



**Vidyasagar University**  
Midnapore-721102, West Bengal

**The SYLLABUS for**

**M.A.**

**in**

**SOCIOLOGY**

**As per Curriculum and Credit Framework for  
Postgraduate Programmes (CCFPP 2025)  
w.e.f. the academic year 2025–2026**



## Preamble

The postgraduate (M.A.) programme in Sociology provides an in-depth understanding of advanced sociological theories, methods and applied domains with a strong emphasis on Urban Sociology, Economic Sociology, Research Methodology and Ethics, Family and Intimacy, Sociology of Education, Sociology of Development, Sociology of Law, Sociology of Media, Sociology of Culture, and Population Studies. To enhance academic flexibility, the syllabus includes several Discipline-Specific Electives (DSEs), enabling students to select courses that align with their intellectual interests and professional aspirations. Additionally, students may opt for a MOOC course through SWAYAM, thereby expanding access to interdisciplinary knowledge beyond the department. Furthermore, courses on the Indian Knowledge System (IKS) and contemporary issues of marginalization and social justice have been included to foster holistic academic development and broaden intellectual horizons.

The two-year M.A. programme in Sociology has been structured under the Faculty of Arts and Social Sciences, Vidyasagar University, with the Choice-Based Credit System (CBCS) implemented from the academic session 2018. The syllabus has been further revised in the year 2022. From the academic session 2025–26, the revised syllabus has been designed in line with the guidelines of the National Education Policy (NEP) 2020, emphasizing both classical and contemporary sociological knowledge, while responding to emerging societal challenges such as globalization, urbanization, gender inequalities, digital transformations, and sustainability.

The syllabus emphasizes both theoretical foundations and applied sociology, aligning with the requirements of national-level competitive examinations such as UGC-NET, SET, and the Civil Services examinations. The programme equips students with a strong analytical, critical, and research skills through courses in qualitative and quantitative methods, fieldwork, dissertation projects, internships, community engagement, and seminar presentations. Project-based learning, introduced in the second semester and carried into the third and fourth semesters, encourages students to undertake independent research on pressing social issues, thereby building competence for both academic and applied careers.

The department is enriched with ICT-enabled classrooms, access to e-resources, and a departmental library, supported by a team of highly qualified faculty members. It has also fostered collaboration with research institutes, NGOs, and social development agencies, enhancing the practical learning experience of students. Advanced exposure to digital sociology, survey research tools, and media analysis techniques is integrated into the curriculum to strengthen methodological grounding and promote hands-on skill development.

The thrust areas of research in the department include Urban Sociology, Development Studies, Gender and Family Studies, Sociology of Education, Marginalized Communities, Population Studies, and Sociology of Law and Media, ensuring that the programme maintains a strong balance between theory, practice, and socially engaged research.

## PROGRAMME OUTLINES

	<b>Type of Program</b>	This is a regular mode M.A. programme, based on the guidelines of NEP 2020.
<b>1</b>	<b>Duration and Eligibility Criteria</b>	The department offers M.A. programme in Sociology. Students who have completed a 3-year Honours degree in Sociology and allied disciplines are eligible for admission to the two-year M.A. programme, while those who have completed a 4-year Honours degree in Sociology (with or without research) are eligible for admission to the one-year M.A. programme.
<b>2</b>	<b>Intake capacity</b>	The current intake capacity of the programme is 82 students. Admission is carried out in accordance with the prevailing government norms, and the reservation rules for EWS, OBC, SC, ST, PWD, and other applicable categories are strictly followed.
<b>3</b>	<b>Admission procedure</b>	The university conducts a written admission test as part of the selection process. Admission is based primarily on the performance in the admission test, along with consideration of marks obtained in the Undergraduate (UG) programme or in the Higher Secondary (HS) examination, as applicable. The Admission Committee oversees the entire admission process, ensuring that all rules and regulations are properly followed.
<b>4</b>	<b>Evaluation Process</b>	<ul style="list-style-type: none"> <li>• The students will be assessed through a combination of continuous evaluation and end-semester examination. <b>Continuous Evaluation (CE)</b> carries <b>20% weightage</b>, while the <b>End-Semester Examination</b> accounts for <b>80%</b> of the total marks.</li> <li>• Two CEs will be conducted for each paper/course, and the average of these two will determine the final CE marks. The CEs may be conducted in diverse formats such as written examination, multiple-choice questions (MCQs), take-home exercises, case studies, assignments, or small projects.</li> <li>• The end-semester examination will comprise short-answer, medium-answer, and long-answer type questions to evaluate the students' understanding and analytical skills comprehensively.</li> </ul>
<b>5</b>	<b>Teaching Methods</b>	To achieve the intended learning outcomes, the following teaching–learning methods will be employed: <ul style="list-style-type: none"> <li>• <b>Lecture-based Learning</b> – Structured delivery of core concepts through classroom lectures.</li> <li>• <b>Group Learning</b> – Collaborative discussions and group activities to promote teamwork and idea-sharing.</li> <li>• <b>Individual Learning</b> – Independent study and self-paced learning to strengthen conceptual clarity.</li> <li>• <b>Technology-based Learning</b> – Use of digital tools, software, and online resources to support interactive learning.</li> <li>• <b>Peer Teaching</b> – Students explaining concepts to peers, encouraging active participation and reinforcement of knowledge.</li> <li>• <b>Problem-solving Approach</b> – Learning through real-world problems, case studies, and exercises to develop analytical and critical thinking skills.</li> </ul>
<b>6</b>	<b>Special Instructions</b>	To align the syllabus with the National Education Policy (NEP) 2020, several general courses such as Indian Knowledge System (IKS), Intellectual Property Rights (IPR), Research Methodology and Ethics, Social Service/Community Engagement, Internship/Industry Visit or Industry-related Project, Field Visit, Research Project, and Life and Philosophy of Vidyasagar have been made compulsory. Alongside these, a set of core courses has been included to strengthen subject foundations. The

		syllabus also offers elective papers to provide flexibility and choice. In all the Semesters, each elective paper provides two options. Students are required to choose one elective paper from the available options.
7	<b>Research Project/ Dissertation/ Field Trip</b>	The research project will be distributed between the mentor and the students in the second and fourth semester.

## Program Outcomes (POs)

On successful completion of the M.A. in Sociology program, the students will be able to	
PO1	<b>Analytical Skills:</b> Ability to critically analyze social structures, institutions, processes, and issues through multiple theoretical lenses.
PO2	<b>Research Competence:</b> Gain proficiency in both qualitative and quantitative research methods, ethical practices, and the ability to design and conduct independent studies.
PO3	<b>Interdisciplinary Insight:</b> Integrate knowledge from allied disciplines such as economics, politics, philosophy, anthropology, and cultural studies into sociological analysis.
PO4	<b>Social Issues Awareness:</b> Cultivate a comprehensive understanding of contemporary social issues such as inequality, marginalization, globalization, urbanization etc.
PO5	<b>Policy Orientation:</b> Develop awareness of public policy debates, governance issues, legal structures, and social justice frameworks relevant to India and beyond.
PO6	<b>Application of Sociological Theories:</b> Apply sociological theories to everyday realities including family, media, education, culture, and work.
PO7	<b>Global and Local Perspectives:</b> Acquire the ability to connect global processes such as migration, globalization, and economic restructuring with local sociological contexts.
PO8	<b>Problem-Solving Skills:</b> Apply sociological knowledge to identify, analyze, and propose solutions to real-world issues at community, institutional, and policy levels.
PO9	<b>Diversity and Inclusion:</b> Gain sensitivity towards issues of caste, class, gender, disability, sexuality, and tribal identities, fostering inclusive perspectives.
PO10	<b>Preparation for Higher Studies and Careers:</b> Equip students for advanced academic research, teaching, civil services, NGOs, media, corporate sectors, and policy institutions.

## Programme Specific Outcomes (PSOs)

After the successful completion of M.A. in Sociology program, the students are expected to:	
PSO1	<b>Urban and Regional Sociological Expertise (Linked to SOCC401X0: Urban Sociology)</b> Students will gain advanced knowledge of urbanization, urban planning, governance, and inequalities in city life. This outcome is specific because the course combines Indian and global urban debates (Chicago School, Lefebvre, Castells, Patrick Geddes) with practical concerns such as housing, slums, and urban poverty — directly preparing graduates for urban research, policy, and planning careers.
PSO2	<b>Economic and Developmental Analysis Skill (Linked to SOCC402X0: Economic Sociology and SOCE452A0: Sociology of Development)</b> Learners will develop the ability to analyze economic systems, globalization, and development processes using sociological theories. The specificity comes from blending classical approaches (Marx, Weber, Polanyi) with contemporary issues (feminization of labour, globalization of work, sustainable development, post-development). This equips graduates to work in development agencies, economic policy, and NGOs.
PSO3	<b>Sensitization towards Marginalization and Social Justice (Linked to SOCC406X0: Sociology of Marginalized Groups and Communities and SOCE453A0: Sociology of Law)</b> Students will acquire specialized understanding of caste, tribe, gender, disability, and LGBTQIA+ communities, alongside knowledge of constitutional rights, law, and social justice. This is specific because it uniquely equips Sociology graduates to engage in advocacy, rights-based work, and policy implementation, which are central to the disciplines applied orientation.
PSO4	<b>Research and Methodological Competence (Linked to SOCO403X0: Research Methodology and Ethics)</b> Learners will be trained to design and conduct ethical, rigorous research using qualitative, quantitative, and mixed methods. This outcome is specific because sociological practice relies heavily on fieldwork, triangulation, and critical engagement with epistemology skills that differentiate Sociology from other social sciences and prepare students for academic, professional, and applied research careers.
PSO5	<b>Cultural and Media Literacy (Linked to SOCE404A0: Sociology of Education, SOCE404B0: Sociology of Media, and SOCE454A0: Sociology of Culture)</b> Students will critically analyze how culture, education, and media shape identities, ideologies, and inequalities in contemporary society. This is specific because it integrates sociological perspectives (Bourdieu on reproduction, Stuart Hall on culture, feminist and interactionist approaches to media) to address modern challenges of digital platforms, globalization, and cultural transformation.

## M.A. in SOCIOLOGY

(For the students admitted during the academic year 2025 – 26 onwards)

<b>Curriculum and Credit Framework 2024 for PG Programs based on NEP 2020</b>						
<b>Vidyasagar University</b>						
<b>4<sup>th</sup> Year</b>						
Course Code	Title of the Course	Credit	Maximum Marks			
			IA	End Sem. Exam	Total	
SOCC401X0	Urban Sociology	4	10	40	50	
SOCC402X0	Economic Sociology	4	10	40	50	
SOCO403X0	Research Methodology and Ethics	4	10	40	50	
SOCE404A0	Sociology of Education	4	10	40	50	
SOCE404B0	Sociology of Media	4	10	40	50	
SOCC405X0	Sociology of Marginalized Groups and Communities	4	10	40	50	
SOCO406VC	Indian Knowledge System (IKS)	2	5	20	25	
SOCO407NC	Vidyasagar: Life and Philosophy	Compulsory non-credit course				
	<b>Total</b>	<b>22</b>			<b>275</b>	
SOCC451X0	Sociology of Family and Intimacy	4	10	40	50	
SOCE452A0	Sociology of Development	4	10	40	50	
SOCE452B0	Population And Society	4	10	40	50	
SOCE453A0	Sociology of Law	4	10	40	50	
SOCE453B0	Sociology of Organization	4	10	40	50	
SOCE454A0	Sociology of Culture	4	10	40	50	
SOCE454B0	Sociology of Migration	4	10	40	50	
SOCC455X0	Science, Technology, And Society	4	10	40	50	
SOCO456X9	Field Visit/ Industry Visit/ Case Study/Hands–on Practical/ Skill Enhanced Course	2			25	
	<b>Total</b>	<b>22</b>			<b>275</b>	
	<i>Total: 4<sup>th</sup> Year of PG</i>	<b>44</b>			<b>550</b>	
<b>5<sup>th</sup> Year</b>						
	Course	Credit	Maximum Marks			
			IA	End Sem. Exam	Total	
SOCO501X0	MOOC Course	4	10	40	50	
SOCO502X1	Social Statistics	2	5	20	25	
SOCO502X8	SPSS	2	5	20	25	
SOCC503X0	Sociological Theories	4	10	40	50	
SOCC504X0	Indian Sociological Thought	4	10	40	50	
SOCC505X0	Qualitative and Quantitative Research Methods	4	10	40	50	
SOCO506X9	Social Service/ Community Engagement	2			25	
	<b>Total</b>	<b>22</b>			<b>275</b>	
SOCC551X0	Indian Society	4	10	40	50	

SOCE552A0	Sociology of Work and Professions	4	10	40	50
SOCE552B0	Social Psychology	4	10	40	50
SOCO553X9	Research Project/ Dissertation	8			100
SOCO554X9	Internship/Capstone Project/ Applied Field or Industry Project/ Innovation & Incubation/ Entrepreneurship/ Start-up Proposal or Practice	4			50
SOCO555X0	Skill Enhancement Course (SEC)/ Intellectual Property Rights (IPR)	2			25
	<b>TOTAL</b>	<b>22</b>			<b>275</b>
	<i>Total: 5<sup>th</sup> Year of PG</i>	<b>44</b>			<b>550</b>
<b>GRAND TOTAL</b>		<b>88</b>		<b>1100</b>	

<b>CLASSIFICATION OF THE COURSES</b>					
SOCO505X0	MOOC Online Course	4	10	40	50
SOCO407NC	<b>VALUE ADDED COURSE:</b> Life and Philosophy of Vidyasagar	--	05	20	25
<b>ETHICS AND HUMAN VALUES</b>					
SOCO403X0	Research Methodology and Ethics	4	10	40	50
SOCO407NC	Life and Philosophy of Vidyasagar	2	--	25	25
SOCO506X9	Social Service / Community Engagement	2	--	25	25
SOCO406VC	Indian Knowledge System	2	05	20	25
<b>INTELLECTUAL PROPERTY RIGHTS (IPR)</b>					
SOCC402X0	Economic Sociology	4	10	40	50
SOCC455X0	Science, Technology, And Society	4	10	40	50
<b>SKILL DEVELOPMENT/JOB ORIENTED COURSES</b>					
SOCO403X0	Research Methodology and Ethics	4	10	40	50
SOCO456X9	Field Visit/ Industry Visit/ Case Study/Hands-on Practical/ Skill Enhanced Course	2			25
SOCC505X0	Qualitative and Quantitative Research Methods	4	10	40	50
SOCO502X1	Social Statistics	2	5	20	25
SOCO502X8	SPSS	2	5	20	25
SOCO554X9	Internship/Capstone Project/ Applied Field or Industry Project/ Innovation & Incubation/ Entrepreneurship/ Start-up Proposal or Practice	4			50
SOCO555X0	Skill Enhancement Course (SEC)/ Intellectual Property Rights (IPR)	2			25

<b>NEW COURSES INTRODUCED</b>		
<b>COURSE CODE</b>	<b>COURSE NAME</b>	<b>YEAR OF INTRODUCTION</b>
SOCC401X0	Urban Sociology	2025-26
SOCC402X0	Economic Sociology	2025-26
SOCE404A0	Sociology of Education	2025 - 26

SOCE404B0	Sociology of Media	2025-26
SOCC405X0	Sociology of Marginalized Groups and Communities	2025-26
SOCO406VC	Indian Knowledge System (IKS)	2025-26
SOCO407NC	Vidyasagar: Life and Philosophy	2025-26
SOCC451X0	Sociology of Family and Intimacy	2025-26
SOCE452B0	Population And Society	2025-26
SOCE453A0	Sociology of Law	2025-26
SOCE453B0	Sociology of Organization	2025-26
SOCE454A0	Sociology of Culture	2025-26
SOCE454B0	Sociology of Migration	2025-26
SOCO501X0	MOOC	2025-26

<b>MODIFIED COURSES</b>				
<b>COURSE CODE</b>	<b>COURSE NAME</b>	<b>YEAR OF INTRODUCTION</b>	<b>YEAR OF REVISION</b>	<b>% OF TOTAL COURSES MODIFIED (NEW)</b>
SOCO403X0	Research Methodology and Ethics	2005	2025-26	70%
SOCE452A0	Sociology of Development	2022	2025-26	50%
SOCE452B0	Population And Society	2018	2025-26	50%
SOCE454A0	Sociology of Culture	2022	2025-26	50%
SOCE453B0	Sociology of Organization	2022	2025-26	70%
SOCC505X0	Qualitative and Quantitative Research Methods	2005	2025-26	60%
SOCO502X1	Social Statistics	2005	2025-26	40%
SOCC503X0	Sociological Theories	2005	2025-26	70%
SOCC504X0	Indian Sociological Thought	2005	2025-26	70%
SOCC551X0	Indian Society	2005	2025-26	30%
SOCE552B0	Social Psychology	2018	2025-26	40%

