



**FOUR YEAR UNDER-GRADUATE PROGRAMME  
(FYUGP)  
IN SOCIOLOGY  
FURKATING COLLEGE (AUTONOMOUS)**

**BOARD OF STUDIES MEETING  
HELD ON 7<sup>th</sup> JULY 2023**

## • **THE PREAMBLE**

Sociology is the study of human social relationships and institutions. Sociology's subject matter is diverse, ranging from crime to religion, from the family to the state, from the divisions of race and social class to the shared beliefs of a common culture, and from social stability to radical change in whole societies. Unifying the study of these diverse subjects of study is sociology's purpose of understanding how human action and consciousness both shape and are shaped by surrounding cultural and social structures. Sociology is an exciting and illuminating field of study that analyzes and explains important matters in our personal lives, our communities, and the world.

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

The syllabus aims to provide students with a grounding in sociology, based on a range of thematic areas that represent some of the key contemporary fields of inquiry in the discipline to develop a thorough understanding of the basics of Sociology as a discipline. The students will be able to evaluate and study the perspectives of Indian society. The students will be able to develop critical thinking and analytical life skill.

## • **INTRODUCTION**

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

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

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

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

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

1. To enhance the student's learning capacity to understand society, clarify and broaden their notion about the subject, the basic concepts used and some universal societal processes. It will aim at providing students a rigorous and challenging way of sociological thinking by developing sound theoretical background in the subject.
2. To enable the students to understand the foundations of Sociology.
3. To develop capabilities of the students to critically evaluate issues and the emerging trends influencing the field of Sociology.
4. To equip students with soft skills and inculcate values through value education for personal development.
5. To familiarize students with Sociological way of imagining Society, develop research interest in the subject and train them in the use of ICT in Sociology.
6. To help the students to examine the organization, structure, and change of social groups and institutions. This course combines rigorous methods of inquiry and analysis in various areas of research, such as: mass media, the environment, racism, gender issues, class, and deviance and social control, where our students can generate their interest in later research work.

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

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

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

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

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

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

**Information/Digital Literacy:** The graduates should develop the ability to use information and communication technology in different learning situations and in general. Through the use of

ICT they should be able to access, use and analyze data collected from relevant information sources. The graduates should be able to interact and communicate through virtual mode effectively on any issues, particularly issues related to Sociology

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

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

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

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

**Co-operation and Multicultural Competence:** The students should be able to work collaboratively in dealing with the Sociological affairs in particular and any kind of tasks in general. They should also be able to work effectively in a diverse team, respecting each other while working in the interest of a common cause. By doing so the graduates will appreciate the beliefs, values of multiple cultures across the globe and demonstrate respect for inclusivity in society while engaging in a multicultural society.

## ● PROGRAMME LEARNING OUTCOMES

**An undergraduate student of Sociology should be able to:**

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

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

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

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

PLO 5. Demonstrate professional competencies that are required to develop, select and use informal and formal, diagnostic, continuous and comprehensive evaluation to estimate pupils'

achievement and provide timely, effective and appropriate feedback to students about their achievement along the line of their predetermined learning goals and participate effectively in the construction procedure of evaluation tools.

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

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

### ● **Teaching Learning Process**

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

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

### **Teaching Learning Tools**

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

### **Assessment**

- Home assignment
- Project Report
- Class Presentation: Oral/Poster/Power point

- Group Discussions
- In semester examinations
- End Semester examinations



# ফৰকাটিং মহাবিদ্যালয় FURKATING COLLEGE

ACCREDITED "A+" BY NAAC

AN ISO 9001:2015 CERTIFIED INSTITUTE

**FURKATING COLLEGE (Autonomous),  
DEPARTMENT OF SOCIOLOGY, FURKATING-785610  
FYUGP Structure as per UGC Credit Framework of December, 2022**

Year	Semester	Course(Lecture+ Tutorial+ Practical)(L+T+P)	No. of Courses	Credit per course	Total Credit	Paper Code
		Introduction to sociology I	1	4	4	SOCI-MA-1014
1	1 <sup>st</sup> Semester	Sociological Perspectives	1	4	4	SOCI-MI-1014
		Introduction to Sociology	1	3	3	SOCI-GEC-1013
		Modern Indian Language	1	4	4	AEC-1014
		Understanding India	1	2	2	VAC-1012
		Health and Wellness	1	2	2	VAC-1022
		Techniques of Social Research	1	3	3	SOCI-SEC-1013
		<b>Total</b>				<b>22</b>
	2 <sup>nd</sup> Semester	Introduction to Sociology-II	1	4	4	SOCI-MA-2014
		Sociology of India	1	4	4	SOCI-MI-2014
		Indian Society: Images and Realities	1	3	3	SOCI-GEC-2013

		Language and Communication Skill (English)-II	1	4	4	AEC-2014
		Environmental Education	1	2	2	VAC-2012
		Yoga	1	2	2	VAC-2022
		Soft Skill and Personality Development	1	3	3	SOCI-SEC-2013
		<b>Total</b>			<b>22</b>	
<b>Grand Total(SemesterIandII)</b>					<b>44</b>	

		Sociology of India-I	2	4	8	SOCI-MA-3014
		Sociological Thinkers-I				SOCI-MA-3024
	3 <sup>rd</sup>	Methods of Sociological Enquiry	1	4	4	SOCI-MI-3014
	Semester	Marriage, Family and Kinship	1	3	3	SOCI-GEC-3013
		Digital and Technological Solutions/ Digital Fluency	1	2	2	VAC- 3012
		Humens Behavior at Work	1	3	3	SOCI-SEC-3013
		Communicative English/ Mathematical Ability	1	2	2	AEC- 3012
		<b>Total</b>			<b>22</b>	

**Title of the Course** : **INTRODUCTION TO SOCIOLOGY - I**  
**Course Code** : **SOCI –MA-1014**  
**Nature of the Course** : **MAJOR**  
**Total Credits** : **04**  
**Distribution of Marks** : **80 (End Sem) + 20 (In-Sem)**

