and aspirations.

Prerequisites	Not applicable

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	**Introduction** • Feminism and 'malestream' sociology • Sex and gender • Understanding Sex Differences: • The Role of Biology • Gender Socialization: How Gender Differences Are Learned • The Social Construction of Gender: How We Learn to "Do Gender" **Readings:** Haralambos, and Holborn (2016). *Sociology: Themes and Perspectives*, (8th ed) London: Harper Collins., p.95-98. Wharton, A. S. (2009) 'The Sociology of Gender: An Introduction to Theory And Research, *John Wiley & Sons*, p1-10, 17-38	16	CO 1 CO 2 CO 3	K1, K2, K3, K4

	Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2018). *Introduction to Sociology*, New York: W.W. Norton p.233-236 Haralambos, and Holborn (2016). *Sociology: Themes and Perspectives*, (8th ed) London: Harper Collins., p.98-99, 101-104.			
II	**Theoretical Approaches** - Functionalist approach - Feminist approaches: - Radical feminism - Marxist and Socialist feminism - Liberal feminism - Postmodern feminism **Readings:** Haralambos, and Holborn (2016). *Sociology: Themes and Perspectives*, (8th ed) London: Harper Collins., p.104-108. Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2018). *Introduction to Sociology*, New York: W.W. Norton Pp.240-243	16	CO 1 CO 2 CO 3	K2, K3 K4
III	**Gender Inequalities** - Education - Workplace - Families - Politics - Health - Masculine Space **Readings:** Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2018). Introduction to Sociology, New York: W.W. Norton Pp. 243-252 Haralambos, and Holborn (2016). Sociology: Themes and Perspectives, (8th ed) London: Harper Collins. Pp. 94 -153. Wharton, A. S. (2009). The Sociology of Gender: An Introduction to Theory and Research, New York: John Wiley & Sons. Pp. 81-109 Tripathy, Biplab (2019). India: Gender inequality in demography. 3. 338.	16	CO 1 CO 2 CO 3 CO 4	K1, K2, K3, K4

	Ravi, S. (2019). Difficult Dialogues: A compendium of contemporary essays on Gender Inequality in India. https://www.worldbank.org/en/news/opinion/2020/04/13/gender-equality-why-it-matters-especially-in-a-time-of-crisis https://www.brookings.edu/research/gender-issues-in-india-an-amalgamation-of-research/ https://www.brookings.edu/blog/up-front/2019/10/18/womens-reservation-bill-what-can-india-learn-from-other-countries/ https://www.epw.in/journal/2014/47/special-articles/masculine-spaces.html			
IV	**Feminist Movements** • Women in Politics • Women's Labour Movement • Evolution from Vishaka guidelines to Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 **Readings:** Anandhi, S. (2020) The Manifesto and the Modern Self: Readings the Autobiography of Muthulakshmi Reddy. In Anandhi et al. Rethinking Social Justice. Hyderabad: Orient BlackSwan. Pp. 15-27 Roy Chowdhury, S. (2010) Labour Activism and Women in the Unorganized Sector, In Oommen, T. K. Social Movements: Concerns of equity and security. New Delhi: OUP.	16	CO 1 CO 2 CO 3 CO 4 CO 5	K2, K3, K4
V	**Reflective learning:** • Me Too Movement • Gendercide: It's a Girl: The three deadliest words in the world (2012) • Gender Violence: Documentary India's Daughter (2015) • India's forbidden marriages • Patriarchy: The Making of Male Dominance (2019) • The Great Indian Kitchen (2020)	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Readings: https://www.mprnews.org/story/2020/03/19/the-making-of-male-dominance Roy, S. 2018. '#MeToo Is a Crucial Moment to Revisit the History of Indian Feminism', *Economic and Political Weekly*. Vol.53, Issue No.42, 20 Oct.			

Essential Readings:

1. Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2018). *Introduction to Sociology*, London: W.W. Norton.
2. Haralambos, and Holborn (2016). *Sociology: Themes and Perspectives*, (8th ed) London: Harper Collins.
3. Wharton, A. S. (2009) *The Sociology of Gender: An Introduction to Theory and Research.* New Jersey: John Wiley & Sons
4. Wharton, A. S. (2009). *The sociology of gender: An introduction to theory and research*, New Jersey: John Wiley & Sons.p1-10, 17-38
5. Roy, S. (2018) '#MeToo Is A Crucial Moment to Revisit the History of Indian Feminism', *Economic and Political Weekly*. Vol.53, Issue No.42, 20 Oct.

Suggested Readings:

1. Kane, Emily. 2012. The Gender Trap: Parents and the Pitfalls of Raising Boys and Girls. New York: New York University Press.
2. Pascoe, C.J. 2012. Dude, You're a Fag: Masculinity and Sexuality in High School. Berkeley, CA: University of California Press.
3. Schilt, Kristen. 2011. Just One of the Guys? Transgender Men and the Persistence of Gender Inequality. Chicago: University of Chicago Press.
4. S. Jackson and S. Scott (eds.) 2002 Gender: A Sociological Reader, London: Routledge. Introduction, pp. 1-26.
5. Liz Stanley. 2002. Should Sex Really be Gender or Gender Reallybe Sex" in S. Jackson and S. Scott (eds.) Gender: A Sociological Reader,London: Routledge (pp. 31-41)
6. Beauvoir, S. de (1992). The Second Sex.trans. H.M. Parshley. Harmondsworth.Penguin.
7. Butler, Judith. (1990). Gender Trouble: Feminism and the Subversion of Identity. New York. Routledge.

Web Resources:

1. https://www.youtube.com/watch?v=72uIuOeo7dw
2. https://www.mprnews.org/story/2020/03/19/the-making-of-male-dominance
3. https://gendersociety.wordpress.com/
4. https://www.who.int/health-topics/gender
5. https://royalsocietypublishing.org/doi/10.1098/rsos.190633
6. https://web.stanford.edu/~eckert/PDF/Chap1.pdf
7. https://www.youtube.com/watch?v=72uIuOeo7dw
8. https://bit.ly/2XbmAxp

Course Outcomes (COs)

Upon successful completion of this course, the student will be able to:

	Statements	Bloom's Level
CO 1	Define, state and give examples of gender, sex and feminism, sociological perspectives and social construction of gender.	**K1 & K2**
CO 2	Examine gender roles and the corresponding power relations. Apply the various theoretical perspectives of Sociology in understanding gender differences and roles. Contextualise gender inequality and illustrate its manifestation within other social institutions. Delineate the four waves of feminism and contextualize them within the socio-economic conditions of the historical time period when they occurred.	**K3**
CO 3	Analyse the social construction of gender. Interpret differences in gender roles based on the theoretical perspectives of Sociology. Illustrate the inequalities based on gender and analyse their role in other institutions like economy, healthcare, family and politics.	**K4**
CO 4	Contextualise and appraise the social construction of gender in society. Evaluate the role of feminist movement and women in political and labour movements. Examine and evaluate the different feminist perspectives and their approach and prescription to understand and end gender inequality.	**K5**
CO 5	Evaluate and critique the "male" stream Sociology and assess the discipline based on the feminist intervention. Evaluate the various institutions of society and critique the inequalities of gender by deploying feminism.	**K6**

COURSE DESCRIPTOR

Course Code	**USO 5602**
Course Title	**Environmental Sociology**
Credits	**6**
Hours/Week	**6**
Category	**Major Elective (ME) - Theory**
Semester	**V**
Regulation	**2019**

Course Overview

This course equips the students with an understanding of the relationship between environment and society and introduces theoretical understanding of environmental sociology, impact of globalisation on environment and society. The students will gain insights on environmental perspectives, issues and its impact on society.