<b>GLOBAL/NATIONAL/REGIONAL/LOCAL RELEVANCE</b>		
<b>COURSE CODE</b>	<b>COURSE NAME</b>	<b>TYPE OF COURSE (GLOBAL/NATIONAL/REGIONAL/ LOCAL)</b>
SOCC401X0	Urban Sociology	Global and National
SOCC402X0	Economic Sociology	Global
SOCO403X0	Research Methodology and Ethics	Global
SOCE404A0	Sociology of Education	Global
SOCE404B0	Sociology of Media	Global and National
SOCC405X0	Sociology of Marginalized Groups and Communities	Global and National
SOCO406VC	Indian Knowledge System (IKS)	Global
SOCO407NC	Vidyasagar: Life and Philosophy	Global and National
SOCC451X0	Sociology of Family and Intimacy	Global and National
SOCE452A0	Sociology of Development	Global & National
SOCE452B0	Population And Society	Global
SOCE453A0	Sociology of Law	Global
SOCE453B0	Sociology of Organization	Global
SOCE454A0	Sociology of Culture	Global

SOCE454B0	Sociology of Migration	Global & National
SOCC455X0	Science, Technology, And Society	Global
SOCO456X9	Field Visit/ Industry Visit/ Case Study/Hands–on Practical/ Skill Enhanced Course	Local
SOCC505X0	Qualitative and Quantitative Research Methods	Global
SOCO502X1	Social Statistics	Global
SOCO502X8	SPSS	Global
SOCC503X0	Sociological Theories	Global
SOCC504X0	Indian Sociological Thought	National
SOCO501X0	MOOC	Global and National
SOCO506X9	Social Service/ Community Engagement	Local
SOCC551X0	Indian Society	National
SOCE552A0	Sociology of Work and Professions	Global
SOCE552B0	Social Psychology	Global
SOCO553X9	Research Project/ Dissertation	Local
SOCO554X9	Internship/Capstone Project/ Applied Field or Industry Project/ Innovation & Incubation/ Entrepreneurship/ Start-up Proposal or Practice	Local
SOCO555X0	Skill Enhancement Course (SEC)/ Intellectual Property Rights (IPR)	National & Local

## DETAILS OF THE COURSES

### SEMESTER- I

Course code	SOCC401X0	URBAN SOCIOLOGY	Credit 4 Full Marks 50
Core/Elective/Other:		Core	Compulsory
<b>Course Objectives:</b>			
<p>The main objectives of this course are:</p> <ul style="list-style-type: none"> <li>• To introduce students to the theories, processes, and debates in urban sociology, with a focus on urbanization, city life, and urban inequalities.</li> <li>• To provide a strong theoretical foundation through classical and contemporary perspectives, including the Chicago School, Lefebvre, Harvey, and Castells.</li> <li>• The course emphasizes urban planning, governance, and the cultural life of cities, while examining structural inequalities related to caste, class, gender, and disability. It also contextualizes Indian urban issues such as housing, slums, pollution, and governance.</li> </ul>			
<b>Course Outcomes (COs):</b>			
<p><b>At the end of this course, students will be able to:</b></p> <p>CO1: Understand classical and contemporary theories of urban sociology and their relevance.          CO2: Analyse urbanization processes and structural inequalities in cities.          CO3: Critically evaluate planning, governance, and cultural aspects of urban spaces.          CO4: Relate sociological perspectives to urban issues in the Indian context.</p>			
<b>Syllabus</b>			
<b>Course Content</b>			<b>No. of Lectures</b>
<b>1. Introducing Urban Sociology</b>			<b>5</b>
1.1 Urban, Urbanism, Urbanization			
1.2 Urban and the City			
<b>2. Perspectives in Urban Sociology</b>			<b>15</b>
2.1 Chicago school of Urban Sociology			
2.2 Neo-Classical: Henri Lefebvre, David Harvey, Manuel Castells			
2.3 Theory of Urban Planning: Patrick Geddes			
<b>3. Politics of Urban Space</b>			<b>10</b>
3.1 Cultural Life of Cities: Urban night life, Urban Street art and culture			
3.2 Structural Inequalities (Caste, Class, Gender, disability)			
<b>4. Cities in India: Problems. Planning, Governance</b>			<b>10</b>
4.1 Characteristics (Demographical, ecological & economic)			
4.2 Urban poverty			
4.3 Housing and Slums			

4.4	Urban pollution and environmental concerns		
4.5	Patrick Geddes		
		Total Lectures	Hours 40
<b>Further Readings:</b>			
<ul style="list-style-type: none"> <li>• Anderson, N. (1964). <i>Our Industrial Urban Civilization</i>. Asia Publication House.</li> <li>• Bhowmik, A. (2016). <i>Samajtotter Pratyay o Dharanasutra</i> (Vol. 2) [Bengali]. Rita Publication.</li> <li>• Flanagan, W. G. (2002). <i>Urban Sociology: Images and Structure</i>. Japan: Allyn and Bacon.</li> <li>• Ganguly, R., &amp; Moinuddin, S. A. H. (2016). <i>Samakalin Bharatiya Samaj</i> (2nd ed.) [Bengali]. PHI Learning Private Limited.</li> <li>• Giddens, A., Sutton, P. W. (2017). <i>Sociology</i>. India: Wiley India.</li> <li>• Gihar, P. (2003). <i>Social Structure in Urban India</i>. Discovery Publishing House.</li> <li>• Holton, R. (2013). <i>Cities, Capitalism and Civilization</i>. Routledge.</li> <li>• Martínez, M. A. (2024). <i>Research Handbook on Urban Sociology</i>. Edward Elgar Publishing.</li> <li>• <i>Metropolis: Center and Symbol of Our Times</i>. (1995). United Kingdom: NYU Press.</li> <li>• Mumford, L. (1961). <i>The City in History: its Origins and Transformations and its Prospects</i>. Mariner Books.</li> <li>• Munshi, I. (2022). <i>Patrick Geddes' Contribution to Sociology and Urban Planning: Vision of A City</i>. Routledge India.</li> <li>• Parker, S. (2003). <i>Urban Theory and the Urban Experience: Encountering the City</i>. Routledge.</li> <li>• Ramu, G. N. (1977). <i>Family and caste in urban India: A Case Study</i>. New Delhi, India: Vikas Publishing House.</li> <li>• Rao, M. S. A., Bhat, C., &amp; Kadekar, L. N. (1991). <i>A Reader in Urban Sociology</i>. Orient Longman.</li> <li>• Rao, M. S. A. (1974). <i>Urban Sociology in India: Reader and Source Book</i>. India: Orient Longman.</li> <li>• Ryan, M. T., Hutchison, R., &amp; Gottdiener, M. (2018). <i>The new urban Sociology</i>. Routledge.</li> <li>• <i>Samajtatta: Anthony Giddens</i> (H. Ghosh, Trans.; 3rd ed.). (2001). [Bengali]. Bhatri Sangha.</li> <li>• Sharma, R. K. (1997). <i>Urban Sociology</i>. Atlantic Publishers &amp; Dist.</li> <li>• Wirth, L. (1991). <i>Urbanism as a Way of Life</i>. Irvington Pub.</li> </ul>			

<b>Related Online Contents [MOOC, SWAYAM, NPTEL, other Websites]</b>			

**CO–PO–PSO Mapping (High/Medium/Low)**

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	L	H	H	H	H	M	L	H	M	H	L	M	L	L
CO2	H	L	H	H	M	M	H	M	H	L	H	M	M	L	L
CO3	H	L	H	H	H	M	M	M	L	L	H	M	M	L	M
CO4	H	L	H	H	M	L	H	H	H	M	H	M	M	L	M

<b>Course code</b>	<b>SOCC402X0</b>	<b>ECONOMIC SOCIOLOGY</b>	<b>Credit 4 Full Marks 50</b>
<b>Core/Elective/Other:</b>		<b>Core</b>	<b>Compulsory</b>
<b>Course Objectives:</b>			
<p>The main objectives of this course are:</p> <ul style="list-style-type: none"> <li>• To explore the sociological study of economic systems, focusing on formalism, substantivism, exchange systems, capitalism, socialism, and globalization.</li> <li>• It equips students with theoretical insights from Polanyi, Granovetter, and Weber, while also engaging with contemporary debates on labour, migration, and micro-enterprises.</li> <li>• It emphasizes the restructuring of economies under globalization, the feminization of labour, and the changing world of work.</li> <li>• It encourages critical understanding of development, inequality, and resistance in economic life.</li> </ul>			
<b>Course Outcomes (COs):</b>			
<p>Upon successful completion of this course, students will be able to:</p> <p>CO1: Explain key perspectives in economic sociology and theories of globalization.  CO2: Examine forms of exchange, money, and systems of production and consumption.  CO3: Relate systems of production with information and knowledge society  CO4: Critically evaluate labour restructuring, migration, and informal work.</p>			
<b>Syllabus</b>			
<b>Course Content</b>			<b>No. of Lectures</b>
<b>1. Perspectives in Economic Sociology</b>			<b>5</b>
1.1 Formalism and Substantivism			
1.2 New Economic Sociology			
<b>2. Forms of Exchange</b>			<b>5</b>
2.1 Reciprocity and Gift			
2.2 Exchange and Money			
<b>3. System of Production, Circulation and Consumption</b>			<b>10</b>
3.1 Pre-capitalist mode of production			
3.2 Capitalism			
3.3 Socialism			
3.4 Information Society & Knowledge Society			
<b>4. Globalization and Society</b>			<b>10</b>
4.1 Definition & Features			
4.2 Theories of Globalization			
▪ World Systems Theory			
▪ Dependency Theory			
▪ Giddens's concept of Runaway World			
<b>5. Globalization and Economy</b>			<b>10</b>
5.1 Globalization and restructuring of work and economy			

5.2	Labour in Formal and Informal Sector, Feminization of Labour		
5.3	Micro, Small and Medium Enterprises. Migration and work		
5.4	Encountering Development: Arturo Escobar		
5.5	Intellectual Property Rights and Economic Globalization		
		Total Lectures	Hours 40

**Further Readings:**

- Appadurai, A. (1996). *Modernity at large: Cultural Dimensions of Globalization*. University of Minnesota Press.
- Avasthi, D. M. (2011). *Fundamentals of globalization and Indian economy*. Mohit Publications.
- Elliott, A. (2009). *Contemporary Social Theory: An Introduction*. Routledge. <https://doi.org/10.4324/9780203930540>
- Escobar, A. (1995). *Encountering Development. The Making and Unmaking of the Third World*. Princeton University Press.
- Granovetter, M. (2018). *The Sociology of economic life*. Routledge.
- Granovetter, M., & Swedberg, R. (2001). *The Sociology of economic life*. Westview Press.
- Hann, C., & Hart, K. (2018). *Economic Anthropology*. John Wiley & Sons.
- Marx, K. (2019). *Capital: volume one*. Courier Dover Publications.
- Maurer, A. (2021). *Handbook of Economic Sociology for the 21st century: New*
- Mauss, M. (2011). *The gift: Forms and Functions of Exchange in Archaic Societies*. Martino Fine Books.
- Polanyi, K. (1977). *The Livelihood of Man*. Academic Press.
- Ritzer, G., & Stepnisky, J. (2020). *Classical Sociological theory*. SAGE Publications.
- Theoretical Approaches, Empirical Studies and Developments. Springer Nature
- Tonkiss, F. (2006). *Contemporary Economic Sociology: Globalization, Production, Inequality*. Routledge.
- Weber, M. (2019). *Economy and Society*. In Harvard University Press. eBooks. <https://doi.org/10.4159/9780674240827>
- Wilk, R. R. (2018). *Economies and cultures: Foundations of Economic Anthropology*. Routledge.
- Volti, R. (2008). *An Introduction to the Sociology of Work and Occupations*. New Delhi: Pine Forge Press, an imprint of Sage

<b>Related Online Contents [MOOC, SWAYAM, NPTEL, other Websites]</b>			

**CO–PO–PSO Mapping (High/Medium/Low)**

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	L	H	M	L	M	H	M	L	H	L	H	M	L	M
CO2	H	L	H	H	M	M	H	M	M	M	L	H	H	L	L
CO3	H	L	L	H	H	L	H	H	L	H	L	H	M	L	H
CO4	H	L	H	H	M	M	M	H	L	M	M	H	M	L	M

<b>Course code</b>	<b>SOCO403X0</b>	<b>RESEARCH METHODOLOGY AND ETHICS</b>	<b>Credit 4 Full Marks 50</b>
<b>Core/Elective/Other:</b>		<b>Core</b>	<b>Compulsory</b>
<b>Course Objectives:</b>			
<p>The main objectives of this course are:</p> <ul style="list-style-type: none"> <li>• To introduce the epistemological debates, methodological approaches, and ethical frameworks in sociological research.</li> <li>• It will train students in quantitative and qualitative methods, hypothesis formulation, reliability, validity, and triangulation.</li> <li>• Engaging with thinkers such as Popper, Kuhn, Gadamer, and Weber, students learn to critically evaluate positivist and interpretive traditions.</li> <li>• This course also emphasizes research ethics, informed consent, power relations, and confidentiality, along with developing skills in problem identification, literature review, and proposal writing.</li> </ul>			
<b>Course Outcomes (COs):</b>			
<p>Upon successful completion of this course, students will be able to:</p> <p><b>CO1:</b> Understand epistemological foundations of social research.</p> <p><b>CO2:</b> Apply qualitative and quantitative methods effectively in research.</p> <p><b>CO3:</b> Demonstrate awareness of ethics, consent, and power relations in research practice.</p> <p><b>CO4:</b> Develop research questions, hypotheses, and proposals systematically.</p>			
<b>Syllabus</b>			
<b>Course Content</b>			<b>No. of Lectures</b>
<b>1. Issues in the Theory of Epistemology</b>			<b>8</b>
1.1 Philosophy of Social Science			
1.2 Logic in Sociological Inquiry			
1.3 Structure of Scientific Revolution (Kuhn)			
<b>2. Positivism and its Critique</b>			<b>8</b>
2.1 The Problem of Objectivity in Social research			
2.2 Ethical Theories and Principles in Social Inquiry – Informed Consent, Privacy & Confidentiality; Power Relations and the Researcher-Researched Relationship.			
2.3 Critique of Positivist Approach			
<b>3. Qualitative Approaches</b>			<b>8</b>
3.1 From Positivism to interpretive Methods			
3.2 Brief history of qualitative methods			
3.3 Development of Qualitative research methods and challenges to the scientific methods			
<b>4. Research strategy</b>			<b>8</b>

4.1	Methodological concepts and frame- Concept, variable, statement, format, theory.	
4.2	Hypothesizing, Generalization in Sociology	
4.3	Concepts of Reliability and Validity in Quantitative and Qualitative Research	
4.4	Triangulation, Mixed Methods in Social Research	
4.5	Issues of Generalization, Replication, and Transferability	
<b>5. Identification of Research Problem</b>		<b>8</b>
5.1	Inductive and Deductive logic - Basic principles of research	
5.2	Theory building	
5.3	Review of literature	
5.4	Hypothesis and research questions	

Total Lectures	Hours 40
----------------	----------

**Further Readings:**

- Adams, B. N., & Sydie, R. A. (2001). *Sociological theory*. Pine Forge Press.
- Atal, Y. (2003). *Indian Sociology from where to where: Footnotes to the History of the Discipline*. Rawat Publications.
- Babbie, E. R. (2004). *The practice of social research*. Wadsworth Publishing Company.
- Baker, T. L. (2014). *Doing social research*. McGraw-Hill.
- Bose, P. K. (1994). *Research Methodology: A Trend Report*. Indian Council of Social Science Research.
- Bryman, A. (2003). *Quantity and quality in social research*. Routledge.
- Bryman, A. (2016). *Social research methods*. Oxford University Press.
- Chitnis, K. N. (1990). *Research methodology in history*. Atlantic Publishers & Dist.
- Czaja, R., & Blair, J. (2005). *Designing surveys: A Guide to Decisions and Procedures*. Pine Forge Press.
- Dash, P. (2011). *Research methodology with SPSS*. Vrinda Publications Lt.
- Durkheim, E. (1982). *Rules of sociological method*. Free Press
- Frankfort-Nachmias, C., & Nachmias, D. (2008). *Research methods in the social sciences*. Worth Pub.
- Gadamer, H. (1975). *Truth and method* (2nd ed.). Continuum.
- Giddens, A. (1993). *New rules of sociological method* (2nd ed.). Polity Press.
- Gomm, R. (2008). *Social Research Methodology: A Critical Introduction*. Bloomsbury Publishing.
- Goode, W. J., & Hatt, P. K. (2015). *Methods in social research*. Asia Law House.
- Haralambos, M., Haralambos, M., & Heald, R. (2002). *Sociology: Themes and Perspectives*. Collins.

- Hollis, M. (1994). *The philosophy of social Science: An Introduction*. Cambridge University Press.
- Hughes, J. A. (1990). *The philosophy of social Research*. Longman Publishing Group.
- Khasnabis, R., & Saha, S. (2016). *Research methodology*. Orient Blackswan.
- Kuhn, T. S. (2020). *The structure of scientific revolutions*. University of Chicago Press.
- Kumar, R. (2024). *Research Methodology: A Step-by-Step Guide for Beginners* (4th ed.). Sage Publications.
- Kuper, J. (1987). *Methods, ethics and models*. Routledge & Kegan Paul.
- Neuman, W. L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. Pearson New International Edition.
- Panneerselvam, R. (2006). *Research Methodology*. Prentice Hall.
- Popper, K. R. (2002). *Conjectures and refutations: The Growth of Scientific Knowledge*. Psychology Press.
- Robson, C. (2024). *Real world research*. John Wiley & Sons.
- Singh, Vinod. K. (2012). *Outline of social research methodology*. Cyber Tech.
- Sjoberg, G., & Nett, R. (1996). *Methodology for social Research*. Prospect Heights.
- Smagorinsky, P. (1994). *Speaking about writing: Reflections on research Methodology*. Sage Publications.
- Taylor, B., Sinha, G., & Ghoshal, T. (2006). *Research Methodology: A guide for researchers in management and social sciences*. PHI Learning.
- Weber, M. (1949). *Methodology of Social Sciences*. Free Press.
- Wilkinson, T. S., & Bhandarkar, A. (2010). *Methodology and techniques of social research*. Himalaya Publishing House.
- Young, P. V. (1984). *Scientific social surveys and research*. Prentice Hall.