**Course Objectives:** The objectives of this Course are to:

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

UNITS	CONTENTS	L	T	P	Total Hours
1 (20 Marks)	<b>Sociology: Discipline and Perspective</b> Thinking Sociologically Emergence of Sociology in West and in India.	12	03	0	15
2 (20 Marks)	<b>Sociology and Other Social Sciences</b> Sociology & Anthropology Sociology & History Sociology & Political science Sociology & Economics	17	02	0	19
3 (20 Marks)	<b>Basic Concepts</b> Social Group: Primary, Secondary, In Group, Out Group, and Reference Group, Status and role, Culture	13	01	0	14
4 (20 marks)	Associations and Institutions Social Change: Meaning , Direction and Dimensions	11	01	0	12
<b>Total</b>		<b>53</b>	<b>07</b>	<b>0</b>	<b>60</b>

*Where,*

*L: Lectures*

*T: Tutorials*

*P: Practical's*

**MODES OF IN-SEMESTER ASSESSMENT:****(20 Marks)**

One Internal Examination	-
Others (Any one)	-
Group Discussion	
Seminar presentation on any of the relevant topics	
Viva-Voce	

**10 Marks****10 Marks****LEARNING OUTCOMES:**

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

- Identify the sociological way of thinking
- Understanding how sociology is related to other dimensions of social sciences.
- Understand how social life is influenced by group membership.
- Understand the different dimensions and directions of social change and how it affects different institutions of society

**SUGGESTED READINGS:****Sociology: Discipline and Perspective****Thinking Sociologically**

Johnson, Allan G. 2008, *The Forest and the Trees: Sociology as Life Practice and Promise*, Philadelphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', Pp. 1-36

Beteille, Andre, 2009, *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27

Garner, James Finn, 1994, *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc., Chapters, 'Little Red Riding Hood' & 'Rumpelstiltskin'

General Sociology, Saikia, Dr. J.P & H. Borgohain, Bidya Bhaban, Jorhat

**Emergence of Sociology**

Ritzer, George, 1996, *Classical Sociological Theory*, New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46

General Sociology, Saikia, Dr. J.P & H. Borgohain, Bidya Bhaban, Jorhat

**Sociology and Other Social Sciences**

Vidya Bhushan and D.R. Sachdev,

1994, *An Introduction to Sociology*

, Kitab Mahal, Allahabad

Béteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology', Pp. 1- 20

Beteille, André, 2002, *Sociology: Essays in Approach & Method*, Oxford University Press, Chapter 2, 'Sociology and Social Anthropology', Pp. 28-54

General Sociology, Saikia, Dr. J.P & H. Borgohain, Bidya Bhaban, Jorhat

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

**Basic Concepts****Individual and Group**

MacIver, Robert M, and Charles Hunt Page. 1949. *Society*, New York: Rinehart. Chapter 10, 'Types of Social Groups', Pp. 213-237

Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill, Chapter 8, Pp. 185-209

**Associations and Institutions**

Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210- 229

Firth, Raymond, 1956, *Human Types*, Thomas Nelson & Sons, Chapter 3, 'Work and Wealth of Primitive Communities', Pp. 71-97

**Social Change**

Bierstedt, Robert 1974, *The Social Order*, McGraw Hill, Chapter 20, 'The Problem of Social Change' Pp. 527-567

Ritzer, George, 2004, *The McDonaldisation of Society*, Pine Forge Press, Chapter 1, 'An Introduction to McDonaldisation', Pp. 1-20, Chapter 2,

McDonaldisation and Its Precursors' Pp. 21-39, Chapter 9, 'McDonaldisation In a Changing World', Pp. 167-199

**Title of the Course** : **INTRODUCTION TO SOCIOLOGY - II**  
**Course Code** : **SOCI-MA-2014**  
**Nature of the Course** : **MAJOR**  
**Total Credits** : **04**  
**Distribution of Marks** : **80 (End Sem) + 20 (In-Sem)**

**Course Objective:**

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

UNITS	CONTENTS	L	T	P	Total Hours
1 (20 Marks)	Sociological Perspective Functionalism: Redcliff Brown, Durkheim	18	2	0	20
2 (20 Marks)	Conflict Perspective Karl Marx, Ralf Dahrendorf	09	1	0	10
3 (20 Marks)	Interactionism: Herbert Blumer, George Herbert Mead	13	2	0	15
4 (20 Marks)	Feminist Perspective: Cultural, Liberal, Socialist & Radical Feminism	13	2	0	15
	<b>Total</b>	53	07	0	60

*Where,*

*L: Lectures*

*T: Tutorials*

*P: Practicals*

**MODES OF IN-SEMESTER ASSESSMENT:**

- One Internal Examination -  
 Others (Any one) -  
 Group Discussion  
 Seminar presentation on any of the relevant topics  
 Viva-Voce

**(20 Marks)**

**10 Marks**

**10 Marks**

## LEARNING OUTCOMES:

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

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

## SUGGESTED READINGS:

### **On the Plurality of Sociological Perspective**

Bottomore, T. B. 1971. *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin, Chapter 2, Pp. 29-47

Gouldner, Alvin, 1977, 'Sociology's Basic Assumptions' in Thompson, Kenneth and Jeremy Tunstall, *Sociological Perspectives*, New York: Penguin Books Ltd, Pp. 13-17

### **Functionalism**

Radcliffe Brown, A.R., 1976, *Structure and Function in Primitive Society*, Free Press Chapter 9 & 10, Pp. 178-204

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

### **Conflict Perspective**

Marx, Karl, 1990, *Selected writings in Sociology and Social Philosophy*, Penguin Books Limited, Pp. 88-101

Dahrendorf, Ralf, 1968, *Essays in the Theory of Society*, Stanford: Stanford University Press, Chapters 4 & 5, Pp. 107-150 5. Structuralism (8-9 Weeks)