Course Objectives

1. To introduce core debates and discuss various theories in environmental sociology.
2. To assist students in understanding the importance of environmentalism, and sustainability.
3. To understand various environmental issues and their impact on vulnerable communities.

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	**Introduction to Environmental Sociology** Environmental Sociology – Meaning and Emergence of the field Hannigan, J. (2006). *Environmental Sociology* (2nd ed.). Routledge. Pp 1-5, 10-15 Defining Nature and Environment, Ecology Sutton, P. W., Giddens, A. (2009). *Sociology*, London: Wiley. Pp 155-157 Sociology and the Environment Sutton, P. W., Giddens, A. (2009). *Sociology.* London: Wiley. Pp 159-160	16	CO1 CO2 CO3	K1 & K2

II	**Theoretical Perspectives**	14	CO1	K2, K3, K4, K6
	Classical Sociological Theory and the Environment – Durkheim, Weber and Marx and their Critique		CO2	
			CO3	
	Haralambos, and Holborn (2016). *Sociology: Themes and Perspectives*, (8th ed) London: Harper Collins. Pp. 996-997		CO4	
			CO5	
	Beck - Risk Society and its Critique			
	Haralambos, and Holborn (2016). *Sociology: Themes and Perspectives*, (8th ed) London: Harper Collins. Pp. 997-999			
	Sutton, P. W., Giddens, A. (2009), *Sociology*, London: Wiley. Page 188-190			
	Hannigan, J. (2006). *Environmental Sociology* (2nd ed.), New York: Routledge. Page 23-25, 108-121			
	Social Constructionist and Realist Debate – Reconciliation between the Two			
	Sutton, P. W., Giddens, A. (2009) *Sociology*, London: Wiley. Page 159-160			
	Redclift, M. R., & Woodgate, G. (1998). *The International Handbook of Environmental Sociology*, Cheltenham: Edward Elgar Pub. Page 59-62			
	Haralambos, and Holborn (2016). *Sociology: Themes and Perspectives*, (8th ed) London: Harper Collins. Pp. 999 - 1002			
	Eco-Feminism			
	Agarwal, Bina, (2007) *The Gender and Environment Debate: Lessons from India*, In Mahesh Rangarajan. (ed.) Environmental Issues in India: A Reader. New Delhi: Pearson, Longman, Ch 19 (Pp. 316-324, 342-352)			

| | | Ecological Modernization

Sutton, P. W., Giddens, A. (2009) *Sociology*, London: Wiley. Pp. 195-197

Redclift, M. R., & Woodgate, G. (1998). *The International Handbook of Environmental Sociology*, Cheltenham: Edward Elgar Pub. Pp. 138-149

Hannigan, J. (2006). *Environmental Sociology* (2nd ed.), New York: Routledge. Pp. 25-28 | | | |
| III | **Environmentalism**

Meaning and History of Environmentalism in India

Guha, R. (1992) 'Prehistory of Indian Environmentalism: Intellectual Traditions', *Economic and Political Weekly, 27*(1/2), 57-64.

Laberge, Y. (2007). *Environmentalism*, In P. Robbins (Ed.), *Encyclopedia of Environment and Society* (Vol. 1, pp. 593-594). New York: Sage.
Snow, M., & Snow, R. (2012). *Environmental History*. In S. Philander (Ed.), *Encyclopedia of Global Warming & Climate Change* (Vol. 1, pp. 518-524). New York: Sage.

Environmental Justice and Ecological Citizenship

Sutton, P. W., Giddens, A. (2009) *Sociology*, London: Wiley. Pp. 197 – 199

Ecological Sustainability – Consumerism and Environmental Damage, Sustainable Development

Sutton, P. W., Giddens, A. (2009). *Sociology*, London: Wiley. Pp. 186 – 193

Environmental Movements – Features
White, R. (2004). *Controversies in Environmental Sociology*, Cambridge: Cambridge University Press. Pages 185-203 | 18 | CO1

CO2

CO3

CO4

CO5 | K2, K3, K4, K5 |

IV	**Environmental Issues and Natural Disasters**	18	CO1	K1, K3, K4, K5
	Pollution and Waste – Air Pollution, Water Pollution, Solid Waste Management		CO2	
			CO3	
	Sutton, P. W., Giddens, A. (2009) *Sociology*, London: Wiley. Pp. 163 – 170		CO4	
	Resource Depletion – Water, Soil Degradation and Desertification, Deforestation		CO5	
	Sutton, P. W., Giddens, A. (2009) *Sociology*, London: Wiley. Pp. 170 – 172			
	Climate Change			
	Sutton, P. W., Giddens, A. (2009) *Sociology*, London: Wiley. Pp 177 – 186			
	Haralambos, and Holborn (2016). *Sociology: Themes and Perspectives*, (8th ed) London: Harper Collins. Pp. 1002-1005			
V	**Reflective Learning**	14	CO5	K6
	Genetic Modification of Food Crops – Controversies & Fault lines			
	Sutton, P. W., Giddens, A. (2009) *Sociology*, London: Wiley, Page 168-173			
	Qaim, M., & Ziberman, D. (2003) *Yield Effects of Genetically Modified Crops in Developing Countries*, Science, 299(5608), 900-902.			
	Globalization and the Export of Environmental Hazards			
	Faber, D. (2019). *The Unfair Trade-off: Globalization and the Export of Ecological Hazards*, In King, L., & Auriffeille, M. D. (ed.) *Environmental Sociology: From Analysis to Action* (Fourth ed.). Rowman & Littlefield Publishers. Pp. 134-141			

Essential Readings:

1. Townshend, I., Awosoga, O., Kulig, J. *et al.* Social cohesion and resilience across communities that have experienced a disaster. *Nat Hazards* 76**,** 913–938 (2015). https://doi.org/10.1007/s11069-014-1526-4
2. Hannigan, J. (2006). *Environmental Sociology* (2nd ed.). New York: Routledge.
3. Haralambos, and Holborn (2016). *Sociology: Themes and Perspectives*, (8th ed) London: Harper Collins.
4. Laberge, Y. (2007). Environmentalism. In P. Robbins (Ed.), *Encyclopedia of environment and society* (Vol. 1, pp. 593-594), New York: Sage.
5. Sutton, P. W., Giddens, A. (2009) *Sociology*, London: Wiley.
6. White, R. (2004). *Controversies in Environmental Sociology*, Cambridge: Cambridge University Press.