**Related Online Contents [MOOC, SWAYAM, NPTEL, other Websites]**

--	--	--	--

**CO–PO–PSO Mapping (High/Medium/Low)**

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	H	H	L	M	H	H	H	M	M	L		M	H	M
CO2	H	H	M	M	M	H	H	H	M	M	L	M	M	H	M
CO3	H	H	L	M	M	M	H	H	H	M	L		H	H	M
CO4	H	H	M	M	M	H	H	H	M	M	L		H	H	L

<b>Course code</b>	<b>SOCE404XA</b>	<b>SOCIOLOGY OF EDUCATION</b>	<b>Credit 4 Full Marks 50</b>
<b>Core/Elective/Other:</b>		Elective	
<b>Course Objectives:</b>			
The main objectives of this course are: <ul style="list-style-type: none"> <li>To examine education as a social institution and a site of reproduction, resistance, and transformation. It introduces classical and critical perspectives on education, drawing from Bourdieu, Illich, Freire, Tagore, and Gandhi.</li> <li>The course highlights the role of family, school, and media in socialization, as well as the relationship between education, mobility, and inequality.</li> <li>It critically engages with Indian education policies, including the Right to Education Act (2009) and the NEP 2020, alongside debates on privatization and digital education.</li> </ul>			
<b>Course Outcomes (COs):</b>			
Upon successful completion of this course, students will be able to: <p><b>CO1:</b> Understand perspectives on education and its role in socialization.</p> <p><b>CO2:</b> Analyse education's role in reproducing or resisting social inequalities.</p> <p><b>CO3:</b> Evaluate education policies and reforms in the Indian context.</p> <p><b>CO4:</b> Critically assess contemporary issues such as digital learning and privatization.</p>			
<b>Syllabus</b>			
<b>Course Content</b>			<b>No. of Lectures</b>
<b>1. Perspectives in the Sociology of Education</b>			<b>10</b>
1.1	Education and Socialization: Agencies (Family, School and Media)		
1.2	Education and Social Reproduction (Pierre Bourdieu)		
1.3	Equality and Resistance (Ivan Illich, Paulo Frere, Basil Bernstein, Rabindranath Tagore, Gandhi: Nai Talim)		
<b>2. Education and Gender Identities: Emerging Trends in Education</b>			<b>10</b>
2.1	School Education		
2.2	Higher Education		
2.3	Mobility and Equality of Educational Opportunity		
<b>3. Contemporary Issues in Higher Education in India</b>			<b>10</b>
3.1	Right to Education Act (2009)		
3.2	N.E.P. 2020 – Issues and Challenges		
<b>4. Contemporary Issues and Challenges in India</b>			<b>10</b>
4.1	Right to Education		
4.2	Privatization of Education		
4.3	Digital and Online Education		
<b>Total Lectures</b>			<b>hours</b>

**Further Readings:**

- Apple, M. W., Ball, S. J., & Gandin, L. A. (2009). The Routledge International Handbook of the Sociology of Education. In Routledge eBooks. <https://doi.org/10.4324/9780203863701>
- Ballantine, J., & Hammack, F. M. (2015). *The Sociology of Education: A Systematic Analysis*. Routledge.
- Beteille, A. 1985. Equality of Opportunity and the Equal Distribution of Benefits. Orient Longman (Gokhale Institute of Politics and Economics)
- Boronski, T., Hassan, N. (2015). *Sociology of Education*. SAGE Publications.
- Coleman. J. S. 1968. "The Concept of Equality of Educational Opportunity". *Harvard Educational Review*, 38(1): 7-22.
- Kumar, A. (2024) *Sociology of Education in India* Academic Guru Publishing House.
- Leonardo, Z., Torres, C. A., & Mitchell, T. R. (2000). *Sociology of Education: Emerging Perspectives*. *Contemporary Sociology a Journal of Reviews*, 29(1), 270. <https://doi.org/10.2307/2654970>
- Levinson, D. L., & Pallas, A. M. (1995). *Research in Sociology of Education and Socialization*. *Contemporary Sociology a Journal of Reviews*, 24(6), 797. <https://doi.org/10.2307/2076703>
- Mannheim, K., Stewart, W. A. C. (1997). *An Introduction to the Sociology of Education*. Routledge.
- O’Shea, D. W., & Richardson, J. G. (1987). *Handbook of Theory and Research for the Sociology of Education*. *Contemporary Sociology a Journal of Reviews*, 16(4), 571. <https://doi.org/10.2307/2069964>
- Schneider, B. (2018) *Handbook of the Sociology of Education in the 21st Century*. Springer International Publishing.
- Thakur, D., & Hawk, H. S., (2009) *Adhunik Bharater Sikkhar Dhara*. (in Bengali) Rita Publication
- Warwick, D., & Young, M. F. D. (1972). *Knowledge and Control: New Directions for the Sociology of Education*. *British Journal of Sociology*, 23(4), 501. <https://doi.org/10.2307/588340>
- Worgan, J., & Eggleston, J. (1975). *Contemporary research in the sociology of Education*. *British Journal of Sociology*, 26(3), 384. <https://doi.org/10.2307/589878>
- Wrigley, J. (2003). *Education and Gender Equality*. Routledge.

**Related Online Contents [MOOC, SWAYAM, NPTEL, other Websites]**

**CO–PO–PSO Mapping (High/Medium/Low)**

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	H	H	L	M	M	L	H	M	L	L	L	M	M	L
CO2	H	H	L	M	H	M	H	M	M	L	L	H	H	M
CO3	H	M	M	M	M	H	H	M	L	M	M	M	M	L
CO4	H	H	H	M	H	M	H	M	M	L	L	H	H	L

<b>Course code</b>	<b>SOCE404XB</b>	<b>SOCIOLOGY OF MEDIA</b>	<b>Credit 4 Full Marks 50</b>																																		
<b>Core/Elective/Other:</b>		Elective																																			
<b>Course Objectives:</b>																																					
The main objectives of this course are: <ul style="list-style-type: none"> <li>To provide an overview of media sociology, exploring the evolution, types, and ideological functions of media, and emphasizing on theoretical frameworks including neo-Marxist, feminist, and interactionist perspectives.</li> <li>The course investigates issues such as censorship, trolling, hate speech, and the role of social media in shaping identities and ideologies.</li> <li>It also introduces students to virtual sociology and the use of media platforms like YouTube, podcasts, and academic blogs as tools for sociological inquiry.</li> </ul>																																					
<b>Course Outcomes (COs):</b>																																					
Upon successful completion of this course, students will be able to: <p><b>CO1:</b> Explain sociological theories of media and communication.</p> <p><b>CO2:</b> Critically analyse the impact of media on culture, ideology, and identity.</p> <p><b>CO3:</b> Evaluate issues of censorship, violence, and digital platforms.</p> <p><b>CO4:</b> Apply sociological perspectives to new media practices and online platforms.</p>																																					
<b>Syllabus</b>																																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%; text-align: center;">Course Content</th> <th style="width: 20%; text-align: center;">No. of Lectures</th> </tr> </thead> <tbody> <tr> <td><b>1. Introduction</b></td> <td style="text-align: center;"><b>10</b></td> </tr> <tr> <td>    <b>1.1</b> History and Evolution of Media</td> <td></td> </tr> <tr> <td>    <b>1.2</b> Types and Component of Mass Media</td> <td></td> </tr> <tr> <td>    <b>1.3</b> Concept of Media Ideology and Media Hegemony</td> <td></td> </tr> <tr> <td><b>2. Theoretical Approach</b></td> <td style="text-align: center;"><b>10</b></td> </tr> <tr> <td>    <b>2.1</b> Neo- Marxist</td> <td></td> </tr> <tr> <td>    <b>2.2</b> Feminist</td> <td></td> </tr> <tr> <td>    <b>2.3</b> Interactionist</td> <td></td> </tr> <tr> <td><b>3. Media: Control and Challenges</b></td> <td style="text-align: center;"><b>10</b></td> </tr> <tr> <td>    <b>3.1</b> Censorship</td> <td></td> </tr> <tr> <td>    <b>3.2</b> Violence in Media: Trolling and Hate Speech</td> <td></td> </tr> <tr> <td>    <b>3.3</b> Impact of Social Media</td> <td></td> </tr> <tr> <td><b>4. Virtual Sociology - Analysis</b></td> <td style="text-align: center;"><b>10</b></td> </tr> <tr> <td>    <b>4.1</b> “Doing Sociology” - Online platform and academic Twitter</td> <td></td> </tr> <tr> <td>    <b>4.2</b> The Sociology classroom on YouTube</td> <td></td> </tr> <tr> <td>    <b>4.3</b> Sociology podcasts, blogs, stories and posts</td> <td></td> </tr> </tbody> </table>				Course Content	No. of Lectures	<b>1. Introduction</b>	<b>10</b>	<b>1.1</b> History and Evolution of Media		<b>1.2</b> Types and Component of Mass Media		<b>1.3</b> Concept of Media Ideology and Media Hegemony		<b>2. Theoretical Approach</b>	<b>10</b>	<b>2.1</b> Neo- Marxist		<b>2.2</b> Feminist		<b>2.3</b> Interactionist		<b>3. Media: Control and Challenges</b>	<b>10</b>	<b>3.1</b> Censorship		<b>3.2</b> Violence in Media: Trolling and Hate Speech		<b>3.3</b> Impact of Social Media		<b>4. Virtual Sociology - Analysis</b>	<b>10</b>	<b>4.1</b> “Doing Sociology” - Online platform and academic Twitter		<b>4.2</b> The Sociology classroom on YouTube		<b>4.3</b> Sociology podcasts, blogs, stories and posts	
Course Content	No. of Lectures																																				
<b>1. Introduction</b>	<b>10</b>																																				
<b>1.1</b> History and Evolution of Media																																					
<b>1.2</b> Types and Component of Mass Media																																					
<b>1.3</b> Concept of Media Ideology and Media Hegemony																																					
<b>2. Theoretical Approach</b>	<b>10</b>																																				
<b>2.1</b> Neo- Marxist																																					
<b>2.2</b> Feminist																																					
<b>2.3</b> Interactionist																																					
<b>3. Media: Control and Challenges</b>	<b>10</b>																																				
<b>3.1</b> Censorship																																					
<b>3.2</b> Violence in Media: Trolling and Hate Speech																																					
<b>3.3</b> Impact of Social Media																																					
<b>4. Virtual Sociology - Analysis</b>	<b>10</b>																																				
<b>4.1</b> “Doing Sociology” - Online platform and academic Twitter																																					
<b>4.2</b> The Sociology classroom on YouTube																																					
<b>4.3</b> Sociology podcasts, blogs, stories and posts																																					

	Total Lectures	hours
<b>Further Readings:</b>		
<ul style="list-style-type: none"> <li>• Croteau, D., Hoynes, W., &amp; Childress, C. (2021). <i>Media/Society: Technology, Industries, Content, and Users</i>. SAGE Publications.</li> <li>• Cuff, E., Sharrock, W., &amp; Francis, D. (2005). <i>Perspectives in Sociology: Classical and Contemporary</i>. Routledge.</li> <li>• Hodkinson, P. (2010). <i>Media, Culture and Society: An Introduction</i>. <a href="https://ci.nii.ac.jp/ncid/BB041214">https://ci.nii.ac.jp/ncid/BB041214</a></li> <li>• Lindgren, S. (2021). <i>Digital Media and Society</i>. SAGE.</li> <li>• Lindner, A. M., &amp; Barnard, S. R. (2020). <i>All media are social: Sociological Perspectives on Mass Media</i>. Routledge.</li> <li>• Rohlinger, D. A., &amp; Sobieraj, S. (2022). <i>The Oxford Handbook of Digital Media Sociology</i>. Oxford University.</li> <li>• Sawant, P. B. (1998). <i>Mass Media in Contemporary society</i>.</li> <li>• Waisbord, S. (2014). <i>Media Sociology: A Reappraisal</i>. John Wiley &amp; Sons.</li> </ul>		
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, other Websites]</b>		

#### CO–PO–PSO Mapping (High/Medium/Low)

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	M	H	H	H	H	H	M	H	M	L	M	H	M	H
CO2	H	M	H	H	H	H	H	M	H	M	M	M	H	L	H
CO3	H	M	H	H	M	H	H	H	H	M	L	M	H	M	H
CO4	H	M	H	H	M	H	M	H	H	M	M	H	H	M	H

<b>Course code</b>	<b>SOCO405X0</b>	<b>SOCIOLOGY OF MARGINALIZED GROUPS AND COMMUNITIES</b>	<b>Credit 4 Full Marks 50</b>
<b>Core/Elective/Other:</b>		<b>CORE</b>	<b>Compulsory</b>
<b>Course Objectives:</b>			
The main objectives of this course are: <ul style="list-style-type: none"> <li>To understand the processes of marginalization, exclusion, and resistance in Indian society by introducing structural, Marxist, subaltern, and decolonial perspectives to understand caste, class, tribe, gender, age, disability, and sexuality.</li> <li>To explore affirmative action, constitutional provisions, and rights-based struggles. It examines emerging issues such as displacement, mental health, and Dalit feminism.</li> <li>To encourage students to critically evaluate historical and contemporary debates on marginality, representation, and empowerment.</li> </ul>			
<b>Course Outcomes (COs):</b>			
Upon successful completion of this course, students will be able to: <p><b>CO1:</b> Understand theoretical perspectives on marginalization and exclusion.</p> <p><b>CO2:</b> Analyse discrimination and deprivation among marginalized groups.</p> <p><b>CO3:</b> Evaluate affirmative action and rights-based policies in India.</p> <p><b>CO4:</b> Critically engage with contemporary debates on caste, gender, sexuality, and displacement.</p>			
<b>Syllabus</b>			
<b>Course Content</b>			<b>No. of Lectures</b>
<b>1. Historical Context of Marginalization</b>			<b>5</b>
1.1 Meaning of Margin, Marginality and Marginalization			
1.2 Marginalization of Caste, Class, Tribe			
<b>2. Theoretical Perspectives on Marginalization</b>			<b>12</b>
2.1 Structural – Functionalist Perspective			
2.2 Marxist - Conflict Perspective			
2.3 Subaltern Studies Perspective			
2.4 De-colonial Perspectives			
<b>3. Marginalized Groups and Communities in India and their discrimination, deprivation and social exclusion</b>			<b>8</b>
3.1 Scheduled Castes and Tribes			
3.2 Gender			
3.3 Aged Population			
3.4 Differently abled			
<b>4. Affirmative actions and Rights</b>			<b>7</b>
4.1 Constitutional Provisions			
4.2 Issues of Representations			
<b>5. Emerging Marginalized Groups and contemporary Issues &amp; Debates</b>			<b>8</b>
5.1 Sexuality (LGBTQIA+) and Marginalization			
5.2 Displaced by development projects			
5.3 Counselling and Mental Health issues for marginalised groups and communities			

5.4 Dalit feminist standpoint			
		Total Lectures	Hours 40
<b>Further Readings:</b>			
<ul style="list-style-type: none"> <li>• Ambedkar, B. R. (1936/2014). <i>Annihilation of caste: The annotated critical edition</i> (S. Anand, Ed.). Navayana. (Original work published 1936)</li> <li>• Ambedkar, B.R. (1946). <i>Who Were the Shudras?</i> Thacker and Co.Ltd., Bombay.</li> <li>• Ambedkar, B.R. (1948). <i>The Untouchables: Who are They and Why They Became Untouchables</i>, Amrit Book.</li> <li>• Baviskar, A. (2005). <i>In the belly of the river: Tribal conflicts over development in the Narmada Valley</i> (2nd ed.). Oxford University Press.</li> <li>• Byrne, D. (2005). <i>Social Exclusion</i>. Rawat.</li> <li>• Chakrabarty, D. (2000). <i>Provincialising Europe: Postcolonial thought and historical difference</i>. Princeton, NJ: Princeton University Press.</li> <li>• Chalam K. S. (2007). <i>Caste-based Reservations and Human Development in India</i>. New Delhi: Sage.</li> <li>• Chatterjee, M. S. &amp; Sharma, U. (2003). <i>Contextualizing Caste: Post- Du-montian Approaches</i>. New Delhi: Rawat.</li> <li>• Dasgupta, A. (Ed.). (2012). <i>On the Margins: Tribes, Castes and Other Social categories</i>, Studies in Indian Sociology. New Delhi: Sage.</li> <li>• Dumont, L. (1970). <i>Homo hierarchicus: The caste system and its implications</i> (M. Sainsbury, Trans.). Chicago: University of Chicago Press.</li> <li>• Durkheim, É. (1893/1997). <i>The division of labour in society</i> (W. D. Halls, Trans.). New York: Free Press. (Original work published 1893)</li> <li>• Elwin, V. (1963). <i>A new deal for tribal India</i>. Ministry of Home Affairs, Government of India.</li> <li>• Fanon, F. (1963). <i>The wretched of the earth</i> (C. Farrington, Trans.). New York: Grove Press.</li> <li>• Gaikwad. S.L. (1999). <i>Protective Discrimination Policy and Social Change</i>. New Delhi: Rawat. Geetha V. &amp; Rajadurai, S. V. (1999).</li> <li>• Ghurye, G. S. (1969). <i>Caste, race and occupation in India</i>. Popular Prakashan.</li> <li>• Gramsci, A. (1971). <i>Selections from the prison notebooks</i> (Q. Hoare &amp; G. Nowell Smith, Eds. &amp; Trans.). New York: International Publishers.</li> <li>• Guha, R. (1983). <i>Elementary Aspects of Peasant Insurgency in Colonial India</i>. Delhi: Oxford University Press.</li> <li>• Hardiman, D. (1987). <i>The coming of the Devi: Adivasi assertion in western India</i>. Delhi: Oxford University Press.</li> <li>• Harvey, D. (2005). <i>A brief history of neoliberalism</i>. Oxford: Oxford University Press.</li> <li>• Kamble, M.D. <i>Deprived Caste and Their Struggle for Equality</i> New Delhi, Ashish</li> <li>• Kananakel, Joshi. (1963). <i>Scheduled Caste and The Struggle Against Inequality</i>, New Delhi, Indian Social Institute.</li> <li>• Khan, M. A. (1980). <i>Scheduled Caste and Their Status in India</i>, New Delhi, Uppal Publishing House.</li> <li>• Kotani H. (1991). <i>Caste System, Untouchability and the Depressed</i>. New Delhi: Manohar.</li> <li>• Mahar, J.M. (1998). <i>The Untouchables in Contemporary India</i>. New Delhi: Rawat.</li> <li>• Marx, K. (1867/1990). <i>Capital: A critique of political economy, Vol. I</i> (B. Fowkes, Trans.). London: Penguin Classics. (Original work published 1867)</li> </ul>			