### **Interactionism**

Magill, Frank N., 1996, *International Encyclopedia of Sociology*, Volume 1, Routledge, Pp. 690-693

Giddens, Anthony, 2010, *Sociology*, 6th edition, Polity, Chapter 7, 'Social Interaction in Everyday Life', Pp. 247-280

### **Feminist Perspective**

Jackson, s. and S. Scott(eds.), 2002, *Gender: A sociological Reader*, London: Routledgr. Introduction, Pp. 1-26

Saikia ,J P (2014) :*Gender Themes and Issues*, Concept Publishing House , New Delhi

**Title of the Course** : **SOCIOLOGY OF INDIA - I**  
**Course Code** : **SOCI-MA-3014**  
**Nature of the Course** : **CORE (MAJOR)**  
**Total Credits** : **04**  
**Distribution of Marks** : **80 (End Sem) + 20 (In-Sem)**

**Course Objective:**

- This paper introduces the processes and modes of construction of knowledge of India.
- It aims to draw attention to the key concepts and institutions which are useful for the understanding of Indian society

UNITS	CONTENTS	L	T	P	Total Hours
1 (20 Marks)	India: An Object of Knowledge The Colonial Discourse The Nationalist Discourse The Subaltern Critique	13	2	0	15
2 (20Marks)	Indian Society: Concepts and Institutions Caste: Concept and Critique Tribe: Profile and Location	10	2	0	12
3 (20 Marks)	Village: Structure and Change, Processes of change : Sanskritization, Westernization, Modernization Agrarian Classes	15	1	0	17
4 (20 Marks)	Kinship: Principle and Pattern Religion and Society	15	1	0	16
<b>Total</b>		<b>53</b>	<b>07</b>	<b>0</b>	<b>60</b>

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

**MODES OF IN-SEMESTER ASSESSMENT: (20 Marks)**

One Internal Examination	-	<b>10 Mark</b>
Others (Any one)	-	<b>10 Marks</b>
Group Discussion		
Seminar presentation on any of the relevant topics		
Viva-Voce		

**LEARNING OUTCOMES:**

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

- Identify how sociological knowledge is constructive in Indian Social Context.
- How sociological imagination is related to different institutions of Indian society
- Understand the relationship between castes, tribes and village studies with major social institutions of Indian society.
- How Indian social institutions are the backbone of Indian social life and how it is related to sociological understanding.

**SUGGESTED READINGS:**

**The Colonial Discourse**

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

**The Nationalist Discourse**

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

**The Subaltern Critique**

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

**Caste: Concept and Critique**

Srinivas, M.N., 1969, „The Caste System in India“, in A. Béteille (ed.) *Social Inequality: Selected Readings*, Harmondsworth: Penguin Books, Pp.265- 272

Mencher, J., 1991, „The Caste System Upside Down“, in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp.93-109

**Agrarian Classes**

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

**Tribe: Profile and Location**

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

**Village: Structure and Change**

Srinivas, M. N., 1987, *The Dominant Caste and Other Essays*, Delhi: Oxford University Press, Pp.20-59

**Processes of change**

Srinivas, M. N., RP-2011, *Social Change in Modern India*, Orient Blackswan

Srinivas, M.N.,1956,“A Note on Sanskritization and Westernization”, *The Far Eastern Quarterly*, Volume 15, No. 4, pp 481-496.

**Kinship: Principle and Pattern**

Karve, I., 1994, „The Kinship Map of India“, in P. Uberoi (ed.) *Family, Kinship and*

*Marriage in India*. Delhi: Oxford University Press, Pp.50-73

**Religion and Society**

Srinivas, M.N. and A. M. Shah, 1968, „Hinduism“, in D. L. Sills (ed.) *The International Encyclopaedia of Social Sciences*, Volume 6, New York: Macmillan, Pp.358-366

Momin, A.R., 1977, „The Indo Islamic Tradition“, *Sociological Bulletin*, 26, Pp.242-258

Uberoi, J.P.S., 1997, „The Five Symbols of Sikhism“, in T.N. Madan (ed.)

*Religion in India*, Delhi: Oxford University Press, Pp. 320-

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**Note:**

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

**Title of the Course** : **SOCIOLOGICAL THINKERS - I**  
**Course Code** : **SOCI-MA-3024**  
**Nature of the Course** : **MAJOR**  
**Total Credits** : **04**  
**Distribution of Marks** : **80 (End Sem) + 20 (In-Sem)**

**Objectives:**

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

UNITS	CONTENTS	L	T	P	Total Hours
1 (20 Marks)	<b>August Comte</b> positivism Law of Human Progress Hierarchy of Sciences	10	2	0	12
2 (20 Marks)	<b>Karl Marx</b> Dialectical materialism Class and Class struggle Alienation of Labour	14	2	0	16
3 (20 Marks)	<b>Max Weber</b> Social Action and Ideal Types Religion and Economy	14	2	0	16
4 (20 Marks)	<b>Emile Durkheim</b> Social Fact Individual and Society	15	1	0	16
	<b>Total</b>	53	07	0	60

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

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

**LEARNING OUTCOMES:**

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

- Understand the classical theories of sociology.
- Understand the process of human evolution and how it is related to the evolution of positive philosophy.
- Understand conflict interpretation of society by Karl marx

- Understand the process of social evolution and how it is related to division of labour in society.
- Understand social action and how major social institutions like religion and economy are related to social change.