Recommended Readings:

1. Dr Bina Rai. (2015). New Social Movements in India: An Aspect of Environmental Movements. *International Journal of Science and Research (IJSR)*, *4*(9), 1918–1921.
2. Khabirul Alam, & Dr. Ujjwal Kumar Halder. (2018). A PIONEER OF ENVIRONMENTAL MOVEMENTS IN INDIA: BISHNOI MOVEMENT. *Journal of Education & Development*, *8*(15), 283–287.
3. Lal, Pankaj & K., Singh & Prasad, K.. (2007). Water Conflicts in India: A Million Revolts in the Making.
4. Pellow, D., & Brehm, H. (2013). An Environmental Sociology for the Twenty-First Century. Annual Review of Sociology, 39, 229-250. Retrieved March 16, 2021, from
5. Prior, T., & Roth, F. (2013). Disaster, Resilience and Security in Global Cities. *Journal of Strategic Security, 6*(2), 59-69. Retrieved March 16, 2021, from

Web Resources:

1. Why I live a zero-waste life | Lauren Singer | - https://youtu.be/pF72px2R3Hg
2. Documentary - I Am Greta (2020)
3. Wounded Hills: A documentary on the environmental issues of the Western Ghats-https://youtu.be/rTV-56QagQM
4. The true cost of fast fashion | The Economist- https://youtu.be/tLfNUD0-8ts
5. Explained | World's Water Crisis | FULL EPISODE | Netflix- https://youtu.be/C65iqOSCZOY
6. Compassion in Action: Buddhism and the Environment- https://youtu.be/C6a0yVzM1Is
7. https://pdfs.semanticscholar.org/0714/e82ce325a0118374eb59feac652fa007ce53.pdf
8. http://www.jstor.org/stable/43049634
9. https://www.jstor.org/stable/26466761

Course Outcomes

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Define, state and give examples of the basic concept in environmental sociology, environmental issues and natural disasters.	K1 & K2
CO2	Illustrate, summarize, classify the contemporary environmental issues and natural disasters.	K3
CO3	Analyse, categorize, compare and contrast the various theoretical perspectives and contemporary environmental issues.	K4
CO4	Synthesize, explain and interpret the various theoretical perspectives and contemporary environmental issues.	K5
CO5	Evaluate and critique various theoretical perspectives and issues on environment and natural disasters.	K6

COURSE DESCRIPTOR

Course Code	USO 6501
Course Title	Urban Sociology
Credits	06
Hours/Week	06
Category	Major Core (MC) – Theory
Semester	VI
Regulation	2019

Course Overview

This course provides a sociological understanding of urban society. It exposes students to various theoretical perspectives in Urban Sociology and helps them to gain insights into the formation and development of cities. The course will enable the students to examine urban governance and urban developmental programmes in India and help them to analyse the issues surrounding urbanization and urban growth.

Course Objectives

1. Provide a sociological understanding of the urban social structure.
2. Contextualize contemporary theoretical debates in urban sociology.
3. Examine and evaluate urban governance and urban developmental programs.

Prerequisites	Not Applicable

SYLLABUS

UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL

I	**Introduction**
	
	Introduction to Urban Sociology
	
	The Origin of Urban life
	
	  Jayapalan, N. (2013). *Urban Sociology*. Atlantic Publishers & Dist. Pp.1-38
	
	  Ryan, M. T., Hutchison, R., & Gottdiener, M. (2018). *The New Urban Sociology*. Routledge. Pp. 23-41
	
	  Jayram, N. (2010). Revisiting the City: The Relevance of Urban Sociology Today. *Economic and Political Weekly, 45*(35), 50-57.
		18	CO1
			CO2
			CO3
			CO4
			CO5
				K1, K2, K3, K4

	Basic Concepts: Urbanization, Urbanism, Rural-Urban Continuum, Conurbation, Suburbanization, Metropolis, Megalopolis. Giddens, A., Duneier, M., Appelbaum, R.P., & Carr, D. (2018). *Introduction to Sociology*, New York: W.W. Norton Pp.529-532			
II	**Theoretical Perspectives** Georg Simmel on the City Simmel, G. (1903) *The Metropolis and Mental Life*. In K. H. Wolff (Ed.), The Sociology of Georg Simmel (pp. 409-424). New York: The Free Press.Park, Robert E. (1915) "The City: Suggestions for the Investigation of Human Behavior in the City Environment." American Journal of Sociology 20, no. 5: 577–612. Louis Wirth and Urbanism as a Way of Life Wirth, Louis (1938) 'Urbanism as a Way of Life', *In American Journal of Sociology* 44, no. 1. Page 1–24. Ryan, M. T., Hutchison, R., & Gottdiener, M. (2018). *The new urban sociology*. Routledge. p52-69 David Harvey - The restructuring of space Manuel Castells - Urbanism and social movements Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2018). *Introduction to Sociology*. p.526-528	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	**Urban Development and Planning** Urban governance in India Ahluwalia, I. J. (2019). Urban governance in India. *Journal of Urban Affairs*, *41*(1), 83-102.	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

	https://www.tandfonline.com/doi/full/10.1080/07352166.2016.1271614 Urban Planning: Pradhan Mantri Awas Yojana (PMAY), Smart Cities, Swachh Bharat Mission, AMRUT, JNNURM, North Eastern Region Developmental Program http://mohua.gov.in/cms/schemes-or-programmes.php For a critique on these government programmes, students will be exposed to selected articles from EPW, Caravan, The Wire, Frontline Urban Social Welfare programmes in India: Jayapalan, N. (2013). *Urban Sociology*. Chennai: Atlantic Publishers & Dist.p.315-325				

IV	**Urban Issues**
	
	 Poverty
	
	 Urban slums
	
	 Urban Stratification, Status and Mobility
	
	     Sharma, R. K. (1997). *Urban Sociology*, Chennai: Atlantic Publishers. p.254-258, 277-287
	
	     Jayapalan, N. (2013). *Urban Sociology*, Chennai: Atlantic Publishers p.257-263, 305-314
	
	 Gentrification, Urban Renewal and Racial Segregation
	
	 Ghetto
	
	 Urbanization and environment
	
	     Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2017) Sociology, New Delhi: Wiley India. p.538-545
		16	CO 1
			 CO 2
			 CO 3
			 CO 4
			 CO 5
					K2, K3, K4, K5, K6

| V | **Reflective Learning**

Urbanization in the Global South

Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2017) Sociology, New Delhi: Wiley India. p.532-53

Urbanized (2011)

https://myflixertv.to/search/urbanized
Documentary - 1232 KMs (2021)
A Place to Live (2018) – Sanjiv Shah

Mander, H. (2020) *Looking Down the Poor*, New Delhi: Speaking Tiger Books. Selected Chapters.

Articles from The India Forum:

https://www.theindiaforum.in/article/making-indian-cities-habitable

https://www.theindiaforum.in/article/time-right-urban-employment-guarantee-programme | 12 | CO 1
CO 2
CO 3
CO 4
CO 5 | K1, K2, K3, K4, K5, K6 |

Essential Readings:

1. Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2017) *Sociology*, New Delhi: Wiley India
2. Sharma, R. K. (1997). *Urban Sociology*. New Delhi: Atlantic Publishers
3. Flanagan, W. G. (2010). *Urban sociology: images and structure*. Rowman & Littlefield Publishers
4. Jayapalan, N. (2013). *Urban Sociology*. New Delhi: Atlantic Publishers
5. Wirth, Louis (1938) 'Urbanism as a Way of Life', *In American Journal of Sociology* 44, no. 1. Page 1–24.
6. Ryan, M. T., Hutchison, R., & Gottdiener, M. (2018) *The New Urban Sociology*, New York: Routledge. p52-69
7. Patel, S. (2006). *Urban Studies: An Exploration in Theory and Practices*

Recommended Readings:

1. Crawford, Margaret (2000) 'The World is a Shopping Mall', From Malcolm Miles and Tim Hall (Eds.) City Cultures Reader, London: Routledge. Pp. 125-139
2. Ahluwalia, I. J. (2019). Urban governance in India. Journal of Urban Affairs, 41(1), 83-102.
3. Jayapalan, N. (2013) Urban Sociology, Chennai: Atlantic Publishers
4. Sharma, R. K. (1997) Urban Sociology, New Delhi: Atlantic Publishers

5. Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2017) Sociology, New Delhi: Wiley India.
6. Flanagan, W. G. (2010). Urban Sociology: Images and Structure, Maryland: Rowman & Littlefield Publishers.