- Nathan, D. & Xaxa, V. (2012). *Social Exclusion and Adverse Inclusion*. New Delhi: Oxford University Press.
- Omvedt, G. (1994). *Dalits and the democratic revolution: Dr. Ambedkar and the Dalit movement in colonial India*. New Delhi: Sage.
- Paisley Currah (ed.): *Transgender Rights*, The University of Minnesota Press.
- Parsons, T. (1951). *The social system*. Glencoe, IL: Free Press.
- Patnaik, N. (1972). *Tribes and Their Development*, Hyderabad, Hyderabad Institute of Community Development.
- Praksh, Nirupama. 1989. *Scheduled Castes and Socio-Economic Changes*. Chugh Publications.
- Ranjeet, G. *Subaltern's Studies 2 Vols*, Oxford, OUP.
- Rege, S. (2013). *Against the madness of Manu: B.R. Ambedkar's writings on brahminical patriarchy*. New Delhi: Navayana.
- Said, E. W. (1978). *Orientalism*. New York: Pantheon Books.
- Shah, G. (Ed.). (2001). *Dalit Identity and Politics*. New Delhi: Sage.
- Sharma, G. (2009). *Social and Political Empowerment of Indian Dalits*. New Delhi: Jnanada Prakashan.
- Sharma, K. L. (2001). *Reconceptualising Caste, Class and Tribe*. New Delhi: Rawat.
- Spivak, G. C. (1988). Can the subaltern speak? In C. Nelson & L. Grossberg (Eds.), *Marxism and the interpretation of culture* (pp. 271–313). Urbana: University of Illinois Press.
- Srinivas, M. N. (1962). *Caste in modern India and other essays*. Bombay: Asia Publishing House.
- Thorat, S. & Umakant (Eds.), (2004). *Caste, race and Discrimination*. Jaipur & New Delhi: Rawat.
- Xaxa, V. (2008). *State Society and Tribes*. Pearson Longman.

**Related Online Contents [MOOC, SWAYAM, NPTEL, other Websites]**

#### CO–PO–PSO Mapping (High/Medium/Low)

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	M	M	H	L	H	M	L	H	M	M	M	H	M	M
CO2	H	M	M	H	M	H	M	M	H	M	M	M	H	M	M
CO3	H	M	M	H	H	M	M	H	H	M	L	M	H	M	L
CO4	H	H	H	H	M	M	H	M	H	M	M	M	H	M	H

<b>Course code</b>	<b>SOCO406VC</b>	<b>INDIAN KNOWLEDGE SYSTEM (IKS)</b>	<b>Credit 2(1-1-0) Full Marks 25</b>
<b>Core/Elective/Other:</b>			<b>Compulsory</b>
<b>Course Objectives:</b>			
The main objectives of this course are: <ul style="list-style-type: none"> <li>To introduce students to the foundational concepts, principles, and philosophical underpinnings of the Indian Knowledge System (IKS) and its historical development.</li> <li>To explore the contributions of IKS in various scientific domains, including mathematics, astronomy, medicine, and environmental sciences.</li> <li>To develop the ability to critically analyze and integrate traditional Indian knowledge with modern scientific approaches for interdisciplinary applications.</li> </ul>			
<b>Course Outcomes (COs):</b>			
Upon successful completion of this course, students will be able to: <p><b>CO1:</b> Understand the foundational concepts, philosophical principles, and historical evolution of the Indian Knowledge System.</p> <p><b>CO2:</b> Analyze the contributions of IKS to various scientific domains such as mathematics, astronomy, medicine, and environmental studies.</p> <p><b>CO3:</b> Apply knowledge of IKS in combination with modern scientific approaches to foster interdisciplinary problem-solving and innovation.</p>			
<b>Syllabus</b>			
<b>Course Content</b>			
<b>1. Foundations of Indian Knowledge System</b>			<b>5</b>
1.1	Definition and Scope of IKS		
1.2	Meaning, sources, and branches of Indian Knowledge Systems (Vedas, Upanishads, Puranas, etc.)		
1.3	Difference between Western and Indian epistemological approaches		
<b>2. Science and Technology</b>			<b>10</b>
2.1	<b>Mathematics &amp; Astronomy:</b> Contributions of Aryabhata, Brahmagupta, Bhaskara II (e.g., concept of zero, decimal system, planetary motion - <i>brief overview of impact</i> ).		
2.2	<b>Medicine (Ayurveda):</b> Basic principles, holistic approach to health.		
<b>3. IKS in Contemporary Context &amp; Sociological Relevance</b>			<b>10</b>
3.1	<b>Continuity and Change:</b> How have IKS traditions adapted or transformed in modern India? (e.g., Yoga and Ayurveda in global context).		
3.2	<b>Challenges to IKS:</b> Colonial impact, globalization, marginalization of traditional knowledge.		
3.3	<b>Revival and Relevance:</b> Efforts to revive IKS; their contemporary relevance in areas like sustainable living, holistic health, and ethical governance.		

3.4 <b>IKS and Social Harmony:</b> Discussing the potential of IKS principles (e.g., <i>Vasudhaiva Kutumbakam</i> - "the world is one family") for fostering social cohesion, peace, and intercultural understanding.		
		Total Lectures   Hours 25
<p><b>Further Readings:</b></p> <ul style="list-style-type: none"> <li>• Bag, A.K (1979) <i>Mathematics in Ancient and Medieval India</i>, Chaukhamba Orientalia, New Delhi.</li> <li>• Chattopadhyay, D. (1978). <i>Studies in the History of Indian Philosophy</i>. K.P. Bagchi and Company.</li> <li>• Dasgupta, S. (1975). <i>A History of Indian Philosophy</i>. India: Motilal Banarsidass.</li> <li>• Different Types of History: Project of History of Science, Philosophy and Culture in Indian Civilization, Volume XIV Part 4. (n.d.). India: Pearson Education India.</li> <li>• Feuerstein, G., Kak, S., Frawley, D. (1999). <i>In Search of the Cradle of Civilization: New Light on Ancient India</i>. India: Motilal Banarsidass.</li> <li>• <i>History of Science, Philosophy and Culture in Indian Civilization: pt. 1. Science, technology, imperialism and war.</i> (1999). India: Oxford University Press.</li> <li>• <i>Indian Knowledge Systems.</i> (2005). India: Indian Institute of Advanced Study.</li> <li>• Jaiswal, O. P. (2005). Sectional President’s Address: Science and Society in Ancient India Some Reflections. <i>Proceedings of the Indian History Congress, 66</i>, 43–62. <a href="http://www.jstor.org/stable/44145822">http://www.jstor.org/stable/44145822</a></li> <li>• Mahadevan, B. Bhat Vinayak Rajat, Nagendra Pavana R.N. (2022), “Introduction to Indian Knowledge System; Concepts and Applications”, PHI Learning Private Ltd. Delhi.</li> <li>• Mookerji, R. (1989). <i>Ancient Indian Education: Brahmanical and Buddhist</i>. India: Motilal Banarsidass.</li> <li>• Radhakrishnan, S. (2008). <i>Indian Philosophy</i>. India: Oxford University Press.</li> </ul>		
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, other Websites]</b>		

**CO–PO–PSO Mapping (High/Medium/Low)**

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	M	H	M	L	M	M	L	M	M	L	M	M	M	H
CO2	M	M	H	M	L	L	M	M	L	M	L	M	L	M	M
CO3	H	H	H	M	M	M	M	H	M	H	M	M	M	H	M

<b>Course code</b>	<b>SOCO407NC</b>	<b>VIDYASAGAR: LIFE AND PHILOSOPHY</b>	<b>Non-Credit Full Marks 25</b>
<b>Core/Elective/Other:</b>	Others		<b>Compulsory</b>
<b>Course Objectives:</b>			
The main objectives of this course are: <ul style="list-style-type: none"> <li>To introduce students to the life, education, and socio-cultural context of Ishwar Chandra Vidyasagar.</li> <li>To study Vidyasagar's contributions to education, social reform, literature, and women's empowerment.</li> <li>To analyze Vidyasagar's philosophical principles of rationalism, humanitarianism, and social justice, and their relevance to contemporary society.</li> </ul>			
<b>Course Outcomes (COs):</b>			
Upon successful completion of this course, students will be able to: <p><b>CO1:</b> Understand the life, education, and historical context of Ishwar Chandra Vidyasagar.</p> <p><b>CO2:</b> Analyze Vidyasagar's contributions to education, social reform, literature, and women's empowerment.</p> <p><b>CO3:</b> Apply Vidyasagar's philosophical principles of rationalism, humanitarianism, and social justice to contemporary societal and educational issues.</p>			
<b>A) Early Life and Education:</b>			3
<ol style="list-style-type: none"> <li>1. Birth and Lineage</li> <li>2. A Journey from Iswar Chandra Bondopadhaya to Iswar Chandra Vidyasagar</li> </ol>			
<b>B) Vidyasagar and Indian Education</b>			4
<ol style="list-style-type: none"> <li>1. The then Indian education system</li> <li>2. Vidyasagarian plan for reformation of Indian education- Vidyasagar as teacher, Vidyasagar as writer, planner and reformer of Indian education.</li> </ol>			
<b>C) Vidyasagar and Women's Emancipation</b>			4
<ol style="list-style-type: none"> <li>1. Introduction of widow remarriage</li> <li>2. Struggle to stop child marriage</li> </ol>			
<b>D) Philanthropist Vidyasagar</b>			2
<ol style="list-style-type: none"> <li>1. Vidyasagar's philanthropy as narrated by others</li> </ol>			
<b>E) Vidyasagar: Traditions and Modernity</b>			4
<ol style="list-style-type: none"> <li>1. Tradition</li> <li>2. Modernity</li> <li>3. Vidyasagara as a Traditional Modernizer</li> </ol>			
<b>F) Relevance of Vidyasagarian thoughts and values</b>			3
<ol style="list-style-type: none"> <li>1. Vidyasagar and the then Society of Bengal</li> <li>2. Lesson for future generations</li> </ol>			

	Total Lectures   20 hours
<b>Further Readings:</b> Online course. Available on the University website.	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, other Websites]</b>	

## DETAILS OF THE COURSES

### SEMESTER- II

<b>Course code</b>	<b>SOCC451X0</b>	<b>SOCIOLOGY OF FAMILY AND INTIMACY</b>	<b>Credit 4 Full Marks 50</b>
<b>Core/Elective/Other:</b>		Core	<b>Compulsory</b>
<b>Course Objectives:</b>			
<p>The main objectives of this course are:</p> <ul style="list-style-type: none"> <li>• To explore the social construction of family and changing patterns of intimacy by examining the classical and critical perspectives on kinship, household structures, and transformations such as single-parent, same-sex, and reconstituted families.</li> <li>• To highlight the role of media in shaping intimacy, alongside issues of power, inequality, and violence in intimate relationships.</li> <li>• It also introduces protection mechanisms, rights, and legal frameworks addressing domestic and intimate violence.</li> </ul>			
<b>Course Outcomes (COs):</b>			
<p>Upon successful completion of this course, students will be able to:</p> <p><b>CO1:</b> Understand classical and critical approaches to family and kinship.  <b>CO2:</b> Analyse transformations in family structures and intimacy.  <b>CO3:</b> Evaluate the influence of media on family and intimate relationships.  <b>CO4:</b> Critically assess rights, protections, and responses to family-based violence.</p>			
<b>Syllabus</b>			
<b>Course Contents</b>			
<b>1. What is Family</b>			<b>10</b>
1.1 Meaning, characteristics, Functions			
1.2 Social construction of family and changes in household and family patterns			
1.3 Critical Approach to Family			
<b>2. Reimagining Families</b>			<b>8</b>
2.1 Single Parent Family			
2.2 Same Sex Family			
2.3 Reconstituted Family			
2.4 Role of Father in Child Care			
<b>3. Intimacy</b>			<b>10</b>
3.1 Definition and Meaning			
3.2 Partnership, Solidarity and Transformation of Family Structure			
3.3 Effects of Mass Media and Social Media on Intimacy			
3.4 Critical Approach to Intimacy			
<b>4. Inequality, Oppression and Violence in Family and Intimate Relationships</b>			<b>12</b>
4.1 Power, Inequality and Oppression in Families			

4.2	Causes, Patterns and Consequences of violence		
4.3	Rights and Protection Mechanisms		
		Total Lectures	Hours 40
<b>Further Readings:</b>			
<ul style="list-style-type: none"> <li>• Bhowmik, A. (2016). <i>Samajtotter Pratyay o Dharanasutra</i> (Vol. 2) [Bengali]. Rita Publication.</li> <li>• Bhushan, V. (2012). <i>Fundamentals of Sociology</i>. India: Pearson Education India.</li> <li>• Chambers, D., &amp; Gracia, P. (2021). <i>A sociology of family life: Change and Diversity in Intimate Relations</i>. John Wiley &amp; Sons.</li> <li>• Chowdhury, A. (2020). <i>Bharater Samaj Prasange</i>. (Bengali). Chatterjee Publishers.</li> <li>• De, S. P. (2011). <i>Samajtotter Itibritto</i>. (Bengali). Pearson</li> <li>• Dube, L. (2001). <i>Anthropological explorations in gender: Intersecting Fields</i>. SAGE Publications Pvt. Limited.</li> <li>• Firth, H., &amp; Firth, F. (2006). <i>Families and their Relatives</i>. Routledge.</li> <li>• Fox, R. (1967). <i>Kinship and Marriage: An Anthropological Perspective</i>. Kiribati: Penguin.</li> <li>• Ganguly, R and Moinuddin, S.H.S. (2016). <i>Samakalin Bharatiyo Samaj</i>. (Bengali). PHILearning Private Limited, Delhi</li> <li>• Karve, I. K. (1965). <i>Kinship organization in India</i>.</li> <li>• Levi-Strauss, C. (1971). <i>The elementary structures of kinship</i>. Beacon Press.</li> <li>• McCarthy, J. R., &amp; Edwards, R. (2010). <i>Key concepts in family Studies</i>. SAGE.</li> <li>• Mason, M. A., Skolnick, A. &amp; Sugarman, S. (Eds.). (2003). <i>All our Families – New Policies for a New Century</i>. New York: Oxford University Press</li> <li>• Mathew, J. (2010). <i>Marriage and Modern Family</i>. New Delhi: Authors Press.</li> <li>• Misra, K. Lowry, J.H. (Eds.). (2007). <i>Recent Studies on Indian Women</i>. Jaipur: Rawat</li> <li>• Radcliffe-Brown, A. R., &amp; Forde, D. (2015). <i>African systems of kinship and marriage</i>. Routledge.</li> <li>• Treas, J., Scott, J., &amp; Richards, M. (2017). <i>The Wiley Blackwell companion to the Sociology of Families</i>. John Wiley &amp; Sons.</li> <li>• Uberoi, P. (1993). <i>Family, kinship and marriage in India</i>. Oxford University Press, USA.</li> </ul>			
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, other Websites]</b>			

#### CO–PO–PSO Mapping (High/Medium/Low)

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	M	H	M	L	H	M	L	M	L	M	M	H	M	H
CO2	H	M	M	M	L	H	L	M	M	L	M	M	H	M	H
CO3	H	M	M	M	L	H	L	M	H	L	L	M	H	M	H
CO4	H	M	L	M	H	M	L	M	H	L	L	M	H	M	M