### **SUGGESTED READINGS:**

#### **August Comte**

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

#### **Karl Marx**

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

#### **Max Weber**

Poggi, Gianfranco. 2006. *Weber*. Cambridge, UK: Polity. Pages: 1-16 (16)

Weber, Max. 1947. *The Theory of Social and Economic Organization*. New York: The Free Press, pp. 87-123

Weber, Max. 2002. *The Protestant Ethic and the Spirit of Capitalism* (translated by Stephen Kalberg). London: Blackwell Publishers, pp. 3-54, 103-126, Chapters I, II, III, IV & V

#### **Emile Durkheim**

Durkheim, E. 1958. *The Rules of Sociological Method*. New York: The Free Press. pp. 48-107, 119-144

Durkheim, E. 1951. *Suicide: A Study in Sociology*. New York: The Free Press, pp. 41-56, 145-276

### **SUGGESTED READINGS**

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

<b>Title of the Course</b>	:	<b>SOCIOLOGICAL PERSPECTIVES</b>
<b>Course Code</b>	:	<b>SOCI-MI-1014</b>
<b>Nature of the Course</b>	:	<b>MINOR</b>
<b>Total Credits</b>	:	<b>04</b>
<b>Distribution of Marks</b>	:	<b>80 (End Sem) + 20 (In-Sem)</b>

**Course Objective:**

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

<b>UNITS</b>	<b>CONTENTS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Hours</b>
1 (20 Marks)	<b>Sociological Perspective</b> <b>1.1</b> Functionalism: Redcliff Brown, Durkheim	18	2	0	20
2 (20 Marks)	2.1 Interpretive Sociology Max Weber	09	1	0	10
3 (20 Marks)	3.1 Conflict Perspective Karl Marx, L.A. Coser	13	2	0	15
4 (20 Marks)	4.1 Interactionism G.H. Mead, C.H. Cooley	13	2	0	15
<b>Total</b>		53	07	0	60

*Where,*

*L: Lectures*

*T: Tutorials*

*P: Practicals*

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

## **LEARNING OUTCOMES:**

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

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

## **SUGGESTED READINGS:**

### **On the Plurality of Sociological Perspective**

Bottomore, T. B. 1971. *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin, Chapter 2, Pp. 29-47

Gouldner, Alvin, 1977, 'Sociology's Basic Assumptions' in Thompson, Kenneth and Jeremy Tunstall, *Sociological Perspectives*, New York: Penguin Books Ltd, Pp. 13-17

### **Functionalism**

Radcliffe Brown, A.R., 1976, *Structure and Function in Primitive Society*, Free Press Chapter 9 & 10, Pp. 178-204

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

### **Interpretive Sociology**

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

### **Conflict Perspective**

Marx, Karl, 1990, *Selected writings in Sociology and Social Philosophy*, Penguin Books Limited, Pp. 88-101

L.A. Coser, 1964, *Functions of Social Conflict*, Simon and Schuster

### **Interactionism**

Magill, Frank N., 1996, *International Encyclopedia of Sociology*, Volume 1, Routledge , Pp. 690-693

Mead, George Herbert, 1934, *Mind, self and Society*, Chicago, University Press of Chicago

Charles Horton Cooley. 1922, *Human Nature and the Social Order (Revised edition)*, New York:

Charles Scribner's Sons

<b>Title of the Course</b>	:	<b>SOCIOLOGY OF INDIA</b>
<b>Course Code</b>	:	<b>SOCI-MI-2014</b>
<b>Nature of the Course</b>	:	<b>MINOR</b>
<b>Total Credits</b>	:	<b>04</b>
<b>Distribution of Marks</b>	:	<b>80 (End Sem) + 20 (In-Sem)</b>

### Course Objective

- This paper aims to provide an outline of the institutions and processes of Indian society.
- The central objective is to encourage students to view the Indian reality through a sociological lens.

UNITS	CONTENTS	L	T	P	Total Hours
1 (20 Marks)	India as a Plural Society- meaning of plural society, emerging trends of pluralism- political, economic and culture.	13	2	0	15
2 (20 Marks)	Social Institutions and Practices- Caste, Family, Tribe: Definition, Characteristics and recent trends	13	2	0	15
3 (20 Marks)	Identities and Change- Ethnic Movement Dalits' Movement Peasant Movement	13	2	0	15
4 (20 Marks)	Issues of Indian Society- Communalism, Secularism, Regionalism	13	2	0	15
<b>Total</b>		<b>52</b>	<b>8</b>	<b>0</b>	<b>60</b>

*Where,*

*L: Lectures*

*T: Tutorials*

*P: Practicals*

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

## LEARNING OUTCOMES:

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

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

## SUGGESTED READINGS:

### **India as a Plural Society**

Mason, Philip 1967. “*Unity and Diversity : An Introductory Review*” in

### **Social Institutions and Practices**

Srinivas, M.N., 1969, “*The Caste System in India*”, in A. Beteille

Srinivas, M.N., 1956, “*A Note on Sanskritization and Westernization*”, *The Far Eastern Quarterly*, Volume 15, No. 4, pp 481-496.

Alavi, Hamaza and John Harriss (eds.) 1989. *Sociology of ‘Developing Societies’: South Asia*. London: Macmillan. John Harriss,

*The Formation of Indian society: Ideology and Power*. pp. 126 – 133.

### **Class**

Thorner, Daniel, 1992. “*Agrarian Structure*” in Dipankar Gupta (ed.),

### **Family and Kinship**

Karve, Iravati. 1994, „*The Kinship map of India*”, in Patricia

**Identities and Change** Shah, Ghanshyam. 2001, *Dalit identity and politics*. Delhi: Sage

Publications, Chapter 1 and 7. Kumar, Radha. 1999, „*From Chipko to sati: The Contemporary women’s movement*”, in Nivedita Menon (ed.)

A.R. Desai(ed),1979, *Peasant Struggles In India*, Oxford University Press, Delhi

### **Challenges to State and Society**

Madan, T.N., 1997, *Modern Myths and Locked Minds*. Delhi: Oxford University Press, Chapter 8.

Dumont, L.1997, *Religion, Politics and History in India*. Paris: Mouton, Chapter 5.

Pakem B. 1990, “*Nationality, Ethnicity and Cultural Identity*” OMSONS Publications, New Delhi.