Web Resources:

1. https://www.tandfonline.com/doi/full/10.1080/07352166.2016.1271614
2. https://www.worldbank.org/en/topic/urbandevelopment
3. https://data.worldbank.org/indicator/SP.URB.TOTL.IN.ZS
4. https://bit.ly/2YQN8op
5. https://unhabitat.org/
6. https://www.un.org/en/development/desa/population/theme/urbanization/index.asp
7. https://habitat3.org/the-new-urban-agenda/

Course Outcomes (COs)

Upon successful completion of this course, the student will be able to:

	Statements	Bloom's Level
CO 1	Define, state and give examples of the basic concepts in urban sociology, urban social problems and urban developmental programmes.	**K1 & K2**
CO 2	Illustrate and summarize the origin, development and basic concepts in urban sociology, urban social problems and urban developmental programmes.	**K3**
CO 3	Examine, categorize, compare and contrast urban and rural life, origin of cities, various urban social problems and urban developmental programmes.	**K4**
CO 4	Appraise, analyse and evaluate urban governance, urban developmental programmes and various theoretical debates in urban sociology.	**K5**
CO 5	Contextualize, elaborate and critique various urban issues, developmental programmes and propose measures to combat the problems of urban development.	**K6**

Course Code	USO 6502
Course Title	Rural Sociology
Credits	6
Hours/Week	6
Category	Major Core (MC) - Theory
Semester	VI
Regulation	2019

Course Overview

The course is an introduction to the structures and dynamics of social life in rural India from a sociological perspective. It enables the students to critically examine the distinctiveness of rural society. It discusses the dynamics of economic and social relations from a state interventionist point of view.

Course Objectives

The students will be able to -

1. Furnish sociological imagination on rural society's structure and function.
2. Inspect issues of social stratification and social institutions in rural society.
3. Examine the relevance of programmes and policies to improve rural society.

Prerequisites	Not Applicable

SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	**Introduction** Defining the 'Rural' – Tonnies' Gemeinschaft and Gesellschaft, Durkheim –types of solidarity Hillyard, S. (2007) *The Sociology of Rural Life*, Oxford: Berg Publishers. Pp. 6-13 Rural Sociology – Emergence of the field and its importance in India Doshi S. L., P. C. Jain (2006) *Rural Sociology*, Jaipur: Rawat Publications. Pp. 12-19, 29-35 What is Rural? Features of Rural Society, Problems with its definition, Determinants of Rural Social Formations Doshi S. L., P. C. Jain (2006) *Rural Sociology*, Jaipur. Rawat Publications. Pp. 98-113	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3

II	**Rural Social Structure**	18	CO1	K1,
	Social Structure of Villages: A Case Study of Sripuram		CO2	K2,
	Beteille, Andre (2018) *Sripuram – A Village in Tanjore District*, In A Handbook of Rural India. Ed by Surinder Jodhka, New Delhi: Orient BlackSwan.		CO3 CO4 CO5	K3, K4, K5
	Village and its Surroundings – Myth of the Isolated Self-Sufficient village			
	Srinivas, M. N., A. M. Shah (2018) The Myth of the Self-Sufficiency of the Indian Village. In Surinder Jodhka, A Handbook of Rural India, New Delhi: Orient BlackSwan.			
	Specificities of Caste in Rural India and Changing Aspects of Caste			
	Doshi S. L., P. C. Jain. 2006. Rural Sociology. Jaipur. Rawat Publications. Pp. 153-167			
	Class Structure and Caste-Class Nexus			
	Doshi S. L., P. C. Jain, (2006) *Rural Sociology*, Jaipur: Rawat Publications. Pp. 169-176			
III	**Changing Political and Economic Relations**	18	CO1	K1,
	Jajmani System and Land Reforms – Changing Rural Social Mobility		CO2	K2,
	Doshi S. L., P. C. Jain (2006) *Rural Sociology*, Jaipur: Rawat Publications. Pp. 169-176		CO3 CO4	K4, K5,
	Scaria, Suma, (2019) *Political Economy of Land Reforms: Villages in the 21st Century*, New Delhi: OUP.		CO5	K6
	Green Revolution and its Social Impact			
	Dhanagare, D. N. 'Green Revolution and Social Inequalities in Rural India' from, *Economic and Political Weekly*, Vol. 22, No. 19/21, Annual Number (May 1987), pp. AN: 137-139, 141-144.			
	Panchayat Raj Institutions and Changing Power Structure			
	Doshi S. L., P. C. Jain (2006) *Rural Sociology*, Jaipur: Rawat Publications. Pp. 329-343			

		Mathur, K. (2013) *Panchayati Raj*: Oxford India Short Introductions, New Delhi: OUP India.			
IV		**Rural Development Programmes in India**	18	CO1	K1, K2, K3, K4, K5, K6
		MGNREGA		CO2	
		National Rural Livelihoods Mission		CO3	
		Pradan Mantri Awas Yojana – Gramin		CO4	
		Pradan Mantri Gram Sadak Yojana		CO5	
		Rural Self Employment Training Institute			
		Mukherji, R. (2014). Political Economy of Reforms in India, New Delhi: OUP.			
V		**Reflective Learning**	12	CO1	K1, K2, K3, K4, K5, K6
		Nero's Guests (2009) – Deepa Bhatia		CO2	
		Harris, John et al. *Land, Labour and Caste Politics in Rural Tamil Nadu in the Twentieth Century*: Iruvelpattu 1916-2008, In Jodhka, Surinder (ed.) (2012) *Village Society: Essays from Economic and Political Weekly*, Hyderabad: Orient BlackSwan Pp. 210-231		CO3 CO4 CO5	

Essential Readings:

1. Doshi S. L., P. C. Jain, (2006) *Rural Sociology*, Jaipur: Rawat.
2. Hillyard, S. (2007) *The Sociology of Rural Life*, London: Berg Publishers.
3. Mathur, K. (2013) *Panchayati Raj: Oxford India Short Introductions*, New Delhi: OUP India.
4. Mukherji, R. (2014) *Political Economy of Reforms in India*, New Delhi: Oxford University Press.
5. Jodhka, Surinder (2019) India's Villages in the 21st Century: Revisits and Revisions, New Delhi: OUP India.
6. Articles from People's Archive on Rural India – Issues related to rural migration and transformation, sustainable livelihood, migrant labour crises, health and sanitation

Recommended Readings:

1. Jodhka S. S. (2002). 'Nation and Village: Images of Rural India in Gandhi, Nehru and Ambedkar'. *Economic and Political Weekly*. Volume 37 (32): 3343-54.
2. Thakur, Manish (2006) 'The Indian Village: Colonial Power, Historiography and Forms of Knowledge'. *Summerhill: IIAS Review*. Volume 12(1): 7-16.
3. Srinivas, M. N. (1987), "The Indian Village: Myth and Reality," in *The Dominant Caste and Other Essays*, Oxford University Press, New Delhi, pp. 20–59
4. Jodhka S. S. (1998) 'From 'Book-View' to 'Field-View': Social Anthropological: Constructions of the Indian Village', *Oxford Development Studies,* Vol. 26 (3). Pp. 311-32

Course Outcomes

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Define, recall and give examples of the basic concepts in rural sociology, rural social structure, foundational theories and rural developmental programmes.	**K1 & K2**
CO2	Summarize, illustrate, compare and contrast the basic concepts in rural sociology, rural social structure, foundational theories and rural developmental programmes.	**K3**
CO3	Examine, analyse and apply the basic concepts in rural sociology and foundational theories in understanding the rural developmental programmes and rural social structure.	**K4**
CO4	Interpret and evaluate the rural social structure, foundational theories and rural developmental programmes.	**K5**
CO5	Elaborate and criticize the rural social structure, foundational theories and rural developmental programmes.	**K6**

Course Code	**USO 6503**
Course Title	**Political Sociology**
Credits	**6**
Hours/Week	**6**
Category	**Major Core (MC) - Theory**
Semester	**VI**
Regulation	**2019**

Course Overview

The course introduces the students to the sociological understanding of political institutions and behaviour in society. It enables the students to contexualize and understand the origin & functioning of power and authority in the society while providing a theoretical understanding of political and social structures.

Course Objectives

1. Introduce the students to the major concepts, theoretical approaches and perspectives on power relations in society
2. Equip the students with an analytical lens to observe, analyse and evaluate manifestations of power around them
3. Familiarize the students with the various political processes and institutions in India

Prerequisites	Not Applicable

SYLLABUS				
UNIT	**CONTENT**	**HOURS**	**COs**	**COGNITIVE LEVEL**

I	**Introduction**
	
	Power and Authority – Definition, Typology
	
	   Dobratz, B.A., Waldner, L.K., & Buzzell, T. (2016) *Power, Politics, and Society: An Introduction to Political Sociology*, New York: Routledge. Pp. 1-9
	
	   Haralambos, and Holborn (2016). *Sociology: Themes and Perspectives*, (8th ed) London: Harper Collins. Pp. 579-581
	
	Political Ideologies - Liberalism, Conservatism, Nationalism, Socialism, Fascism
		16	CO1
			CO2
			CO3
				K1 & K2

	Heywood, A. (2017) *Political Ideologies: An Introduction*, London: Palgrave Macmillan (6th ed.). Selected Chapters.				
II	**Theoretical Perspectives to Power**	18	CO3 CO4 CO5	K5, K6	

Unit	Content	Hours	CO	K	
	Heywood, A. (2017) *Political Ideologies: An Introduction*, London: Palgrave Macmillan (6th ed.). Selected Chapters.				
II	**Theoretical Perspectives to Power** Functionalist Perspective – Talcott Parsons Pluralist Perspective – Classical pluralist perspective and its critique, Elite Pluralism – Wyn Grant Elite Theory – Classical Elite Theory, Mills' Elite Theory and their Critique Marxist Perspective – Marx and Engels on Power, Miliband and Poulantzas debate and their Critique Neo-Marxist Perspective – Gramsci – Hegemony and State Post-Modern Perspective – Foucault – Power and Knowledge, Baudrillard – End of Politics Haralambos, and Holborn (2016). *Sociology: Themes and Perspectives*, (8th ed) London: Harper Collins. Pp. 581-601, Dobratz, B.A., Waldner, L.K., & Buzzell, T. (2016) *Power, Politics, and Society: An Introduction to Political Sociology*, New York: Routledge. Pp. 10-22	18	CO3 CO4 CO5	K5, K6	
III	**State and its Manifestations** State – Definition, Development of State, Modern State and limits to State Authority and its Characteristics Haralambos, and Holborn (2016). *Sociology: Themes and Perspectives*, (8th ed) London: Harper Collins. Pp. 58-581 Differentiating Government from the State and Nation from the State, Forms of Nation-State and Democracy Dobratz, B.A., Waldner, L.K., & Buzzell, T. (2016). *Power, Politics, and Society: An Introduction to Political Sociology,* New York: Routledge. Pp. 36-47 The emergence of the Modern European State Janoski, T., Alford, R., Hicks, A., & Schwartz, M. (Eds.). (2005). *The Handbook of Political Sociology: States, Civil Societies, and Globalization*. Cambridge: Cambridge University Press. Pp. 367 – 383	16	CO2 CO3 CO4 CO5	K2, K3, K4, K5	

		Citizenship, Social Class, and the Nation-State – T.H. Marshall			
		Nash, K. (2010). *Contemporary Political Sociology: Globalization, Politics, and Power,* London: Wiley (2nd ed.). Pp 131-140			
		Impact of Globalization on the Nation-State			
		Beck, U. (2018). *What is globalization?* John Wiley & Sons.			
		Dobratz, B.A., Waldner, L.K., & Buzzell, T. (2016). Power, Politics, and Society: An Introduction to Political Sociology (1st ed.). Routledge. Pp. 356-369			
IV	**State and Society in India**	14	CO2	K2, K3, K4
	Democracy in India and its Challenges		CO3	
	Kothari, R. (1970). *Politics in India*. Orient Blackswan.		CO4	
	Palshikar, S. (2017). Indian Democracy, New Delhi: OUP.			
	Party System in India			
	Diwakar, Rekha. 2017. Party System in India, New Delhi: OUP			
	State in India after Liberalization			
	Gupta, Akhil & K. Sivaramakrishnan (eds). 2011. The State in India after Liberalization: Interdisciplinary Perspectives, London & New York: Routledge, Introduction, pp. 1-27			
V	**Reflective Learning**	14	CO4	K5, K6
	Documentary - Adam Curtis – Hyper Normalisation (2016)		CO5	
	'Why Democracy?' Film Series			
	Documentary - Shoshana Zuboff on Surveillance Capitalism (2019)			
	Documentary – Citizen Four (2014)			
	Documentary - The Great Hack (2019)			

Essential Readings:

1. Dasgupta, Samir., (2012). *Political Sociology*, New Delhi, Pearson.
2. Dobratz, B.A., Waldner, L.K., & Buzzell, T. (2016) *Power, Politics, and Society: An Introduction to Political Sociology* (1st ed.). Routledge.
3. Dobratz, Betty, A., Lisa.A. Waldner & Timothy Buzzell., (2011). *Power, Politics and Society: An Introduction to Political Sociology* (2nd Ed.) London, Routledge
4. Donovan, John, C., et al, (1993). *People, Power and Politics*, (3rd ed), Maryland, Rowman & Little Field Publishers.
5. Giddens, Anthony. (2018). *Sociology*. (11th Ed.), Cambridge: Polity Press
6. Haralambos, Michael. (8th Ed). (2018). *Sociology: Themes and Perspectives*. London: Harper Collins.
7. Heywood, Andrew G (2017). *Political Ideologies: An Introduction*, London: Palgrave.
8. Janoski, T., Alford, R., Hicks, A., & Schwartz, M. (Eds.). (2005). *The Handbook of Political Sociology: States, Civil Societies, and Globalization*. Cambridge: Cambridge University Press.
9. Macionis, J and K. Plummer. (2005). *Sociology: A Global Introduction*. Harlow: Prentice Hall
10. Roy, Shefali., (2014). *Society and Politics in India: Understanding Political Sociology*. Delhi: PHI Learning Pvt. Ltd.