<b>Course code</b>	<b>SOCE452A0</b>	<b>SOCIOLOGY OF DEVELOPMENT</b>	<b>Credit 4 Full Marks 50</b>
<b>Core/Elective/Other:</b>		Elective	
<b>Course Objectives:</b>			
The main objectives of this course are: <ul style="list-style-type: none"> <li>To examine key concepts, theories, and debates in development studies. It engages with dependency theory, Sen's "Development as Freedom," and post-development perspectives.</li> <li>Students explore issues of sustainability, poverty, health, gender, and uneven development. Thinkers such as Frank, Amin, Myrdal, Escobar, Illich, and Harvey are discussed in relation to critical and alternative models of development.</li> <li>To emphasize on Indian contexts, development projects, and challenges of inequality.</li> </ul>			
<b>Course Outcomes (COs):</b>			
Upon successful completion of this course, students will be able to: <p><b>CO1:</b> Explain key theories of development, dependency, and post-development.</p> <p><b>CO2:</b> Analyse developmental issues of poverty, gender, and social inequality.</p> <p><b>CO3:</b> Critically evaluate uneven development and neoliberal transformations.</p> <p><b>CO4:</b> Apply alternative and sustainable models of development in practice.</p>			
<b>Syllabus</b>			
<b>Course Content</b>			<b>No. of Lectures</b>
<b>1. Introduction</b>			<b>5</b>
1.1 Concepts and Definitions			
1.2 Dimensions of Development			
<b>2. Theorizing Development</b>			<b>15</b>
2.1 Dependency Theory: Raul Prebisch, Fernando Cardoso, Andre Gunder Frank			
2.2 Development as Freedom: Amartya Sen			
<b>3. Issues in Developmental Praxis</b>			<b>8</b>
3.1 Sustainable Development (Poverty, Health, Education, Gender)			
3.2 Gender and Development			
3.3 Social Development in India (Food Security, Protecting Minorities)			
<b>4. Critical Perspectives</b>			<b>12</b>
4.1 Uneven development and Maldevelopment: Samir Amin, Gunnar Myrdal, David Harvey, Neil Smith			
4.2 Alternative development: Endogenous Development, Sustainable Development			
4.3 De-growth and Limits to growth			
4.4 Post Development: Arturo Escobar, Majid Rahnema, Ivan Illich			

		Total Lectures	Hours 40
<b>Further Readings:</b>			
<ul style="list-style-type: none"> <li>• Amin, Samir. (2013). <i>The Implosion of Contemporary Capitalism</i>. Monthly Review Press.</li> <li>• Bhowmik, A. (2016). <i>Samajtotter Pratyay o Dharanasutra</i> (Vol. 1) [Bengali]. Rita Publication.</li> <li>• Chandra, R. (2004). <i>Social Development in India</i>. Isha Books.</li> <li>• Dasgupta, S. (2011) <i>Orthonoitik Samajtotto</i>. (Bengali). Pearson.</li> <li>• Desai, V., &amp; Potter, R. (2014). <i>The companion to development studies</i>. Routledge.</li> <li>• Escobar, A. (2011). <i>Encountering Development: The Making and Unmaking of the Third World</i>. Princeton, New Jersey: Princeton University Press.</li> <li>• Escobar, Arturo. (2000). <i>Beyond the Search for a Paradigm? Post Development and Beyond Development</i>, 43: 11-14.</li> <li>• Frank, A. G. (1996). <i>The Underdevelopment of Development: Essays in Honor of Andre Gunder Frank</i>. SAGE Publications.</li> <li>• Harvey, David. (2007). <i>A Brief History of Neoliberalism</i>. USA: Oxford University Press.</li> <li>• Harvey, David. (2014). <i>Seventeen Contradictions and the End of Capitalism</i>. Oxford University Press.</li> <li>• Illich, I. (1971). <i>Deschooling Society</i>. New York: Harper and Row.</li> <li>• Illich, I. (1974). <i>Tools for Conviviality</i>. Harper and Row.</li> <li>• McMichael, P., &amp; Weber, H. (2020). <i>Development and social change: A Global Perspective</i>. SAGE Publications.</li> <li>• Myrdal, Gunnar. (1968). <i>Asian Drama: An Inquiry into the Poverty of Nations</i>. The Penguin Press.</li> <li>• Rahnama, Majid and Bawtree, Victoria (Eds). (1997). <i>The Post-Development Reader</i>. Zed Books.</li> <li>• Schrank, A. (2023). <i>The Economic Sociology of Development</i>. Polity Press.</li> <li>• Semali, L. M. (2021). <i>Sociological Perspectives on Sustainable Development and Poverty Reduction in Rural Populations</i>. IGI Global.</li> <li>• Sen, A. (1999). <i>Development as freedom</i>. Knopf Doubleday Publishing Group.</li> <li>• Shah, A. M., Baviskar, B. S., &amp; Patel, T. (2010). <i>Understanding Indian society : past and present : essays for A.M. Shah</i>. Orient Blackswan..</li> <li>• Smith, Neil. (2010). <i>Uneven Development: Nature, Capital, and the Production of Space</i>. University of Georgia Press.</li> <li>• Wallerstein, I. M. (2004). <i>World-systems Analysis: An Introduction</i>. Duke University Press.</li> <li>• Webster, A. (1990). <i>Introduction to the Sociology of Development</i>. Bloomsbury Publishing.</li> </ul>			
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, other Websites]</b>			

**CO–PO–PSO Mapping (High/Medium/Low)**

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	M	H	M	H	H	H	M	M	M	M	H	M	M	L
CO2	H	M	M	H	M	H	M	M	H	M	M	H	H	M	M
CO3	H	M	H	H	H	H	H	M	H	M	M	H	H	M	M
CO4	M	M	H	H	H	H	H	H	H	M	M	H	H	M	M

<b>Course code</b>	<b>SOCE452B0</b>	<b>POPULATION AND SOCIETY</b>	<b>Credit 4 Full Marks 50</b>
<b>Core/Elective/Other:</b>		Elective	
<b>Course Objectives:</b>			
The main objectives of this course are: <ul style="list-style-type: none"> <li>To introduce students to population studies and its intersection with sociology by exploring the fertility, mortality, morbidity, migration, demographic transition, and ageing.</li> <li>To understand population structures, census data, demographic dividend, and population policies in India. Special attention is given to gendered dimensions of population and the implications of migration.</li> <li>To critically engage students with population as both a resource and a constraint for development.</li> </ul>			
<b>Course Outcomes (COs):</b>			
Upon successful completion of this course, students will be able to: <p><b>CO1:</b> Understand key concepts in demography and their sociological significance.</p> <p><b>CO2:</b> Analyze population size, growth, ageing, and structures in India.</p> <p><b>CO3:</b> Evaluate gendered dimensions of population and migration.</p> <p><b>CO4:</b> Critically assess population policies and their developmental implications.</p>			
<b>Syllabus</b>			
<b>Course Content</b>			<b>No. of Lectures</b>
<b>1. Introducing Population Studies</b>			<b>12</b>
1.1	Sociology and Demography		
1.2	Basic Concepts: Fertility, Mortality, Morbidity, Migration, Reproduction		
1.3	Approaches (Malthusian, Demographic Transition, Neo Classical)		
<b>2. Population, Social Structure and Processes</b>			<b>10</b>
2.1	Age and Sex Structure		
2.2	Population Size and Growth in India		
2.3	Demographic Dividend		
2.4	Census and identity		
2.5	Population Ageing: Social Implication		
<b>3. Population, Gender and Migration</b>			<b>8</b>
3.1	Population and Gender		
3.2	Migration: Meaning, Definition, Causes and Types		
<b>4. Population Dynamics and Development</b>			<b>10</b>
4.1	Population as Constraints and Resources for Development		
4.2	Population Programmes and Policies in India: National Population Policy 2000		

		Total Lectures	Hours 40
<b>Further Readings:</b>			
<ul style="list-style-type: none"> <li>• Bloom, D., Canning, D., &amp; Sevilla, J. (2003). The demographic dividend: A New Perspective on the Economic Consequences of Population Change. Rand Corporation.</li> <li>• Caldwell, J. C. (2007b). <i>Demographic Transition Theory</i>. Springer Science &amp; Business Media.</li> <li>• Caldwell, J. C. (2010). <i>Demographic Transition Theory</i>. Springer.</li> <li>• Chatterjee, N., Riley, N.E. (2018). Women, Biopower and the Making of Demographic Knowledge: India's Demographic and Health Survey. In: Riley, N., Brunson, J. (eds) <i>International Handbook on Gender and Demographic Processes</i>. International Handbooks of Population, vol 8. Springer, Dordrecht. <a href="https://doi.org/10.1007/978-94-024-1290-1_3">https://doi.org/10.1007/978-94-024-1290-1_3</a></li> <li>• Cohen, R. (1996). <i>Theories of migration</i>. Edward Elgar Publishing.</li> <li>• Drysdale, C. R. (1878). <i>The population question according to T.R. Malthus and J.S. Mill</i>. W. Bell.</li> <li>• Füredi, F. (1997). <i>Population and development: A Critical Introduction</i>. Palgrave Macmillan.</li> <li>• Jeffery, R., &amp; Jeffery, P. (1997). <i>Population, gender and politics: Demographic Change in Rural North India</i>. Cambridge University Press.</li> <li>• Koser, K. (2016). <i>International migration: A Very Short Introduction</i>. Oxford University Press.</li> <li>• Ortega, A.A.C. (2023). Toward critical demography 2.0. <i>Human Geography</i>, 16 (3). <a href="https://doi.org/10.1177/19427786231176787">https://doi.org/10.1177/19427786231176787</a></li> <li>• Poston, D. L., &amp; Micklin, M. (2006). <i>Handbook of Population</i>. Springer Science &amp; Business Media.</li> <li>• Poston, D. L., Jr, &amp; Bouvier, L. F. (2010). <i>Population and society: An Introduction to Demography</i>. Cambridge University Press.</li> <li>• Premi, M. K. (2006). <i>Population of India in the new millennium: Census 2001</i>.</li> <li>• Preston, S., Heuveline, P., &amp; Guillot, M. (2000). <i>Demography: Measuring and Modeling Population Processes</i>. Wiley-Blackwell.</li> <li>• Rawat, D. S. (2012). <i>Fundamentals of Demography: Concepts and Theories</i>.</li> <li>• Riley, N. E., &amp; Brunson, J. (2018). <i>International Handbook on Gender and Demographic Processes</i>. Springer.</li> <li>• Weeks, J. R. (2020). <i>Population: An Introduction to Concepts and issues</i>. Cengage Learning.</li> <li>• Winch, D. (2013). <i>Malthus: A very short introduction</i>. OUP Oxford.</li> </ul>			
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, other Websites]</b>			

**CO–PO–PSO Mapping (High/Medium/Low)**

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	M	H	M	M	H	M	L	M	M	M	H	M	M	L
CO2	H	H	M	H	M	H	H	M	M	M	M	H	M	H	L
CO3	H	M	M	H	M	H	H	M	H	M	M	H	H	M	M
CO4	H	M	M	H	H	H	H	H	M	M	M	H	H	M	L

<b>Course code</b>	<b>SOCE453A0</b>	<b>SOCIOLOGY OF LAW</b>	<b>Credit 4 Full Marks 50</b>
<b>Core/Elective/Other:</b>		Elective	
<b>Course Objectives:</b>			
The main objectives of this course are: <ul style="list-style-type: none"> <li>To explore law as a social institution, focusing on customs, norms, justice, and rights.</li> <li>To introduce classical approaches from Durkheim and Weber, alongside Foucault's analysis of discipline and punishment.</li> <li>To examine legal consciousness, rights for women and children, and issues of law and inequality in India, along with contemporary themes such as feminist perspectives on law and digitization of the judiciary are discussed.</li> </ul>			
<b>Course Outcomes (COs):</b>			
Upon successful completion of this course, students will be able to: <p><b>CO1:</b> Explain the nature, scope, and theoretical approaches to law in society.</p> <p><b>CO2:</b> Analyse the relationship between law, justice, and inequality.</p> <p><b>CO3:</b> Evaluate legal rights, consciousness, and reforms in India.</p> <p><b>CO4:</b> Critically engage with contemporary debates in law and digitization.</p>			
<b>Syllabus</b>			
<b>Course Content</b>			<b>No. of Lectures</b>
<b>1. Introduction</b>			<b>8</b>
1.1	Definition, Nature and Scope		
1.2	Basic Concepts: Customs, Norms, Mores, Folkways		
1.3	Types of Law		
<b>2. Culture of Law</b>			<b>8</b>
2.1	Law of Social Norms		
2.2	Anthropology of Justice		
<b>3. Theoretical Approaches</b>			<b>8</b>
3.1	Durkheim - Types of Law in Relation to Social Solidarity		
3.2	Weber - Law and Morality in Modern Society		
3.3	Foucault – Discipline & Punish		
<b>4. Law &amp; Inequalities in India</b>			<b>8</b>
4.1	Legal Consciousness		
4.2	Legal Rights for Women		
4.3	Legal Rights for Children		
4.4	Law and Social Classes		
4.5	Law and Sexuality		
<b>5. Contemporary Themes and Issues</b>			<b>8</b>

5.1 Positivist account of rule of law, Rule of law in Democratic society		
5.2 Feminist Perspective on law		
5.3 Digitization of judiciary: Online streaming of proceedings		
	Total Lectures	Hours 40
<b>Further Readings:</b>		
<ul style="list-style-type: none"> <li>• Cotterrel, R. (2006). Law, Culture and Society. Ashgate Publishing Limited.</li> <li>• Deva, I. (2005). <i>Sociology of Law</i>, OUP India</li> <li>• Durkheim, E. (2023). The Division of Labour in Society. In <i>Routledge eBooks</i></li> <li>• Foucault, M. (2019). Discipline and Punish: The Birth of the Prison. United Kingdom: Penguin Books Limited.</li> <li>• Galanter, M (1992). Competing Equalities: Law and the Backward Classes in India, University of California Press.</li> <li>• Hardy, S., Rundle, O., Riggs, D. W. (2016). Sex, Gender, Sexuality and the Law: Social and Legal Issues Faced by Individuals, Couples and Families. North Macedonia: Lawbook Company.</li> <li>• Rosen, L. (1989). The Anthropology of Justice. New York: Cambridge University Press</li> <li>• Rudolph, L. I., Rudolph, S. H. (1967). The Modernity of Tradition: Political Development in India. United Kingdom: University of Chicago Press.</li> <li>• Smith, P. D., Smith, P., Natalier, K. (2004). Understanding Criminal Justice: Sociological Perspectives. United Kingdom: SAGE Publications.</li> <li>• Solanki, G. (2011). Adjudication in Religious Family Laws: Cultural Accommodation, Legal Pluralism, and Gender Equality in India. United States: Cambridge University Press.</li> <li>• Tönnies, F. (2014). Custom: An Essay on Social Codes. United Kingdom: Transaction Publishers.</li> <li>• Weber, M. (1954). Max Weber on Law in Economy and Society. United Kingdom: Harvard University Press.</li> </ul>		
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, other Websites]</b>		

#### CO–PO–PSO Mapping (High/Medium/Low)

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	M	H	M	M	H	M	L	M	M	M	M	H	M	L
CO2	H	M	M	H	M	H	M	M	H	M	M	M	H	M	M
CO3	H	M	M	H	H	H	M	M	H	M	M	M	H	M	M
Co4	H	M	H	M	H	H	H	M	H	M	M	M	H	M	H

<b>Course code</b>	<b>SOCE453B0</b>	<b>SOCIOLOGY OF ORGANIZATION</b>	<b>Credit 4 Full Marks 50</b>
<b>Core/Elective/Other:</b>		Elective	
<b>Course Objectives:</b>			
The main objectives of this course are: <ul style="list-style-type: none"> <li>To study the emergence, growth, and social consequences of organizations, along with the rational, interactionist, and structural models of organization, as well as feminist critiques.</li> <li>To understand organizational culture, learning, and change, alongside contemporary concerns such as HR development, work-life balance, and occupational stress.</li> </ul>			
<b>Course Outcomes (COs):</b>			
Upon successful completion of this course, students will be able to: <p><b>CO1:</b> Understand key theories and models of organization.  <b>CO2:</b> Analyze organizational culture, change, and learning.  <b>CO3:</b> Evaluate feminist critiques and social consequences of organizations.  <b>CO4:</b> Apply organizational sociology to contemporary workplace issues.</p>			
<b>Syllabus</b>			
<b>Course Content</b>			<b>No. of Lectures</b>
<b>1. Introduction</b>			<b>7</b>
1.1	Emergence and Growth of Organizations		
1.2	Social Consequences of Organizations		
1.3	Theories of Modern Organization		
1.4	Feminist critique of Organizational theory		
<b>2. Organization as Social Context</b>			<b>8</b>
2.1	Rational, Interactionist, and Structural Models		
2.2	Characteristics, Schools, and Debates		
2.3	The Open System, Contingency Debate		
<b>3. Organizational Culture and Change</b>			<b>10</b>
3.1	Organizational Culture		
3.2	Organizational Change: Understanding and Managing Change		
3.3	Learning Organization: Models of Learning Capabilities; Learning Styles and Disabilities.		
<b>4. Recent Trends</b>			<b>15</b>
4.1	Role of Human Resource Development and Innovation		
4.2	Skill-Based Opportunity Mapping – Employer Demand Perspective Occupational Stress and Coping		