**Title of the Course** : **METHODS OF SOCIOLOGICAL ENQUIRY**  
**Course Code** : **SOCI-MI-3014**  
**Nature of the Course** : **MINOR**  
**Total Credits** : **04**  
**Distribution of Marks** : **80 (End Sem) + 20 (In-Sem)**

**Course Objective**

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

UNITS	CONTENTS	L	T	P	Total Hours
1 (20 Marks)	<b>The Logic of Social Research</b> Social Survey and Social Research: Meaning , Nature, Objectives and Significance Quantitative and Qualitative Research : Characteristics, Purposes and types.	16	2	0	18
2 (20 Marks)	Objectivity in the Social Science Objectivity as explained by Emile Durkheim Objectivity as explained Max Weber	10	2	0	12
3 (20 Marks)	<b>Methodological Perspectives</b> Comparative Method (a) Comparative method in the works of Emile Durkheim , Max Weber	16	2	0	18
4 (20 Marks)	<b>Techniques of Data Collection</b> Observation , Questionnaire , Interview Schedule , Case Study, Tabulation and Interpretation of data	10	2	0	12
<b>Total</b>		52	8	0	60

Where,

*L: Lectures*

*T: Tutorials*

*P: Practicals*

**MODES OF IN-SEMESTER ASSESSMENT:**

One Internal Examination -

(20 Marks)  
**10 Marks**

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

**10 Marks**

### **LEARNING OUTCOMES:**

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

- Identify the complexity and philosophical underpinnings of research.
- Understand the methodologies of sociological research methods.
- Understand different methodological perspectives to do sociological research
- Understand dynamics of quantitative and qualitative research methods .

### **SUGGESTED READINGS:**

#### **The Logic of Social Research What is Sociological Research?**

Mills, C. W. 1959, *The Sociological Imagination*, London: Oxford University Press, Chapter 1, pp. 3-24.

Gluckman, M. 1978, 'Introduction', in A. L. Epstein (ed.), *The Craft of Social Anthropology*, Delhi: Hindustan Publishing Corporation, pp. xv-xxiv.

#### **Objectivity in the Social Sciences**

Durkheim, E. 1958, *The Rules of Sociological Method*, New York: The FreePress, Chapter 1& 2, pp. 1-46.

Weber, Max. 1949, *The Methodology of the Social Sciences*, New York: TheFreePress, Foreword, pp. iii- x.

#### **Reflexivity**

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

#### **Methodological Perspectives The**

#### **Comparative Method**

Radcliffe-Brown, A. R. 1958, *Methods in Social Anthropology*, Delhi: AsiaPublishing Corporation, Chapter 5, pp. 91-108.

Béteille, A. 2002, *Sociology: Essays on Approach and Method*, New Delhi:Oxford University Press, Chapter 4, pp. 72-94.

#### **The Ethnographic Method**

Geertz, Clifford. 1973. *Interpretation of Cultures*, New York: Basic Books.Chapter 1, pp. 3-30.

#### **Modes of Enquiry Theory and Research**

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

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

#### **Quantitative and Qualitative Research**

Srinivas, M.N. et. al. 2002(reprint), *The Fieldworker and the Field: Problems*

*and Challenges in Sociological Investigation*, New Delhi: OUP, Introduction, pp. 1-14.

**Title of the Course** : INTRODUCTION TO SOCIOLOGY  
**Course Code** : SOCI-GEC-1013  
**Nature of the Course** : Multi-Disciplinary Generic Elective  
**Total Credits** : 03  
**Distribution of Marks** : 80 (End Sem) + 20 (In-Sem)

**Course Objective:**

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

UNITS	CONTENTS	L	T	P	Total Hours
1 (25 Marks)	Origin and Development of Sociology Relationship between sociology and other social sciences	13	2	0	15
2 (15 Marks)	Sociological Concepts -I Institution Association Status and Role Groups	8		0	10
3 (15 Marks)	Sociological Concepts -II Socialization Social control and Change	8	2	0	10
4 (25 Marks)	Social Stratification and Mobility Meaning, Forms- Caste, Class and Gender	8	2	0	10
<b>Total</b>		37	8	0	45

*Where,*

*L: Lectures*

*T: Tutorials*

*P: Practicals*

**MODES OF IN-SEMESTER ASSESSMENT** : (20 Marks)

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

## **LEARNING OUTCOMES:**

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

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

## **SUGGESTED READINGS:**

### **Nature and Scope of Sociology**

#### **History of Sociology**

Giddens, A., 2006 (5<sup>th</sup> ed.), Sociology, London: Oxford University Press, Chapter 1, pp.2-29.

Relationship of Sociology with other Social Sciences: Anthropology, Psychology and History.

Beattie, J., 1951, Other Cultures, New York: The Free Press, Chapter 2, pp.16-34.

#### **Sociological Concepts**

##### **Status and Role**

Bierstedt, R., 1974, The Social Order, New York: Mc Graw Hill, Chapter 9, pp. 250-179.

Linton, R., 1936, The Study of Man, New York: Appleton Century Crofts, Chapter 8, pp.113-131.

##### **Groups**

Bierstedt, R., 1974, The Social Order, New York: Mc Graw Hill, Chapter10, pp. 280-309.

##### **Culture**

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

##### **Socialization**

Horton, P.B. and C.L.Hunt, 1985, Sociology, New York: Mc Graw Hill, Chapter 4, pp 79-103.

##### **Structure and Function**

Radcliffe-Brown, A.R., 1976, Structure and Function in Primitive Society, London: Cohen and West, Chapter 9 & 10, pp. 178-204.

##### **Social Control and Change**

Horton, P.B. and C.L.Hunt, 1985, Sociology, New York: Mc Graw Hill, Chapter 7 & 20, pp. 154-181, 509-540.

##### **Social Stratification and Mobility**

Gupta, Dipankar. 1991. *Social Stratification*. New Delhi. Oxford University Press.

Tumin, Melvin. 1984. *Social Stratification the forms and function of inequality*, prentice.