Recommended Readings:

1. Bauman, Z. (1990). *Thinking Sociologically*. London: Blackwell
2. Drake, Michael (2010). *Political Sociology for a Globalizing World*, Cambridge: Polity.
3. Mills, C W. (1956). *The Power Elite*. New York: OUP.
4. Nash, Kate (2010). *Contemporary Political Sociology: Globalization, Politics, and Power*, Oxford: Wiley-Blackwell)

Web Resources:

1. Political Sociology https://www.um.es › ESA › papershttps://www.youtube.com/watch?v=YY3r1Z-Zvm8
2. https://bit.ly/3lEVqIt
3. https://www.oxfordreference.com/view/10.1093/oi/authority.20110803100334761
4. https://www.cambridge.org/core/services/aop-cambridge-ore/content/view/S0017257X0001366X
5. https://ecpr.eu/Events/Event/SectionDetails/363
6. https://dept.sophia.ac.jp/fs/pdf/kiyo33/08.pdf
7. https://bit.ly/3AG3jBZ

Course Outcomes

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Define, recall and give examples of the basic concepts of authority, power, state and the approaches to the study of political sociology.	**K1 & K2**
CO2	Illustrate, explain and apply the basic concepts of authority, power, state and the approaches to the study of political sociology.	**K3**
CO3	Classify, interpret and examine authority, power, state and the approaches to the study of political sociology.	**K4**
CO4	Appraise, assess and evaluate authority, power, state, approaches to the study of political sociology, political processes and challenges.	**K5**
CO5	Construct and critique authority, power, state, approaches to the study of political sociology, political processes, issues and challenges.	**K6**

COURSE DESCRIPTOR

Course Code	**USO 6701**
Course Title	**Sociology of Work**
Credits	**6**
Hours/Week	**6**
Category	**Major Skill (MS) - Theory**
Semester	**VI**
Regulation	**2019**

Course Overview
This course examines the issues of work in the past as well as in contemporary societies. It charts the theoretical background to the assumptions sociologists make about work as well as the methods they use to investigate work and employment. It further highlights alienation of work, skilling & de-skilling, women and work, and exhorts the students to take a deep look at how technology is affecting the future of work and how do we cope with disparities of talent.

Course Objectives
1. The course enables the students to understand, contextualise and analyse the nature of work and appreciate the sociological insights on work in general.   2. The students will be exposed to the complexities, disparities and inequalities in the area of work and the socio-historical context of work, theoretical concerns and problems, and contemporary issues in the area of work and industry.

Prerequisites	Not Applicable

SYLLABUS				
UNIT	**CONTENT**	**HOURS**	**COs**	**COGNITIVE LEVEL**
I	**Introduction** Definition of work and the historical transformation of work; work and alienation – Marx to Blauner Edgell, Stephen (2012*) Sociology of Work: Continuity and Change in Paid and Unpaid Work*, London: Sage Publication Pp 1-55	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
II	Work as Deskilling, Upskilling, and Polarization: Braverman's thesis of deskilling, Bell's upskilling thesis.	18	CO1 CO2 CO3	K1, K2, K3, K4, K5

				CO4 CO5	
	Edgell, Stephen (2012*) Sociology of Work: Continuity and Change in Paid and Unpaid Work*, London: Sage Publication 56-89.				
III	Fordism, Neo- Fordism and Post-Fordism in Industrial and Service work. Edgell, Stephen (2012) *Sociology of Work: Continuity and Change in Paid and Unpaid Work*, London: Sage Publication Pp 90-144	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5	
IV	Non-Standard Work, Unemployment and Domestic Work Edgell, Stephen (2012) *Sociology of Work: Continuity and Change in Paid and Unpaid Work*, London: Sage Publication Pp 145-217	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5	
V	**Reflective Learning** Jahoda's deprivation theory of unemployment. Edgell, Stephen (2012*) Sociology of Work: Continuity and Change in Paid and Unpaid Work*, London: Sage Publication Pp 176-178 Future of work – a series of videos: • Microsoft's Satya Nadella on the future of work and innovation amid COVID-19 in Amanpour and Company. • In the age of AI in PBS Frontline. • 1232 km – documentary on the impact of lockdown on the migrant workers. • Select chapters from Mader, Harsh (2020) Locking Down the Poor: The Pandemic and India's Moral Centre, New Delhi: Speaking Tiger. • Select chapters from Hans, Asha et.al (Eds) (2021) Migration, Workers and Fundamental Freedoms: Pandemic vulnerabilities and States of exception in India, New York: Routledge.	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5	

Essential Readings:

1. Donkin, Richard (2010) *The History of Work*, New York: Palgrave.
2. Fineman, Stephen (2012) *Work: A very short introduction*, New Delhi: OUP.
3. Edgell, Stephen (2012) *Sociology of Work: Continuity and Change in Paid and Unpaid Work*, London: Sage Publication.
4. Budd, John W (2011*) The Thought of Work*, New York: Cornell University Press.

Recommended Readings:

1. Nolan, Patrick and Gerhard Lenski (2014) *Human Societies: An Introduction to Macrosociology*, London: OUP.
2. Head, Simon (2014) *Mindless: Why Smarter Machines are making dumber humans*, Philadelphia: Basic Books.
3. Head, Simon (2003) *The New Ruthless Economy: Work and Power in the Digital Age*, New York: OUP

Web Resources:

1. https://bit.ly/3AJ7FIi
2. https://bit.ly/3lEnbAX
3. https://www.nitk.ac.in/design-system/facilities/Vishaka_Guidelines.pdf
4. https://www.grad.unizg.hr/_download/repository/TEXTBOOKFINAL_pdf.pdf
5. https://plato.stanford.edu/entries/alienation/
6. https://www.marxists.org/subject/alienation/index.htm
7. https://bit.ly/30ry2WT
8. https://www.yorku.ca/anderson/Intro%20Urban%20Studies/Unit2/post_fordism.htm
9. https://brook.gs/3vcMVrb
10. https://www.ilo.org/global/about-the-ilo/history/centenary/WCMS_480301/lang--en/index.htm
11. https://bit.ly/3BJ5sxT
12. https://interactive.unwomen.org/multimedia/infographic/changingworldofwork/en/index.html
13. https://hbr.org/2018/01/podcast-women-at-work
14. https://www.orfonline.org/research/rewriting-the-rules-women-and-work-in-india-47584/