4.3 Issues related to Work-life balance		
	Total Lectures	Hours 40
<p><b>Further Readings:</b></p> <ul style="list-style-type: none"> <li>• Acker, J. (2006). Gender and Organizations. In: Handbook of the Sociology of Gender. Handbooks of Sociology and Social Research. Springer, Boston, MA. <a href="https://doi.org/10.1007/0-387-36218-5_9">https://doi.org/10.1007/0-387-36218-5_9</a></li> <li>• Adler, N.J. (2008). International Dimensions of Organizational Behaviour. Thompson</li> <li>• Belasen, Alan T. (2017). Women in Management: A Framework for Sustainable Work–Life Integration. Routledge.</li> <li>• Cooper Cary L. (2000). Theories of Organization Stress. Oxford.</li> <li>• Eldridge, J. E. T., &amp; Crombie, A. D. (2013). A Sociology of Organisations (RLE: Organizations). Routledge.</li> <li>• Godwyn, M. &amp; Hoffer, G. J. (2011). Sociology of Organizations: Structures and Relationships. SAGE Publications.</li> <li>• Greenberg J. &amp; Baron R.A. (1999). Behaviour in Organizations. Prentice Hall.</li> <li>• Grieses, J. (2010). Organizational Change. UP.</li> <li>• King, R. (2017). The Sociology of School Organization: Contemporary Sociology of the School. Routledge.</li> <li>• Kreitnar &amp; Kinicki. (2001). Organizational Behaviour. (5th ed). McGraw-Hill Learning.</li> <li>• Lune H. (2010). Understanding Organizations. Polity Press.</li> <li>• McShane &amp; Von Glinco. (2001) Organization Behaviour. McGraw-Hill.</li> <li>• Mills &amp; Tancred (ed.). (1992). Gendering Organization Analysis. Sage.</li> <li>• S, Antonino. (2000). Theory &amp; Methods in Organization Studies. Sage Publication.</li> <li>• Scott, W. G., &amp; Mitchell, T. R. (1976). Organization theory: A Structural and Behavioral Analysis. McGraw-Hill/Irwin.</li> <li>• Scott, W. R. (2008). Institutions and organizations: Ideas and Interests. SAGE.</li> <li>• Scott, W. R., &amp; Davis, G. F. (2015). Organizations and organizing: Rational, Natural and Open Systems Perspectives. Routledge.</li> <li>• Stephen, R. (2005). Organizational Behaviour. Prentice Hall.</li> <li>• Varma, M. K. (2000). Nurturing change through your human assets: Optimising Organisational Challenges in the New Millennium. SAGE Publications Pvt. Limited.</li> <li>• Watson, T. (2017). Sociology, work and organisation: Seventh Edition. Taylor &amp; Francis.</li> <li>• Williamson, O. (1999). Organization Theory: From Chester Banard to the Present and</li> <li>• Yeung. A.K., Ulrich, D.O., Nanson, S.W. &amp; Glinow M.A.V. (1999), Organizational Learning Capability, Oxford University Press.</li> <li>• Wilkinson Adrian, Wood Geoffrey, Deeg Richard, (2016) (Ed), The Oxford Handbook of Employment Relations, OUP, UK.</li> <li>• Yates, D. M. (2003). „Naming the System“, Inequality and Work in the Global Economy. Kharagpur: Cornerstone Publications.</li> <li>• Volti, R. (2008). An Introduction to the Sociology of Work and Occupations. New Delhi: Pine Forge Press, an imprint of Sage.</li> </ul>		

<b>Related Online Contents [MOOC, SWAYAM, NPTEL, other Websites]</b>															

**CO–PO–PSO Mapping (High/Medium/Low)**

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	M	H	M	M	H	M	L	M	M	M	H	M	M	L
CO2	H	M	H	H	M	H	M	M	M	M	M	H	M	M	M
CO3	H	M	M	H	M	H	M	M	H	M	M	H	H	M	M
CO4	H	M	H	H	H	H	H	H	H	H	M	H	H	M	M

<b>Course code</b>	<b>SOCE454A0</b>	<b>SOCIOLOGY OF CULTURE</b>	<b>Credit 4 Full Marks 50</b>																														
<b>Core/Elective/Other:</b>		Elective																															
<b>Course Objectives:</b>																																	
The main objectives of this course are: <ul style="list-style-type: none"> <li>To introduce the study of culture from sociological perspectives, engaging with ethnocentrism, relativism, multiculturalism, and cultural lag. It examines classical schools of cultural thought, as well as critical approaches by Adorno, Horkheimer, and Stuart Hall.</li> <li>The course highlights Indian contexts of folk and popular culture, gender, and sexuality, while also exploring globalization's impact on cultural homogenization and hybridity.</li> <li>To critically analyze cultural transformations and identities in a globalized world.</li> </ul>																																	
<b>Course Outcomes (COs):</b>																																	
Upon successful completion of this course, students will be able to: <p><b>CO1:</b> Explain key concepts and theories in the sociology of culture.</p> <p><b>CO2:</b> Analyze cultural processes such as diffusion, assimilation, and innovation.</p> <p><b>CO3:</b> Evaluate the role of culture in shaping gender, sexuality, and identity.</p> <p><b>CO4:</b> Critically assess globalization's impact on culture in Indian and global contexts.</p>																																	
<b>Syllabus</b>																																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%; text-align: center;">Course Content</th> <th style="width: 30%; text-align: center;">No. of Lectures</th> </tr> </thead> <tbody> <tr> <td><b>1. Introduction to the study of Culture</b></td> <td style="text-align: center;"><b>8</b></td> </tr> <tr> <td>1.1 Meaning and Basic Concept (Ethnocentrism, Cultural Relativism, Multiculturalism)</td> <td></td> </tr> <tr> <td>1.2 Material and Non-material Culture, High Culture &amp; Low Culture, Cultural lag,</td> <td></td> </tr> <tr> <td>1.3 Subculture and Counterculture</td> <td></td> </tr> <tr> <td>1.4 Dimensions of Culture</td> <td></td> </tr> <tr> <td><b>2. Towards Sociology of Culture</b></td> <td style="text-align: center;"><b>12</b></td> </tr> <tr> <td>2.1 British School of Thought, German School of Thought, and American School of Thought</td> <td></td> </tr> <tr> <td>2.2 Cultural Industry by Theodor Adorno &amp; Max Horkheimer</td> <td></td> </tr> <tr> <td>2.3 Cultural Studies by Stuart Hall</td> <td></td> </tr> <tr> <td><b>3. Culture in the Indian Social Context</b></td> <td style="text-align: center;"><b>10</b></td> </tr> <tr> <td>3.1 Popular culture and folk culture in Indian Context</td> <td></td> </tr> <tr> <td>3.2 Cultural Innovation, Cultural Diffusion, Acculturation, Assimilation, Accommodation</td> <td></td> </tr> <tr> <td>3.3 Cultural Construction of Gender and Sexuality</td> <td></td> </tr> <tr> <td><b>4. Culture and Globalization</b></td> <td style="text-align: center;"><b>10</b></td> </tr> </tbody> </table>				Course Content	No. of Lectures	<b>1. Introduction to the study of Culture</b>	<b>8</b>	1.1 Meaning and Basic Concept (Ethnocentrism, Cultural Relativism, Multiculturalism)		1.2 Material and Non-material Culture, High Culture & Low Culture, Cultural lag,		1.3 Subculture and Counterculture		1.4 Dimensions of Culture		<b>2. Towards Sociology of Culture</b>	<b>12</b>	2.1 British School of Thought, German School of Thought, and American School of Thought		2.2 Cultural Industry by Theodor Adorno & Max Horkheimer		2.3 Cultural Studies by Stuart Hall		<b>3. Culture in the Indian Social Context</b>	<b>10</b>	3.1 Popular culture and folk culture in Indian Context		3.2 Cultural Innovation, Cultural Diffusion, Acculturation, Assimilation, Accommodation		3.3 Cultural Construction of Gender and Sexuality		<b>4. Culture and Globalization</b>	<b>10</b>
Course Content	No. of Lectures																																
<b>1. Introduction to the study of Culture</b>	<b>8</b>																																
1.1 Meaning and Basic Concept (Ethnocentrism, Cultural Relativism, Multiculturalism)																																	
1.2 Material and Non-material Culture, High Culture & Low Culture, Cultural lag,																																	
1.3 Subculture and Counterculture																																	
1.4 Dimensions of Culture																																	
<b>2. Towards Sociology of Culture</b>	<b>12</b>																																
2.1 British School of Thought, German School of Thought, and American School of Thought																																	
2.2 Cultural Industry by Theodor Adorno & Max Horkheimer																																	
2.3 Cultural Studies by Stuart Hall																																	
<b>3. Culture in the Indian Social Context</b>	<b>10</b>																																
3.1 Popular culture and folk culture in Indian Context																																	
3.2 Cultural Innovation, Cultural Diffusion, Acculturation, Assimilation, Accommodation																																	
3.3 Cultural Construction of Gender and Sexuality																																	
<b>4. Culture and Globalization</b>	<b>10</b>																																

4.1	Conceptualization: Global Culture, Cultural Globalization		
4.2	Homogenization and hybridization of Culture in the global age		
4.3	Cultural changes due to globalization		
		Total Lectures	Hours 40
<b>Further Readings:</b>			
<ul style="list-style-type: none"> <li>• Anderson, E. N. (2014). <i>Everyone Eats: Understanding Food and Culture</i>. NYU Press.</li> <li>• Appadurai, A. (1996). <i>Modernity at Large: Cultural Dimensions of Globalization</i>. University of Minnesota Press.</li> <li>• Back, L., Bennett, A., Edles, L. D., Gibson, M., Inglis, D., Jacobs, R., &amp; Woodward, I. (2012). <i>Cultural Sociology: An Introduction</i>. John Wiley &amp; Sons.</li> <li>• Barker, C., &amp; Jane, E. A. (2016). <i>Cultural Studies: Theory and Practice</i>. SAGE.</li> <li>• Berezin, M. (2014). <i>Sociology of Culture</i>. In International Encyclopedia of the Social &amp; Behavioral Sciences (pp. 617–621). SAGE Publications Limited.</li> <li>• Best, D. L., &amp; Williams, J. E. (2001). <i>Gender and Culture</i>. In The Handbook of Culture and Psychology (pp. 195–219). Oxford University Press.</li> <li>• Billington, R., Strawbridge, S., Greensides, L., &amp; Fitzsimons, A. (1991). <i>Culture and Society: Sociology of Culture</i>. Bloomsbury Publishing.</li> <li>• Davis, H. (2004). <i>Understanding Stuart Hall</i>. SAGE.</li> <li>• Derné, S. (2008). <i>Globalization on the ground: New Media and the Transformation of Culture, Class, and Gender in India</i>. SAGE Publications Ltd. <a href="https://www.egyankosh.ac.in/bitstream/123456789/76572/1/Block-1.pdf">https://www.egyankosh.ac.in/bitstream/123456789/76572/1/Block-1.pdf</a></li> <li>• During, S. (1999). <i>The Cultural Studies Reader</i>. Psychology Press.</li> <li>• Geertz, C. (1977). <i>The Interpretation of Cultures</i>. Basic Books.</li> <li>• Grindstaff, L., Hall, J. R., &amp; Lo, M. M. (2010). <i>Handbook of Cultural Sociology</i>. Routledge.</li> <li>• Inglis, D., &amp; Almila, A. (2016). <i>The SAGE Handbook of Cultural Sociology</i>. SAGE.</li> <li>• McGuigan, J. (2014). <i>Raymond Williams on Culture and Society: Essential Writings</i>.</li> <li>• McGuigan, J., &amp; Gray, A. (1996). <i>Studying Culture: An Introductory Reader</i>. Bloomsbury Academic.</li> <li>• Narayan, U. (2013). <i>Dislocating Cultures: Identities, Traditions, and Third World Feminism</i>. Routledge.</li> <li>• Oswell, D. (2006). <i>Culture and Society: An Introduction to Cultural Studies</i>. SAGE.</li> <li>• Ritzer, G. (2010). <i>McDonaldization: The Reader</i>. Pine Forge Press.</li> <li>• Robertson, R. (2000). <i>Globalization: Social Theory And Global Culture</i>. <a href="https://doi.org/10.4135/9781446280447">https://doi.org/10.4135/9781446280447</a></li> <li>• Storey, J. (2015). <i>Cultural Theory and Popular Culture: An Introduction</i>. Routledge.</li> <li>• Strinati, D. (2004). <i>An Introduction to Theories of Popular Culture</i>. Routledge.</li> </ul>			

<b>Related Online Contents [MOOC, SWAYAM, NPTEL, other Websites]</b>			

**CO–PO–PSO Mapping (High/Medium/Low)**

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	M	H	M	M	H	M	L	M	M	M	M	M	M	H
CO2	H	M	H	H	M	H	H	M	M	M	M	M	M	M	H
CO3	H	M	M	H	M	H	M	M	H	M	M	M	H	M	H
CO4	H	M	H	H	M	H	H	M	H	M	M	H	H	M	H

<b>Course code</b>	<b>SOCE454B0</b>	<b>SOCIOLOGY OF MIGRATION</b>	<b>Credit 4 Full Marks 50</b>																								
<b>Core/Elective/Other:</b>		Elective																									
<b>Course Objectives:</b>																											
The main objectives of this course are: <ul style="list-style-type: none"> <li>To familiarize students with the sociological understanding of migration as a global and local process.</li> <li>It explores classical and contemporary theories of migration — from push-pull and neoclassical approaches to transnationalism and diaspora studies.</li> <li>To examine patterns of internal and international migration, gendered migration, and the social, cultural, and economic consequences of mobility.</li> </ul>																											
<b>Course Outcomes (COs):</b>																											
Upon successful completion of this course, students will be able to: <p><b>CO1:</b> It enables students to critically assess how migration reshapes identities, communities, and development in India and the world.</p> <p><b>CO2:</b> Analyze the social and cultural impacts of rural-urban and international migration.</p> <p><b>CO3:</b> Evaluate how migration influences identity, gender roles, and community relations.</p> <p><b>CO4:</b> Critically assess migration's implications for development and social policy.</p>																											
<b>Syllabus</b>																											
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 30%;"></th> </tr> <tr> <th style="text-align: center;">Course Content</th> <th style="text-align: center;">No. of Lectures</th> </tr> </thead> <tbody> <tr> <td><b>1. Introduction</b></td> <td style="text-align: center;"><b>8</b></td> </tr> <tr> <td>1.1 <b>Migration:</b> Meaning, Types (Rural-Urban, Urban-Urban-Urban-Rural, Labour Migration, Circular Migration, Shock Migration), Causes and Factors</td> <td></td> </tr> <tr> <td>1.2 <b>Forced Migration:</b> Meaning, Types: Immigrants, Refugees, Asylum Seekers, Stateless Persons, Internally Displaced Persons</td> <td></td> </tr> <tr> <td>1.3 <b>Identity and Displacement:</b> Roles of (i) Ethnicity (ii) Caste (iii) Class (iv) Gender (v) Religion</td> <td></td> </tr> <tr> <td><b>2. Studying Displacement: Contexts and Methods</b></td> <td style="text-align: center;"><b>8</b></td> </tr> <tr> <td>2.1 <b>Displacement in History:</b> South Asia as the Context</td> <td></td> </tr> <tr> <td>2.2 <b>Case Studies:</b> Partition and Migration; Climatic Migration; Rural-Urban Migration; Development Induced Migration</td> <td></td> </tr> <tr> <td><b>3. National &amp; International Guidelines on Displacement</b></td> <td style="text-align: center;"><b>8</b></td> </tr> <tr> <td>3.1 International laws and Conventions on refugees; Guiding Principles on IDPs – regional efforts like Kampala Convention etc.</td> <td></td> </tr> <tr> <td>3.2 National instruments –</td> <td></td> </tr> </tbody> </table>						Course Content	No. of Lectures	<b>1. Introduction</b>	<b>8</b>	1.1 <b>Migration:</b> Meaning, Types (Rural-Urban, Urban-Urban-Urban-Rural, Labour Migration, Circular Migration, Shock Migration), Causes and Factors		1.2 <b>Forced Migration:</b> Meaning, Types: Immigrants, Refugees, Asylum Seekers, Stateless Persons, Internally Displaced Persons		1.3 <b>Identity and Displacement:</b> Roles of (i) Ethnicity (ii) Caste (iii) Class (iv) Gender (v) Religion		<b>2. Studying Displacement: Contexts and Methods</b>	<b>8</b>	2.1 <b>Displacement in History:</b> South Asia as the Context		2.2 <b>Case Studies:</b> Partition and Migration; Climatic Migration; Rural-Urban Migration; Development Induced Migration		<b>3. National &amp; International Guidelines on Displacement</b>	<b>8</b>	3.1 International laws and Conventions on refugees; Guiding Principles on IDPs – regional efforts like Kampala Convention etc.		3.2 National instruments –	
Course Content	No. of Lectures																										
<b>1. Introduction</b>	<b>8</b>																										
1.1 <b>Migration:</b> Meaning, Types (Rural-Urban, Urban-Urban-Urban-Rural, Labour Migration, Circular Migration, Shock Migration), Causes and Factors																											
1.2 <b>Forced Migration:</b> Meaning, Types: Immigrants, Refugees, Asylum Seekers, Stateless Persons, Internally Displaced Persons																											
1.3 <b>Identity and Displacement:</b> Roles of (i) Ethnicity (ii) Caste (iii) Class (iv) Gender (v) Religion																											
<b>2. Studying Displacement: Contexts and Methods</b>	<b>8</b>																										
2.1 <b>Displacement in History:</b> South Asia as the Context																											
2.2 <b>Case Studies:</b> Partition and Migration; Climatic Migration; Rural-Urban Migration; Development Induced Migration																											
<b>3. National &amp; International Guidelines on Displacement</b>	<b>8</b>																										
3.1 International laws and Conventions on refugees; Guiding Principles on IDPs – regional efforts like Kampala Convention etc.																											
3.2 National instruments –																											

i)	National Human Rights Commission, India	
ii)	Policies and laws on Refugee, displacement and resettlement in India	
iii)	Judicial Interventions	
<b>4. Migration and the New Global Order</b>		<b>8</b>
4.1	Transnationalism	
4.2	Diaspora	
4.3	Superdiversity	
<b>5. Migration Issues</b>		<b>8</b>
5.1	Indian Diaspora and people of Indian origin	
5.2	Labour migration: brain drain	
5.3	Refugee migration and Illegal migration	