**Title of the Course** : **INDIAN SOCIETY: IMAGES AND REALITIES**  
**Course Code** : **SOCI-GEC-2013**  
**Nature of the Course** : **GENERIC ELECTIVE COURSE (GEC)**  
**Total Credits** : **03**  
**Distribution of Marks** : **80 (End Sem) + 20 (In-Sem)**

**Course Objective:**

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

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

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

**MODES OF IN-SEMESTER ASSESSMENT** : **(20 Marks)**

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

**LEARNING OUTCOMES:**

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

- Understand the sociological explanation about Indian society and India as a nation and as a civilization.
- Understand the major social institution of Indian society and the processes of functioning of these institutions.
- Understand critically the concepts of civilization, colony and nation in Indian context.

**SUGGESTED READINGS:**

**Ideas of India : Civilization, Colony, Nation and Society**

Embree, Ainslie Thomas,. *Imagining India*. Delhi: Oxford University Press, 1989. Chapter 1- Brahmanical Ideology and Regional Identities. Pp. 9 – 27

Cohn, Bernard. *India: Social Anthropology of a Civilization*, Delhi: OUP. Chapters 1, 3, 5 & 8 (1-7, 24-31, 51-59, 79-97)

## **Institutions and Processes**

### **Village, Town and Region**

Breman, Jan. 'The Village in Focus' from *The Village in Asia Revisited*, Delhi: OUP 1997. Pp. 15-64

Cohn, Bernard, *An Anthropologist Among Historians and Other Essays*, Delhi: OUP, 1987, Chapters. 4 and 6. Pp.78-85 & 100 – 135

### **Caste, Religion and Ethnicity**

Mines, Diane P. *Caste in India*. Ann Arbor, Mich.: Association for Asian Studies, 2009. Pp. 1-35

Fuller, C. J. *The Camphor Flame: Popular Hinduism and Society in India*. Delhi: Viking, 1992. Chapter 1. Pp. 3 – 28.

Ahmad, Imtiaz [et.al](#) (eds). *Pluralism and Equality: Values in Indian Society and Politics*, Sage : New Delhi, 2000. Chapter: 'Basic Conflict of 'we' and 'they' Between religious traditions, between Hindus, Muslims and Christians'. Pp.

### **Critiques**

Omvedt, Gail. *Understanding Caste*. New Delhi: Orient Black Swan, 2011.

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

<b>Title of the Course</b>	:	<b>MARRIAGE, FAMILY AND KINSHIP</b>
<b>Course Code</b>	:	<b>SOCI-GEC-3013</b>
<b>Nature of the Course</b>	:	<b>GENERIC ELECTIVE COURSE</b>
<b>Total Credits</b>	:	<b>03</b>
<b>Distribution of Marks</b>	:	<b>80 (End Sem) + 20 (In-Sem)</b>

**Course Objective:**

- This course aims to highlight and critically examine contemporary concerns in the fields of marriage, family and kinship.
- It considers theoretical issues and ethnographies with particular emphasis on diversity of practices.

<b>UNITS</b>	<b>CONTENTS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Hours</b>
1 (25 Marks)	<b>Introduction: Kinship, Critique and the Reformulation</b> Biological and Social Kinship Cultural Kinship, Descent , Filiations	13	1	0	15
2 (25 Marks)	<b>. Family and Household</b> Nature and types of family, family and household, forces of change Reimagining Families- gay and lesbian Perspective	13	1	0	15
3 (30 Marks)	<b>Contemporary Issues in Marriage, Family and Kinship</b> Choice and Regulation in Marriage- honour, shame and violence Power and Discrimination in the Family New Reproductive Technologies	14	1	0	15
<b>Total</b>		40	5	0	45

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

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

## **LEARNING OUTCOMES:**

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

- Understand critically the major concern and debates surrounding marriage family and kinship in India
- Understand the theoretical issues and major practices surrounding contemporary family marriage and kinship systems in India.

## **SUGGESTED READINGS:**

### **Introduction: Kinship, Critique and the Reformulation**

Biological and Social Kinship

Parkin, R. and L. Stone, 2004, 'General Introduction', in R. Parkin and L. Stone (eds), *Kinship and Family: An Anthropological Reader*, U.S.A. : Blackwell, pp. 1-23.

Cultural Kinship

Schneider, D.M., 2004 (1972), 'What is Kinship All About?', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A. : Blackwell, pp. 257-274.

Carsten, J., 2004, 'Introduction, in *After Kinship*, Cambridge: Cambridge University Press, pp. 1-30.

### **Descent and Alliance :**

#### **Descent, Filiation, Complementary Filiation**

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

Fortes, M., 1970, 'The Structure of Unilineal Descent Groups', in M. Fortes, *Time and Social Structure and Other Essays*, University of London: The Athlone Press, pp 67-95

#### **. Family and Household:**

Shah, A.M., 1998, 'Changes in the Indian Family: An Examination of Some Assumptions', in A.M. Shah, *The Family in India: Critical Essays*, New Delhi: Orient Longman, pp. 52-63

Simpson, B., 2004, 'Gays, Paternity and Polyandry: Making Sense of New Family Forms in Contemporary Sri Lanka', in R. Chopra, C. Osella and F. Osella (eds.), *South Asian Masculinities: Context of Change, Sites of Continuity*, Delhi: Kali for Women, pp. 160-17

## **Contemporary Issues in Marriage, Family and Kinship :**

### **Choice and Regulation in Marriage**

Chowdhry, P., 1998, 'Enforcing Cultural Codes: Gender and Violence in Northern India., in M.E. John and J. Nair (eds), *A Question of Silence: The Sexual Economies of Modern India*, New Delhi: Kali for Women, pp. 332-67.