Course Outcomes

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Define, state, paraphrase and give examples to work sociology, alienation, work and deskilling, Fordism, Neo-Fordism, & Post-Fordism, Domestic Work, Non-Standard Work and unemployment.	**K1 & K2**
CO2	Apply, Illustrate, relate, compare and differentiate work sociology, alienation, work and deskilling, Fordism, Neo-Fordism, & Post-Fordism, Domestic Work, Non-Standard Work and unemployment, women and work, social protection through work and future of work.	**K3**
CO3	Classify, contrast, deduce, and explain, work sociology, alienation, work and deskilling, Fordism, Neo-Fordism, & Post-Fordism, Domestic Work, Non-Standard Work and unemployment, women and work, social protection through work and future of work.	**K4**
CO4	Appraise, analyse, synthesise work sociology, alienation, work and deskilling, Fordism, Neo-Fordism, & Post-Fordism, Domestic Work, Non-Standard Work and unemployment, women and work, social protection through work and future of work.	**K5**
CO5	Evaluate, critique and relate work sociology, alienation, work and deskilling, Fordism, Neo-Fordism, & Post-Fordism, Domestic Work, Non-Standard Work and unemployment, women and work, social protection through work and future of work.	**K6**

COURSE DESCRIPTOR

Course Code	USO 6702
Course Title	Organisational Behaviour
Credits	6
Hours/Week	6
Category	Major Skill (MS) - Theory
Semester	VI
Regulation	2019

Course Overview

This is an interdisciplinary course highlighting the importance of intersectionality in organisational studies. It highlights the importance and application of social science in general and sociology in particular in the field of organisational studies. This paper helps the students to acquire skills relevant to the market and life in general. It fosters employability skills like critical thinking, communication, collaboration, knowledge application & analysis and focuses on social responsibility.

Course Objectives

The students will be able to-

1. Provide an understanding of the behaviour of individuals and groups as part of the social and technical system in the workplace.
2. Enable to examine individual and group behaviour, communication, conflict and various management styles, motivational techniques and coordination in the work environment.

Prerequisites	Not Applicable

SYLLABUS				
UNIT	CONTENT	HOURS	COs	COGNITIVE LEVEL
I	**Introduction to Organisational Behaviour** Definition of OB Disciplines that contribute to OB Challenges and Opportunities in OB Robbins, S. P., & Judge, T. A. (2013). *Organizational behaviour* (Vol. 4). New Jersey: Pearson Education. Selected Chapters	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5,

II	**Individual and OB** Diversity in Organisation Attitudes and Job Satisfaction Emotions and Moods Perception and Individual Decision Making Motivation Concepts and Application Robbins, Stephen P, Timothy Judge and Neharika Vohra (2019) *Organizational Behavior*, New Delhi: Pearson – selected chapters	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5,
III	**Group and OB** Foundations of Group Behaviour Understanding Work Teams Leadership Conflict and Negotiations Robbins, Stephen P, Timothy Judge and Neharika Vohra (2019) *Organizational Behavior*, New Delhi: Pearson – selected chapters	18	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5,
IV	**Organisational Systems** Foundations of Organisation Structure Organisational Culture Organisational Change Robbins, Stephen P, Timothy Judge and Neharika Vohra (2019) *Organizational Behavior*, New Delhi: Pearson – selected chapters	17	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5,
V	**Reflective Learning** Amazon Empire: The Rise and Reign of Jeff Bezoz. https://www.youtube.com/watch?v=RVVfJVj5z8s Mark Zuckerberg: Building the Facebook Empire https://www.youtube.com/watch?v=5WiDIhIkPoM The Facebook Dilemma https://www.youtube.com/watch?v=T48KFiHwexM https://www.youtube.com/watch?v=EuA4qxPbpQE The Making of Tata Nano - NatGeo (English) https://www.youtube.com/watch?v=rS3Aq_2II-s	13	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5,

Essential Readings:

1. Robbins, Stephen P, Timothy Judge and Neharika Vohra (2019) *Organizational Behavior*, New Delhi: Pearson.
2. Wijsman, Ella and Gert Alblas (2021) *Organisational Behaviour*, New York: Routledge.
3. McKenna, Eugene (2020) *Business Psychology and Organizational Behaviour*, New York: Routledge

Recommended Readings:

1. Fireman, S.D & Gabriel Y. (2005), *Organizing and Organizations*; (3rded). Sage Publishers, London, Britain
2. Jos'e. F (2002), *Complexity and Emergency in Organizations*, Routledge, London, England.
3. Laurie J. (2002), *Management and Organizational Behavior*, 7thed. FT Prentice Hall, Pearson Education Ltd, Harlow, England.
4. Linstead S.L &L.S, (2009), *Management and Organization*, 2nd ed. Basingstoke, Palgrave.
5. Richard.B, (2004), *Effective Organizational Communication*, Prentice Hall, Harlow G. Britain.
6. Robbins.S.P, (2002), *Organizational Behavior*, 9th ed. Prentice Hall of India. New Delhi India.

Web Resources:

1. https://www.youtube.com/watch?v=OOmAqWRDUDY Introduction to Organisational Behaviour.
2. https://www.youtube.com/watch?v=aOcZ8sVDapA
3. https://hbr.org/1996/09/making-differences-matter-a-new-paradigm-for-managing-diversity

Course Outcomes

Upon successful completion of this course, the student will be able to:

COs	Statements	Bloom's Level
CO1	Define, state, paraphrase and give examples to OB, connection between OB and individuals, diversity in organisation, motivation, group and teams, leadership, conflict and negotiations; and organisational systems.	K1 & K2
CO2	Apply, Illustrate, relate, compare and differentiate OB as a discipline, relations between OB and individuals, Group and Teams, Leadership, Conflict and Negotiations; and Organisational Systems and their associated theories.	K3
CO3	Classify, contrast, deduce, and explain, OB as a discipline, relations between OB and individuals, Group and Teams, Leadership, Conflict and Negotiations; and Organisational Systems and their associated theories.	K4
CO4	Appraise, analyse and synthesise OB as a discipline, relations between OB and individuals, Group and Teams, Leadership, Conflict and Negotiations; and Organisational Systems and their associated theories.	K5
CO5	Evaluate, critique and relate OB as a discipline, relations between OB and individuals, Group and Teams, Leadership, Conflict and Negotiations; and Organisational Systems and their associated theories.	K6

COGNITIVE LEVEL (CL) AND COURSE OUTCOME (CO) BASED CIA QUESTION PAPER FORMAT (UG)

SECTION		Q. NO	COGNITIVE LEVEL (CL)					
			K1	K2	K3	K4	K5	K6
A	(6 x 1 = 6)	1	+					
	Answer ALL	2	+					
		3	+					
		4		+				
		5		+				
		6		+				
B	(1 x 6 = 6)	7			+			
	Answer 1 out of 2	8			+			
C	(1 x 6 = 6)	9				+		
	Answer 1 out of 2	10				+		
D	(1 x 12 = 12)	11					+	
	Answer 1 out of 2	12						+
No. of CL based Questions with Max. marks			3 (3)	3 (3)	1 (6)	1 (6)	1 (12)	1 (12)
No. of CO based Questions with Max. marks			CO 1		CO 2	CO 3	CO 4	CO 5
			6(6)		1 (6)	1 (6)	1 (12)	1 (12)

K6 (CO 5) Level: Test/Assignment/Mini Project/Seminar would be conducted as III Component Assessment (40%)

LOYOLA COLLEGE (AUTO NOMOUS), CHENNAI 600 034.