Total Lectures	Hours 40
----------------	----------

**Further Readings:**

- Basu, Sibaji Pratim (ed). 2008. Feeling People of South Asia (Selections from Refugee Watch). Anthem Press: New Delhi.
- Becker, Sascha O. 2022. "Forced displacement in history: Some recent research". In Asia-Pacific Economic History Review ,62 (1), 2-25.
- Bhaumik, Subir. 2010. Counter-Gaze: Media Migrants Minorities. Front Page: New Delhi
- Binod Khadria: The Migration of Knowledge workers, Sage Publications, New Delhi, London, 1999.
- Caroline B. Brettell. 2000. 'Theorizing migration in anthropology: The social construction of networks, identities, communities, and global scapes.' In Caroline B. Brettell & James F. Hollifield (eds.) Migration theory: Talking across disciplines, New York and London: Routledge, pp.97-135.
- Caroline Brettell 2003 Anthropology and Migration: Essays on Transnationalism, Ethnicity and identity, Walnut Creek CA, Altamira Press, (Ch 2: Migration stories)
- Chimni, B. S (ed) .2000. International Refugee Law: A Reader. Sage: New Delhi.
- Das, Kumar Samir. 2015. "In Search of a Methodology of Forced Migration Studies." Available at [http://www.mcrg.ac.in/WC\\_2015/Reading/AE\\_Samir.pdf](http://www.mcrg.ac.in/WC_2015/Reading/AE_Samir.pdf). Last accessed 26.06.23.
- Das, Samir, Basu Roy Chaudhury, Sabyasachi and Bose, Tapan K.2000. "Forced Migration in South Asia: A Critical Review," in Refugee Survey Quarterly, 19(2), 48–57.
- Hania Zlotnik 2006 'Theories of International Migration' in Graziella Caselli, Jacques Vallin, and Guillaume Wunsch(ed.) Demography: Analysis and synthesis, Volume II, London: Academic Press, pp.293-306.
- Joris, Willem and De Cock, Rozane. 2019. "The Effects of Dominant versus Peripheral News Frames on Attitudes toward Refugees and News Story Credibility". In d'Haenens, Leen et al. eds. Images of Immigrants and Refugees in Western Europe: Media

Representations, Public Opinion and Refugees' Experiences. Leuven University Press, 159-174.

- Lee, Everett S. 1966 'A Theory of Migration' *Demography*, 3(1):47-57.25.
- Mandal, Ruma. 2005. "Protection Mechanism Outside of the 1951 Convention ('Complementary Protection')". *Legal and Protection Policy Research Series*, Department of International Protection, UNHCR. Available at <https://www.unhcr.org/media/no-9-protection-mechanisms-outside-1951-convention-complementary-protection-ruma-mandal>. Last accessed on 27.06.23.
- Milton Israel and N.K. Wagle: *Ethnicity, Identity, migration*. The Centre for South Asian Studies, University of Toronto, 1993.
- Omprakash Mishra (ed.): *Forced Migration*, Manak Publication, Delhi, 2004.
- R. Mansell Prothero and Murray Chapman: *Circulation in Third World Countries*, Routledge and Kegan Paul, London, 1983.
- SAAPE. 2020. *Migration in South Asia: Poverty and Vulnerability*. SAAPE Poverty and Vulnerability Report. Available at <https://ruralindiaonline.org/en/library/resource/migration-in-south-asia-poverty-and-vulnerability/>. Last accessed 29.06.23.
- Samaddar, Ranabir. 2020. *The Postcolonial Age of Migration*. Routledge: Oxon.
- Stephen Castles and Mark J. Miller: *The Age of Migration*, The Guilford Press, New York, 1993.
- Sushma Joshi 2001. 'Cheli-Beti': Discourses of trafficking and constructions of gender, citizenship and Nation in modern Nepal' *South Asia: Journal of South Asian Studies*, 24(1) 157 –185.
- Zapata-Barrero, R., Yalaz, E. (2022). *Qualitative Methods in Migration Research*. In: Scholten, P. (ed) *Introduction to Migration Studies*. IMISCOE Research Series. Springer: Cham.
- Todaro, Michael P. (1976): *Internal Migration in Developing Countries*, Geneva, International Labour Office
- United Nations, (1979): *Trends and Characteristics of International Migration since 1950*, Demographic Studies No. 64, UN, New York

**Related Online Contents [MOOC, SWAYAM, NPTEL, other Websites]**

**CO–PO–PSO Mapping (High/Medium/Low)**

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	M	H	M	M	H	M	L	M	M	M	M	M	M	H
CO2	H	M	H	H	M	H	H	M	M	M	M	M	M	M	H
CO3	H	M	M	H	M	H	M	M	H	M	M	M	H	M	H
CO4	H	M	H	H	M	H	H	M	H	M	M	H	H	M	H

<b>Course code</b>	<b>SOCC455X0</b>	<b>SCIENCE, TECHNOLOGY, AND SOCIETY</b>	<b>Credit 4 Full Marks 50</b>
<b>Core/Elective/Other:</b>		<b>Core</b>	<b>Compulsory</b>
<b>Course Objectives:</b>			
The main objectives of this course are: <ul style="list-style-type: none"> <li>• To introduce the sociological study of science and technology as social institutions.</li> <li>• To examine how scientific knowledge is socially constructed, how technology transforms work and relationships, and how digital cultures influence power and inequality.</li> <li>• The course draws upon thinkers such as Kuhn, Latour, and Foucault to understand the relationship between knowledge, innovation, and society.</li> </ul>			
<b>Course Outcomes (COs):</b>			
Upon successful completion of this course, students will be able to: <p><b>CO1:</b> Analyze how social, political, and cultural contexts shape scientific knowledge.</p> <p><b>CO2:</b> Evaluate the social impacts of digitalization, automation, and biotechnology.</p> <p><b>CO3:</b> Critically assess the ethical and environmental challenges of modern technology.</p> <p><b>CO4:</b> It encourages critical reflection on environmental, ethical, and cultural dimensions of science and technology in modern India.</p>			
<b>Syllabus</b>			
<b>Course Content</b>			
<b>1. Foundations</b>			<b>8</b>
1.1	Science, Technology, and Society: Interrelations and Sociological Perspectives		
1.2	Use of Technology in Sociological Research		
1.3	Changing Notions of Time and Space		
1.4	Future Trends: Artificial Intelligence, Automation, and Sociology of Emerging Technologies.		
<b>2. Technology and Social Structure</b>			<b>8</b>
2.1	E-Governance and the Surveillance Society		
2.2	Technology and Social Stratification: Class, Caste, Gender and Inequality		
<b>3. Technology and Politics</b>			<b>8</b>
3.1	Technology and Emerging Political Processes: Digital Democracy, Cyber Activism		
3.2	Digital Divide and Inclusion		
3.3	Social Movements in the Digital Age: Hashtag Activism & Networked Protests		
3.4	Intellectual Property and the Politics of Knowledge		
<b>4. Technology and Social Institutions</b>			<b>8</b>

4.1	Technology and Changing Family Relations		
4.2	Technology and Changing Health Systems		
4.3	Technology and Social Issues		
4.4	Technology and its implications on Mental Health		
<b>5. Risk, Crime, and Control</b>		<b>8</b>	
5.1	Cyber Crime and Cyber Security		
5.2	Technology, Risk Society and Environmental Concerns		
5.3	Ethical Dilemmas of Emerging Technologies: Biotechnology, AI, Surveillance		
5.4	Global Futures: Sustainable Development, Green Technologies, and Human Well-being		
		Total Lectures	Hours 40
<b>Further Readings:</b>			
<ul style="list-style-type: none"> <li>• Appadurai, A. (1996). <i>Modernity at large: Cultural dimensions of globalization</i>. University of Minnesota Press.</li> <li>• Beck, U. (1992). <i>Risk Society: Towards a New Modernity</i>. Sage.</li> <li>• Bijker, W. E., Hughes, T. P., &amp; Pinch, T. (2012). <i>The Social Construction of Technological Systems</i>. MIT Press. Link</li> <li>• Castells, M. (2010). <i>The rise of the network society</i> (2nd ed.). Wiley-Blackwell.</li> <li>• Castells, M. (2010). <i>The Rise of the Network Society</i>. Wiley-Blackwell.</li> <li>• Castells, M. (2012). <i>Networks of Outrage and Hope: Social Movements in the Internet Age</i>. Polity.</li> <li>• Dahlgren, P. (2009). <i>Media and Political Engagement: Citizens, Communication and Democracy</i>. Cambridge University Press.</li> <li>• Dutton, W. H. (Ed.). (2013). <i>The Oxford handbook of internet studies</i>. Oxford University Press.</li> <li>• Foucault, M. (1995). <i>Discipline and punish: The birth of the prison</i> (A. Sheridan, Trans.). Vintage Books. (Original work published 1975)</li> <li>• Fuchs, C. (2014). <i>Social Media: A Critical Introduction</i>. Sage.</li> <li>• Giddens, A. (1990). <i>The consequences of modernity</i>. Stanford University Press.</li> <li>• Haggerty, K. D., &amp; Ericson, R. V. (2000). The surveillant assemblage. <i>British Journal of Sociology</i>, 51(4), 605–622.</li> <li>• Haraway, D. J. (1991). <i>Simians, cyborgs, and women: The reinvention of nature</i>. Routledge.</li> <li>• Haraway, D. J. (2016). <i>Staying with the Trouble: Making Kin in the Chthulucene</i>. Duke University Press.</li> <li>• Illouz, E. (2007). <i>Cold Intimacies: The Making of Emotional Capitalism</i>. Polity.</li> <li>• Loader, B. D., &amp; Mercea, D. (2011). Networking democracy? Social media innovations and participatory politics. <i>Information, Communication &amp; Society</i>, 14(6), 757–769. DOI</li> <li>• Lyon, D. (2003). <i>Surveillance as Social Sorting: Privacy, Risk, and Digital Discrimination</i>. Routledge.</li> </ul>			

- Lyon, D. (2007). *Surveillance studies: An overview*. Polity Press.
- Merton, R. K. (1973). *The Sociology of Science: Theoretical and Empirical Investigations*. University of Chicago Press.
- Nissenbaum, H. (2009). *Privacy in context: Technology, policy, and the integrity of social life*. Stanford University Press.
- Norris, P. (2001). *Digital Divide: Civic Engagement, Information Poverty, and the Internet Worldwide*. Cambridge University Press.
- Rogers, E. M. (2003). *Diffusion of innovations* (5th ed.). Free Press.
- Sassen, S. (2002). *Global networks, linked cities*. Routledge.
- Selwyn, N. (2016). *Education and Technology: Key Issues and Debates*. Bloomsbury.
- Sen, A., & Drèze, J. (2002). *India: Development and participation*. Oxford University Press.
- Silverstone, R. (2006). *Media and Morality: On the Rise of the Mediapolis*. Polity.
- Sismondo, S. (2010). *An Introduction to Science and Technology Studies*. Wiley-Blackwell.
- Thompson, J. B. (1995). *The Media and Modernity: A Social Theory of the Media*. Stanford University Press.
- Timmermans, S., & Berg, M. (2003). *The Gold Standard: The Challenge of Evidence-Based Medicine*. Temple University Press.
- van Dijk, J. (2020). *The Network Society*. Sage.
- Wajcman, J. (2004). *TechnoFeminism*. Polity Press.
- Wall, D. S. (2007). *Cybercrime: The Transformation of Crime in the Information Age*. Polity.
- Warschauer, M. (2003). *Technology and social inclusion: Rethinking the digital divide*. MIT Press.
- Webster, F. (2014). *Theories of the information society* (4th ed.). Routledge.
- Webster, F. (2014). *Theories of the Information Society*. Routledge.
- Wellman, B. (2001). Physical place and cyberplace: The rise of personalized networking. *International Journal of Urban and Regional Research*, 25(2), 227–252. DOI
- Winner, L. (1986). *The whale and the reactor: A search for limits in an age of high technology*. University of Chicago Press.
- Zuboff, S. (2019). *The Age of Surveillance Capitalism*. Profile Books.

**Related Online Contents [MOOC, SWAYAM, NPTEL, other Websites]**

--	--	--	--

**CO–PO–PSO Mapping (High/Medium/Low)**

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	M	H	H	M	H	M	M	M	M	M	H	M	M	H
CO2	H	M	H	H	M	H	H	M	M	M	M	H	M	M	H
CO3	H	M	H	H	M	H	H	M	M	M	M	H	H	M	M
CO4	H	M	H	H	H	H	H	M	M	M	M	H	H	M	H

<b>Course code</b>	<b>SOCE456X9</b>	<b>Field Visit/ Industry Visit/ Case Study/Hands–on Practical/ Skill Enhanced Course</b>	<b>Credit 2 (1-1-0) Full Marks 25</b>
<b>Core/Elective/Other:</b>			<b>Compulsory</b>
<b>Course Objectives:</b>			
<p>This course emphasizes experiential learning as a core methodological component of sociology, enabling students to engage directly with social reality and develop analytical, ethical, and reflexive skills essential to the discipline. The main objectives of this course are:</p> <ul style="list-style-type: none"> <li>• To introduce students to field-based sociological learning by exposing them to real-life social, institutional, and occupational settings beyond the classroom. This will help bridge sociological theory and empirical reality, enabling students to examine how concepts such as social structure, labour, power, inequality, organization, and culture operate in concrete contexts.</li> <li>• To develop the sociological imagination by encouraging students to relate individual experiences and everyday practices to broader social, economic, and political processes, and to familiarize students with basic sociological research practices, including observation, informal interaction, documentation, and reflective field note writing.</li> <li>• To cultivate reflexivity, critical thinking, and ethical awareness, helping students interrogate their own social location, assumptions, and perspectives while engaging with diverse social groups, and sensitizing to issues of consent, dignity, representation, and responsibility in field engagement.</li> <li>• Encourage interdisciplinary understanding of work and institutions, especially in relation to industry, development, governance, and community life.</li> </ul>			
<b>Course Outcomes (COs):</b>			
<p>Upon successful completion of this course, students will be able to:</p> <p>CO1: Systematically observe and document social phenomena, using basic tools of sociological inquiry such as field notes, descriptive accounts, and reflective writing.</p> <p>CO2: Recognize and interpret social diversity and inequality, gaining grounded insights into lived experiences of different social groups by</p> <p>CO3: Demonstrate reflexive thinking, acknowledging their own positionality and its influence on observation, interpretation, and interaction in the field, along with exhibiting ethical sensitivity while engaging with people and institutions, showing respect for confidentiality, consent, and social context.</p> <p>CO4: Develop an appreciation of sociology as a socially relevant discipline, capable of engaging with contemporary issues of development, labour, governance, and social change.</p>			
		<b>Total Lectures</b>	<b>20 Hours</b>
<b>Further Readings:</b>			
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, other Websites]</b>			

**CO–PO–PSO Mapping (High/Medium/Low)**

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	H	M	M	L	M	L	M	M	M	M	M	M	H	M
CO2	H	M	M	H	M	M	M	M	H	M	M	H	H	M	M
CO3	H	H	M	H	M	M	L	M	H	M	M	M	H	H	M
CO4	H	M	H	H	H	H	M	H	M	H	H	H	M	M	M

## DETAILS OF THE COURSES

### SEMESTER- III

<b>Course code</b>	<b>SOCC501X0</b>	<b>MOOC</b>	<b>Credit 4 Full Marks 50</b>
<b>Core/Elective/Other:</b>		<b>CORE</b>	<b>Compulsory</b>
<p>Massive Open Online Course to be conducted by the department.</p> <p>This course integrates several sociological theory with community engagement through digital and experiential learning modes, enabling students to develop analytical, ethical, and reflexive capacities essential for socially responsible citizenship under the NEP 2020 framework.</p>			