### **Power Discrimination in the Family**

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

### **New Reproductive Technologies**

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



**Title of the Course** : **TECHNIQUES OF SOCIAL RESEARCH**  
**Course Code** : **SOCI-SEC-1013**  
**Nature of the Course** : **SKILL ENHANCEMENT COURSE**  
**Total Credits** : **03**  
**Distribution of Marks** : **60 (End Sem) + 20 (In-Sem)**

**COURSE OBJECTIVES:**

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

UNITS	CONTENTS	L	T	P	Total Hours
1 (15 Marks)	<b>Research Design</b> Concepts, framing of research questions & Hypotheses, Sampling Frameworks	10	2	0	12
2 (15 marks)	<b>Methods of Data Collection</b> Survey Methods Observation Methods	8	2	0	10
3 (15 Marks)	<b>Sources Collection</b> Primary Sources Secondary Sources Quantitative & Qualitative data	8	2	0	10
4 (15 Marks)	<b>Data Analysis</b> Statistical Analysis: frequency distribution, measures of central tendency	11	2	0	13
5 (20Marks)	<b>PROJECT WORK/ SURVEY-15 Marks</b> <b>VIVA- VOCE -5 Marks</b>				
	<b>Total</b>	37	8	0	45

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

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

## **LEARNING OUTCOMES:**

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

- Understand the basic concepts and the techniques of sociological research with different methods of data collection.
- Understand the Framing of research design and how to do qualitative and quantitative research.
- Understand different methods of data analysis both in quantitative and qualitative research.

## **SUGGESTED READINGS:**

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

### **Research Design**

Bryman, A. 2008, *Social Research Methods*, Oxford: Oxford University Press, Chapter 2, 3, 4 & 5, pp. 29-136

Amir B. Marvasti, 2004, *Qualitative Research in Sociology*, London: Sage, Chapter 2, 3, 4, 5, 6 & 7, pp. 14-144

## **Suggested Assignments:**

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

## **Data Collection**

Lofland J. and Lofland L. 1984, *Analysing Social Settings: A Guide to Qualitative Observation and Experiment*, California: Wadsworth

Morgan, David L. 1996, "Focus Groups", *Annual Review of Sociology* 22, pp. 29-52

## **Suggested Assignments:**

- Conduct a structured Interview with close ended options and a relatively unstructured interview on the same topic (of your choice) with similar sets of people. Observe and note the differences.
- Look at NSS/NFHS/Census Data and write notes on the themes of how you can interpret the data.
- Look at a set of published letters of Gandhi, Nehru, C.F. Andrews, Tagore etc. and identify key social issues that are discussed in the contents of the letters.
- Collect 3 oral testimonies/ life histories of people who have witnessed and experienced any traumatic event in their lives.

## **Data Analysis**

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

## **Suggested Assignments/Exercise:**

- Choose a theme of your interest- for e.g., crime, technology environmental concerns or any other and look through the Sunday editorials of any national daily of the last 3 months to locate related articles.

- Do a content analysis of advertisements of any one consumer product/service, which have appeared over one year in a leading national daily.
- Analyse the oral testimonies you have collected in Exercise 2(d). Discuss the issues and challenges in using testimony as evidence.
- Students will be provided with data sets to run them in a software program.

### **Framing a Research Question**

**Title of the Course** : **SOFT SKILL AND PERSONALITY DEVELOPMENT**  
**Course Code** : **SOCI-SEC-2013**  
**Nature of the Course** : **SKILL ENHANCEMENT COURSE**  
**Total Credits** : **03**  
**Distribution of Marks** : **80 (End Sem) + 20 (In-Sem)**

**Course Objectives:**

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

UNITS	CONTENTS	L	T	P	Total Hours
1 (15 Marks)	<b>Soft skill and personality development</b> Soft skill and its classification Self in social interaction, Critical thinking	10	2	0	12
2 (15 Marks)	Interpersonal skills, Interview skill, Public speaking skill, Presentation skill	9	1	0	10
3 (15 Marks)	<b>Social Psychology of stress, health and coping</b> Social stress, coping and adaptation- Conceptualizing stress as stimulus	9	1	0	10
4 (15 Marks)	<b>Understanding Stress &amp; Health</b> Stress and Health, Coping with stress, emotion-focused and problem focused strategies Understanding the relationships and interactions between health	11	2	0	13
5 (20 Marks)	<b>TEAM WORK and VIVA</b> <b>(15+5)</b>				
<b>Total</b>		39	6	0	45

*Where,*

*L: Lectures*

*T: Tutorials*

*P: Practicals*

**MODES OF IN-SEMESTER ASSESSMENT:**

- One Internal Examination -  
 Others (Any one) -  
 Group Discussion  
 Seminar presentation on any of the relevant topics  
 Viva-Voce

**(20 Marks)**

**10 Marks**

**10 Marks**

## **LEARNING OUTCOMES:**

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

- Understand the importance of soft skill training in personality development and effective communication.
- Understand the basic rules to face interviews and the rules of public speaking and debate.
- Understand the causes and consequences of stress and coping strategies of stress.
- Understand the basic challenges and issues related to health and mental well-being.

## **Essential Readings**

Dorch, Patricia. *What Are Soft Skills?* New York: Execute Dress Publisher, 2013.

Klaus, Peggy, Jane Rohman & Molly Hamaker. *The Hard Truth about Soft Skills*. London: HarperCollins E-books, 2007.

Petes S. J., Francis. *Soft Skills and Professional Communication*. New Delhi: Tata McGraw-Hill Education, 2011.

Stein, Steven J. & Howard E. Book. *The EQ Edge: Emotional Intelligence and Your Success*. Canada: Wiley & Sons, 2006

Ghosh ,B.N (2012): *Managing Soft Skill for personality development*, Tata McGraw-Hill Education, New Delhi

Pestonjee, D M. *Stress and Coping: The Indian Experience*. SAGE Publications Pvt. Ltd; Second edition (15 December 1998)

## **Essential Articles**

Moksnes, Unni K. and Espnes, Geira. Stress, sense of coherence and subjective health in adolescents aged 13–18 years. *Scandinavian Journal of Public Health*, June 2017, Vol. 45, No. 4 (June 2017), pp. 397-403

Weiss, Peter E. *Using Public-Speaking Skills to Improve Classroom Instruction* Sage Publications

Grubaugh, Steven. *Public Speaking: Reducing Student Apprehension and Improving Oral Skills*. *The Clearing House*, Feb., 1990, Vol. 63, No. 6 (Feb., 1990), pp. 255-258, Published by: Taylor & Francis, Ltd.