Department of Sociology

FIRST CONTINUOUS ASSESSMENT TEST, 2021
USO 1502 SOCIOLOGY OF INDIAN SOCIETY - I (MC)

I BA Sociology   15.09.2021

Time: 10.00 am to 11.30 am   Max. Marks: 30

SECTION A		
Answer ALL questions in one or two sentences **(6 x 1 = 6 Marks)**		
1. Define race.	K1	CO1
2. Recall the meaning of linear cluster.	K1	CO1
3. State the importance of Jhuming cultivation.	K1	CO1
4. Who are known as pastoral groups?	K2	CO1
5. Differentiate between agglomerate and isolated homesteads.	K2	CO1
6. Write down the importance of unity in diversity.	K2	CO1
SECTION B		
Answer any ONE of the following in 250 words **(1 x 6 = 6 Marks)**		
7. Classify Guha's racial composition of Indian society.	K3	CO2
8. Illustrate the view of Gandhi on Indian Villages.	K3	CO2
SECTION C		
Answer any ONE of the following in 250 words **(1 x 6 = 6 Marks)**		
9. Analyse the religious diversity in Indian society.	K4	CO3
10. Elucidate Periyar's view on Indian villages.	K4	CO3
SECTION D		
Answer any ONE of the following in 750 words **(1 x 12 = 12 Marks)**		
11. Examine how unity in diversity is practised in Indian society.	K5	CO4
12. Critique the classification of villages based on the land revenue.	K6	CO5

COGNITIVE LEVEL (CL) AND COURSE OUTCOME (CO) BASED END SEMESTER EXAMINATION QUESTION PAPER FORMAT (UG)

SECTION		Q. NO	COGNITIVE LEVEL (CL)					
			K1	K2	K3	K4	K5	K6
A	(10 x 1 = 10)	1	+					
	(5 x 2 = 10)	2	+					
	Answer ALL Questions	3	+					
		4	+					
		5	+					
		6	+					
		7	+					
		8	+					
		9	+					
		10	+					
		11		+				
		12		+				
		13		+				
		14		+				
		15		+				
B	(2 x 10 = 20)	16			+			
	Answer 2 out of 4	17			+			
		18			+			
		19			+			
C	(2 x 10 = 20)	20				+		
	Answer 2 out of 4	21				+		

		22				+		
		23				+		
D	(2 x 20 = 40)	24					+	
	Answer 2 out of 4	25					+	
		26						+
		27						+
No. of CL based Questions with Max. marks			**10 (10)** Answer ALL Questions	**5 (10)** Answer ALL Questions	**2 (20)** Answer 2 out of 4	**2 (20)** Answer 2 out of 4	**1 (20)** Answer 1 out of 2	**1 (20)** Answer 1 out of 2
No. of CO based Questions with Max. marks			**CO 1**		**CO 2**	**CO 3**	**CO 4**	**CO 5**
			15 (20)		**2 (20)**	**2 (20)**	**1 (20)**	**1 (20)**

LOYOLA COLLEGE (AUTONOMOUS), CHENNAI 60034

Department of Sociology

END SEMESTER EXAMINATION, OCTOBER, 2021
USO 1502 SOCIOLOGY OF INDIAN SOCIETY - I (MC)

I BA   15.11.2021

Duration: 3 hrs   Max. Marks: 100

	SECTION A		
Answer ALL questions in one or two sentences			
I	**Answer the following**	**(10 x 1 = 10 Marks)**	
1)	Mention any one characteristic of Indian rural social structure.	K1	CO1
2)	What is known as indigenous religion? Give an example.	K1	CO1
3)	Mention any two coastal villages of India.	K1	CO1
4)	What is meant by pattidari system?	K1	CO1
5)	What is swiddening cultivation?	K1	CO1
6)	Expand ITDP.	K1	CO1
7)	Mention two reasons for sati.	K1	CO1
8)	State any two reasons for female infanticide?	K1	CO1
9)	What is 'anuloma'?	K1	CO1
10)	Mention any two impacts of 'sanskritization'?	K1	CO1
II	**Define the following**	**(5 x 2 = 10 Marks)**	
11)	Race	K2	CO1
12)	Jajmans	K2	CO1
13)	Pastoral Groups	K2	CO1
14)	Domestic Violence	K2	CO1
15)	Caste	K2	CO1
	SECTION B		
Answer any TWO of the following in 250 words		**(2 x 10 = 20 Marks)**	
16)	Explicate Guha's racial composition of India.	K3	CO2
17)	Illustrate the contribution of Amartya Sen in understanding Indian society.	K3	CO2

18)	Explain the levels of economy in tribal societies of India.	K3	CO2
19)	Examine the role of caste in contemporary India.	K3	CO2

SECTION C

Answer any TWO of the following in 250 words   **(2 x 10 = 20 Marks)**

20)	Analyse problems faced by the tribal community in India.	K4	CO3
21)	Classify villages in India based on land revenues.	K4	CO3
22)	Compare the status of women in pre-independent and post-independent India.	K4	CO3
23)	Examine the factors that facilitated the growth of caste system in India.	K4	CO3

SECTION D

Answer any TWO of the following in 750 words   **(2 x 20 = 40 Marks)**

24)	Critique the social structure of Indian villages.	K5	CO4
25)	Summarise the various crimes against women in contemporary India.	K5	CO4
26)	"Caste cannot be eliminated from Indian society"– Substantiate and argue with examples.	K6	CO5
27)	Compare and analyse Ambedkar's and Periyar's views on Indian villages.	K6	CO5

UNIT WISE DISTRIBUTION OF QUESTIONS AND MARKS BASED ON COGNITIVE LEVEL (CL) AND COURSE OUTCOME (CO) FOR END SEMESTER EXAMINATION QUESTION PAPER (UG)

	SECTION A (1 Mark/ 10 Questions) (2 Marks/ 5 Questions)		SECTION B (10 Marks / 2 Questions)	SECTION C (10 Marks / 2 Questions)	SECTION D (20 Marks / 2 Questions)	
	K1	K2	K3	K4	K5	K6
UNIT I	2 (2)	2 (1)	10 (1)	10 (1)	(20) 1	(20) 1
UNIT II	2 (2)	2 (1)	10 (1)	10 (1)	(20) 1	(20) 1
UNIT III	2 (2)	2 (1)	10 (1)	10 (1)	(20) 1	(20) 1
UNIT IV	2 (2)	2 (1)	10 (1)	10 (1)	(20) 1	(20) 1
UNIT V	2 (2)	2 (1)	10 (1)	10 (1)	(20) 1	(20) 1
No. of CL based Questions with Max. Marks	10 (10) = 10 Answer ALL questions	10 (5) = 10 Answer ALL questions	10 (2) = 20 Answer 2 out of 4	10 (2) = 20 Answer 2 out of 4	(20) 1 = 20 Answer 1 out of 2	(20) 1 = 20 Answer 1 out of 2
No. of CO based Questions with Max. Marks	CO1		CO2	CO3	CO4	CO5
	15 (20)		2 (20)	2 (20)	1 (20)	1 (20)

MARKS DISTRIBUTION OF DIRECT ASSESSMENTS BASED ON CL AND CO (UG)

Course Outcome	CO1		CO2	CO3	CO4 & CO5	
Cognitive Level	K1	K2	K3	K4	K5 & K6	
CIA 1	3	3	6	6	12	
CIA 2	3	3	6	6	12	
Comp III	40					
Semester	10	10	20	20	20	20
Total Marks (CL)	16	16	32	32	32	32
CL%	10%	10%	20%	20%	20%	20%
Total Marks (CO)	32		32	32	32	32
CO%	20%		20%	20%	20%	20%