The OCR Guide to Presentation Skills, [www.ocr.org.uk](http://www.ocr.org.uk)

Hanna, Jennie L. *Reducing Fear with Recitations*. *The English Journal*, May 2018, Vol. 107, No. 5 (May 2018), pp. 39-43 Published by: National Council of Teachers of English

Gerich, Joachim. *Effects of Social Networks on Health from a Stress Theoretical Perspective*. *Social Indicators Research* , August 2014, Vol. 118, No. 1 (August 2014), pp. 349-364 Published by: Springer

Thoits, Peggy A. *Stress and Health: Major Findings and Policy Implications*. *Journal of Health and Social Behavior* , 2010, Vol. 51, Extra Issue: What Do We Know? Key Findings from 50 Years of Medical Sociology (2010), pp. S41-S53 Published by: American Sociological Association

Pearlin, Leonard I. , Menaghan, Elizabeth G. Morton A. Mullan, Lieberman and Joseph T. *The Stress Process*. *Journal of Health and Social Behavior* , Dec., 1981, Vol. 22, No. 4 (Dec., 1981), pp. 337-356 Published by: American Sociological Association

Walter, Nan Lin M. and Ensel . *Life Stress and Health: Stressors and Resources*. *American Sociological Review* , Jun., 1989, Vol. 54, No. 3 (Jun., 1989), pp. 382- 399 Published by: American Sociological Association

Aneshensel, Carol S. *Social Stress: Theory and Research* .*Annual Review of Sociology* , 1992, Vol. 18 (1992), pp. 15-38 Published by: Annual Reviews

**Exercises and Practices at the classroom**

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

R. Baron & D. Byrne : Social Psychology: Understanding Human Interaction, 1993, Prentice Hall of India Pvt. Ltd., Delhi,1993 (6<sup>th</sup> Edn)

T.M Newcomb et al. : Social Psychology: A Study of Human Interaction, Tavistock Publication Ltd., London, 1961 (Revised Edn).

Hook. D, Franks. B & Bauer W. Martin (2011): The Social Psychology of Communication,(6<sup>th</sup> edition), AIAA.

**E- resource:**

<https://openpress.usask.ca/introductiontopsychology/chapter/stress-and-coping/>

**Title of the Course** : **HUMAN BEHAVIOUR AT WORK**  
**Course Code** : **SOCI-SEC-3013**  
**Nature of the Course** : **SKILL ENHANCEMENT COURSE**  
**Total Credits** : **03**  
**Distribution of Marks** : **80 (End Sem) + 20 (In-Sem)**

**Objective of the Course:**

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

UNITS	CONTENTS	L	T	P	Total Hours
1 (15 Marks)	<b>Introduction to Organizational Behaviour (OB):</b> Definition, Key Elements of OB, Nature and Scope, Significance of OB, Contributing Disciplines	9	1	0	10
2 (15 Marks)	Evolution of OB, Goals of OB, Models of OB Challenges and Opportunities for OB.	9	1	0	10
3 (15 Marks)	<b>Organizational Change and Development</b> Forces for Change, Managing Planned Change, Approaches to Managing Organizational Change.	10	2	0	12
4 (15 Marks)	<b>Organizational Culture:</b> Meaning & Definition, Culture & Organisational Effectiveness, Human Resource Management(HRM): Concepts	11	2	0	13
5 (20 Marks)	<b>Team Works and Communication Skills</b>				
	<b>Total</b>	39	6	0	45

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

**MODES OF IN-SEMESTER ASSESSMENT:**

**(20 Marks)**

- |  |   |                 |
|--|---|-----------------|
| One Internal Examination                           | - | <b>10 Marks</b> |
| Others (Any one)                                   | - | <b>10 Marks</b> |
| Group Discussion                                   |   |                 |
| Seminar presentation on any of the relevant topics |   |                 |
| Viva-Voce  |   |                 |

## **LEARNING OUTCOMES:**

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

- Understand the basic principle of organizational behaviour and how it is related to society.
- Understand the contemporary trends and changes found in organization and how it is influencing human behaviour
- Understand different approaches and models of studying organizational behaviour and the contemporary challenges faced by it

## **Essential Readings:**

Amitai Etzioni, Modern organizations Prentice Hall of India Private Limited, New Delhi, 1964.

Fred Luthaus, Organizational Behaviour, McGraw Hill, New York, 1995.

J.W Newstrom and Keith Davis, Organizational Behaviour: Human Behaviour at work, Tata McGraw Hill Publishing Company Limited, New Delhi, 1995.

K. Aswathappa, Organizational Behaviour, Himalaya Publishing House, Bombay, 1996.

Khanka S.S, Organizational Behaviour, S. Chand & Company Ltd, New Delhi, 2007

Robbins Stephen P, Essentials of Organizational Behaviour, Prentice Hall, 1994

Robbins Stephens P, Timothy A. Judge and Seema Sanghi, Organizational Behaviour, Pearson Prentice Hall, Delhi, 2008.

## **Exercises and Practices at the classroom**

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

## **Case Studies for Students**

Case-1- Maharashtra Association of resident Doctors (MARD) source: V.P, Michael Organisational Behaviour and Managevial Effectiveness, S. Chand and company Limited, New Delhi, 1989.

Case-2 GE's work-out, Source: Based on D. Ulrich, S.Kerr, and R. Ashkenas, the GE work-out (New York: Mc Graw-Hill, 2002); and A. Kleiner, "GE's next workout", strategy + business, winter 2004, pp 1-5

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