<b>Course code</b>	<b>SOCC501X1 SOCC501X8</b>	<b>SOCIAL STATISTICS AND SPSS</b>	<b>Credit 4 Full Marks 50</b>
<b>Core/Elective/Other:</b>		Core	<b>Compulsory</b>
<b>Course Objectives:</b>			
The main objectives of this course are: <ul style="list-style-type: none"> <li>• To provide students with a grounding in statistical reasoning and its application to sociological data.</li> <li>• To help students translate raw data into meaningful sociological insights.</li> <li>• It emphasizes interpretation over computation, enabling learners to connect numbers with social realities.</li> </ul>			
<b>Course Outcomes (COs):</b>			
Upon successful completion of this course, students will be able to: CO1: Understand fundamental statistical concepts and techniques used in sociology. CO2: Apply statistical tools to analyse social data using SPSS. CO3: Interpret quantitative findings in light of sociological theories. CO4: Develop confidence in using data for empirical social research and policy formulation.			
<b>Syllabus</b>			
<b>Course Content</b>			<b>No. of Lectures</b>
<b>1. Introduction to Statistics in Sociology</b>			<b>5</b>
1.1	Basic concepts		
1.2	Linkage between statistics and sociology		
<b>2. Introduction to MS Excel and SPSS</b>			<b>12</b>
2.1	MS Excel: Basic Features – Should include practical application aspects like Pivot and VLOOKUP		
2.2	SPSS: Data view and variable View		
<b>3. Descriptive Statistics using SPSS</b>			<b>15</b>
3.1	Frequency distributions and Graphing Techniques		
3.2	Measures of Central Tendency		
3.3	Measures of Dispersion		
3.4	Bivariate Analysis: Correlation, Association		
3.5	Regression and Prediction		
<b>4. Inferential Statistics using SPSS</b>			<b>8</b>
4.1	Testing statistical Hypothesis: Null and Alternative Hypothesis		
4.2	Chi-square		
4.3	t-Test		

	Total Lectures   Hours 40
<b>Further Readings:</b>	
<ul style="list-style-type: none"> <li>• Babbie, E. (2011). <i>The Basic of Social Research</i> (5th ed.). Wadsworth, Cengage Learning.</li> <li>• Babbie, E. R. (2010). <i>The Practice of Social Research</i> (12th ed.). Wadsworth, Cengage Learning.</li> <li>• Baker, T. L. (1994b). <i>Doing Social Research</i> (2nd ed.). McGraw-Hill Education.</li> <li>• Bhowmick, A. (2020). <i>Samajik Gobeshona</i>. Rita Publications.</li> <li>• Elifson, K. W., Runyon, R. P., &amp; Haber, A. (1990). <i>Fundamentals of Social Statistics</i> (Subsequent ed.). McGraw-Hill College.</li> </ul>	
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, other Websites]</b>	

**CO–PO–PSO Mapping (High/Medium/Low)**

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	H	M	M	L	L	L	L	M	L	L	H	M	L	L
CO2	M	H	M	H	H	L	L	M	M	L	M	H	M	L
CO3	M	H	H	M	M	L	L	M	M	L	M	H	H	M
CO4	M	M	H	M	H	M	M	H	M	M	M	M	H	H

<b>Course code</b>	<b>SOCC503X0</b>	<b>SOCIOLOGICAL THEORIES</b>	<b>Credit 4 Full Marks 50</b>
<b>Core/Elective/Other:</b>		Core	<b>Compulsory</b>
<b>Course Objectives:</b>			
<p>The main objectives of this course are:</p> <ul style="list-style-type: none"> <li>To understand the evolution of sociological theory from its classical roots to contemporary paradigms.</li> <li>The course introduces micro-sociological traditions, post-structuralism, critical theories, and postmodernism.</li> <li>To enable students to apply theoretical insights to interpret social structures, institutions, and everyday practices.</li> </ul>			
<b>Course Outcomes (COs):</b>			
<p>Upon successful completion of this course, students will be able to:</p> <p>CO1: Understand the historical development of sociological theory.</p> <p>CO2: Analyse social structures and processes through key theoretical perspectives.</p> <p>CO3: Compare classical and contemporary approaches to understanding society.</p> <p>CO4: Apply sociological theories to real-world contexts and social change.</p>			
<b>Syllabus</b>			
<b>Course Content</b>			<b>No. of Lectures</b>
<b>1. Interpretive and Micro-Sociological Traditions</b>			<b>10</b>
1.1	Dramaturgy		
	<ul style="list-style-type: none"> <li>Erving Goffman</li> </ul>		
1.2	Phenomenology		
	<ul style="list-style-type: none"> <li>Alfred Schutz</li> </ul>		
1.3	Ethnomethodology		
	<ul style="list-style-type: none"> <li>Harold Garfinkel</li> </ul>		
<b>2. Knowledge, Culture, and Interpretation</b>			<b>5</b>
2.1	Karl Mannheim		
2.2	Clifford Geertz		
<b>3. Post-Structuralism and Critical Theories of Power</b>			<b>10</b>
3.1	Jacques Derrida		
3.2	Michel Foucault		
<b>4. Modernity, Postmodernity, and Global Transformations</b>			<b>15</b>
4.1	Manuel Castells		
4.2	Jürgen Habermas		
4.3	Pierre Bourdieu		
4.4	Edward Said		
4.5	Zygmunt Bauman		

	Total Lectures	Hours 40
<b>Further Readings:</b>		
<ul style="list-style-type: none"> <li>• Adams, B. N., &amp; Sydie, R. A. (2002). <i>Contemporary Sociological Theory</i>. SAGE Publications.</li> <li>• Aron, R. (1981). <i>Main Currents in Sociological Thought</i>, Vol. I &amp; II, Penguin</li> <li>• Belsey, C. (2002). <i>Poststructuralism: A Very Short Introduction</i>. OUP Oxford.</li> <li>• Bhowmik, A. (2016). <i>Samajtotter Pratyay o Dharanasutra (Vol. 2)</i> [Bengali]. Rita Publication.</li> <li>• Blumler, J. G., &amp; Katz, E. (1974). <i>The uses of mass communications: Current Perspectives on Gratifications Research</i>. SAGE Publications, Incorporated.</li> <li>• Castells, M. (2009). <i>The rise of the network society, with a new preface: The Information Age: Economy, Society, and Culture</i>. Wiley-Blackwell.</li> <li>• Chattopadhyay, K. (Ed.) (2008) <i>Samajbigyan: Tatwanirman</i>. Sarat Book House.</li> <li>• Chattopadhyay, Kaushik &amp; Ghosh, Aritra. (2020). <i>Prarombhik Samajtatwa: Tatwik Drishtibhongi</i>. Kalyani Publication.</li> <li>• Collins, P. H. (2002d). <i>Black Feminist thought: Knowledge, Consciousness, and the Politics of Empowerment</i>. Routledge.</li> <li>• Collins, R. (1988). <i>Theoretical sociology</i>. Houghton Mifflin Harcourt P.</li> <li>• Creeber, G., &amp; Martin, R. (2008). <i>Digital Culture: Understanding new media</i>. McGraw-Hill Education (UK).</li> <li>• Dahrendorf, R. (1968). <i>Essay in the Theory of Society</i>. Standford University Press.</li> <li>• De Beauvoir, S. (2018). <i>The Independent Woman: Extracts from The Second Sex</i>. Vintage.</li> <li>• Durkheim, E. (1984). <i>The Division of Labour in Society</i>. Macmillan.</li> <li>• Durkheim, E. (2014). <i>The elementary forms of the religious life: A Study in Religious Sociology</i>. Literary Licensing, LLC.</li> <li>• Elliott, A. (2009). <i>Contemporary social Theory: An Introduction</i>. Routledge.</li> <li>• Foucault, M. (2012). <i>Discipline and punish: The Birth of the Prison</i>. Vintage.</li> <li>• Ganguly, R. (2010). <i>Tatwe o chintadarshe shomokalin shomajtatwa</i>. Rina Books.</li> <li>• Giddens, A., &amp; Duneier, M. (2000). <i>An introduction to sociology</i>.</li> <li>• Giddens, Anthony (1973). <i>Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber</i>. Cambridge University Press.</li> <li>• Goffman, E. (2022). <i>The presentation of self in everyday life</i>. Penguin Classics.</li> <li>• Hurst, C. E. (2015). <i>Living theory: The Application of Classical Social Theory to Contemporary Life</i>. Routledge.</li> <li>• Jenkins, H. (2006b). <i>Convergence culture: Where Old and New Media Collide</i>. NYU Press.</li> </ul>		

- Lemert, C. C. (2021). *Social Theory: The Multicultural, Global, and Classic Readings* (7th ed.). Routledge.
- Lyon, D. (2007). *Surveillance studies: An Overview*. Polity.
- Mahapatra, A. (2013). *Samajtatwik tatwo dharona, kathamo, motadarsha*. (In Bengali). Suhrid Publications.
- Marx, K. (1990). *Selected Writings in Sociology and Social Philosophy*. Penguin Books Limited.
- Marx, K. (2019). *Capital: volume one*. Courier Dover Publications.
- Mead, G. H. (2015). *Mind, self & society*. University of Chicago Press.
- Ritzer, G. (2021). *Classical Sociological Theory*. 11th Ed. McGraw Hill.
- Schutz, A. (1967). *The phenomenology of the social world*. Northwestern University Press.
- Turner, J. H. (2012). *Contemporary Sociological Theory*. SAGE.
- Turner, J.H. (1987). *The Structure of Sociological Theory* (Fourth Edition).
- Wallace, R. A., & Wolf, A. (1998). *Contemporary Sociological Theory: Expanding the Classical Tradition*. Prentice-Hall.
- Weber, M. (2005). *The Protestant ethic and the spirit of capitalism*. Routledge.

**Related Online Contents [MOOC, SWAYAM, NPTEL, other Websites]**

**CO–PO–PSO Mapping (High/Medium/Low)**

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	H	M	M	L	L	M	M	M	L	L	H	M	L	L
CO2	H	H	M	M	L	M	H	M	L	L	H	H	M	L
CO3	M	H	H	M	M	L	L	M	M	L	M	H	H	M
CO4	M	M	H	M	H	M	M	H	M	M	M	M	H	H

<b>Course code</b>	<b>SOCC504X0</b>	<b>INDIAN SOCIOLOGICAL THOUGHT</b>	<b>Credit 4 Full Marks 50</b>
<b>Core/Elective/Other:</b>		Core	<b>Compulsory</b>
<b>Course Objectives:</b>			
The main objectives of this course are: <ul style="list-style-type: none"> <li>To provide an in-depth understanding of the origins and evolution of sociological thought in India with contributions from G.S. Ghurye, M.N. Srinivas, A.R. Desai, B.R. Ambedkar, and I.P. Desai, among others.</li> <li>To examine themes of caste, tribe, religion, kinship, modernization, and social reform movements.</li> <li>To help students understand how Indian thinkers have shaped and indigenized sociology to interpret India's diverse social realities.</li> </ul>			
<b>Course Outcomes (COs):</b>			
Upon successful completion of this course, students will be able to: CO1: Understand the major schools and thinkers of Indian sociology. CO2: Analyse how caste, kinship, and social reform shaped Indian sociological inquiry. CO3: Evaluate the relationship between Western theory and Indian sociological practice. CO4: Relate Indian sociological thought to contemporary debates on identity and social change.			
<b>Syllabus</b>			
<b>Course Content</b>			
<b>1. Introduction to Indian Sociology and Social Anthropology</b>			<b>5</b>
1.1	Emergence of Sociology in India		
1.2	Indigenization of Sociology: the need and challenges		
<b>2. Foundational Thinkers &amp; Approaches to the Study of Indian Society</b>			<b>10</b>
2.1	<b>Indological:</b> G.S. Ghurye, Radhakamal Mukherjee		
2.2	<b>Civilizational:</b> N.K. Bose, Surajit Chandra Sinha		
2.3	<b>Dialectical:</b> D.P. Mukherji		
2.4	<b>Structural-Functionalist:</b> M.N. Srinivas		
<b>3. Contemporary Thinkers shaping Indian Sociology</b>			<b>10</b>
3.1	<b>Dipankar Gupta:</b> Modernity and Civil Society		
3.2	<b>Nandini Sundar:</b> Tribal identity, resistance, and development politics		
3.3	<b>Amita Baviskar:</b> Environmental Sociology and Indigenous Resistance		
3.4	<b>Sharmila Rege:</b> Dalit Feminism and Sociology from the Margins		
<b>4. Sociological Thoughts of Bengal</b>			<b>15</b>

4.1 <b>Bela Dutta Gupta</b> – Historical sociology, gender and education, Tagorean pedagogy		
4.2 <b>Partha Chatterjee</b> – Nationalism and Postcolonial State		
4.3 <b>Pradip Bose</b> – Family in Colonial Bengal, Refugees in West Bengal		
4.4 <b>Partha Nath Mukherji</b> – Social Movements		
4.5 <b>Tanika Sarkar</b> – Women in Colonial Bengal		
Total Lectures		
		Hours 40
<b>Further Readings:</b>		
<ul style="list-style-type: none"> <li>• Appadurai, A. (1996). <i>Modernity at large: Cultural dimensions of globalization</i>. University of Minnesota Press.</li> <li>• Appadurai, A., &amp; Gupta, A. (2001). “Introduction: The anthropology of the state.” In A. Sharma &amp; A. Gupta (Eds.), <i>The anthropology of the state</i> (pp. 1–41). Blackwell.</li> <li>• Atal, Y. (2003). <i>Indian Sociology from Where to Where: Footnotes to the History of the Discipline</i>. Rawat Publications.</li> <li>• Baviskar, A. (2005). <i>In the belly of the river: Tribal conflicts over development in the Narmada Valley</i>. Oxford University Press.</li> <li>• Baviskar, A. (2020). <i>Uncivil city: Ecology, equity and the commons in Delhi</i>. Context.</li> <li>• Bose, P. K. (1996). “Sons of the Nation: Child Rearing in the New Family” in <i>Texts of Power: Emerging Disciplines in Colonial Bengal</i>, ed., Partha Chatterjee. Calcutta: Samya and Centre for Studies in Social Sciences, Calcutta.</li> <li>• Bose, P.K. (1998). (ed.) <i>Samayiki (The Periodical)</i>. Calcutta: Ananda Publishers.</li> <li>• Bose, P. K. (1999).”The Discourse on the Urban Family in Colonial Bengal” <i>Enreca Occasional Paper Series. Urban Culture and Democracy: Family and Gender</i> Bose &amp; Bodil Folke Frederiksen. Centre for Studies in Social Sciences, Calcutta.</li> <li>• Bose, P.K. (2000) (ed.) <i>Refugees in West Bengal: Institutional Practices and Contested Identities</i>. Calcutta: Calcutta Research Group.</li> <li>• Chatterjee, P., &amp; Jeganathan, P. (2001). <i>Community, Gender and Violence (Subaltern Studies XI)</i>. Columbia University Press.</li> <li>• Chatterjee, P. (1986). <i>Nationalist Thought and the Colonial World</i>. London: Zed Books.</li> <li>• Chatterjee, P. (1989). “The Nationalist Resolution of Women’s Question” in <i>Recasting Women: essays in Colonial History</i> ed. by Kumkum Sangari and Sudesh Vaid. New Delhi: Kali for Women.</li> <li>• Chatterjee, P. (1993). <i>The Nation and Its Fragments: Colonial and Postcolonial Histories</i>. Princeton: Princeton University Press.</li> <li>• Chatterjee, P. (1995). (ed.) <i>Texts of Power: Emerging Disciplines in Colonial Bengal</i>. Minneapolis: University of Minnesota Press.</li> <li>• Chatterjee, P. (1997). <i>The Present History of West Bengal</i>. Delhi: Oxford University Press.</li> </ul>		

- Chakrabarty, Dipesh. 2002. "A Small History of Subaltern Studies." In *Habitations of Modernity: Essays in the Wake of Subaltern Studies*. Chicago: University of Chicago Press.
- Currarini, S., Matheson, J., & Vega-Redondo, F. (2016). "Homophily in social networks." *Oxford Handbook of the Economics of Networks*.
- Das, V. (2006). *Handbook Of Indian Sociology*. Oxford University Press.
- Dhanagre, D. N. (1993). *Themes and Perspectives in Indian Sociology*. Rawat Publications.
- Dhareshwar, V. (???). "Decolonizing the social sciences: Problems and prospects." *SoS Baha Lecture Series*.
- Dhareshwar, V. (1989). "Toward a narrative epistemology of the postcolonial predicament." *Inscription*, 5, 135–157.
- Dhareshwar, V. (1998). "Valorizing the present (orientalism, postcoloniality and the human sciences)." *Cultural Dynamics*, 10(2).
- Dhareshwar, V. (2023). *Sites of learning and practical knowledge against normativity*. Routledge.
- Dumont, L., & Pocock, D. (1988). *Confluence of Sociology and Classical Indology. Sociology in India: Perspectives and Trends, 1*.
- Ghurye, G. S. (2019). *Caste and Race in India* (Fifth ed.). SAGE Publications Pvt. Ltd.
- Guha, R., Spivak, G. C., & Said, E. (1988). *Selected Subaltern Studies* (1st ed.). Oxford University Press.
- Gupta, A. (1998). *Postcolonial developments: Agriculture in the making of modern India*. Duke University Press.
- Gupta, A. (2012). *Red tape: Bureaucracy, structural violence, and poverty in India*. Duke University Press.
- Gupta, D. (2000). *Mistaken modernity: India between worlds*. HarperCollins India.
- Gupta, D. (2013). *Interrogating India's modernity: Democracy, identity, and citizenship* (Ed. S. Jodhka). Oxford University Press.
- Jayaram, N. (1998). Viewpoints and Comments: Challenges to Indian Sociology. *Sociological Bulletin*, 47(2), 237–241. <https://doi.org/10.1177/0038022919980209>
- Madan, T. N. (1996). *Pathways: Approaches to the Study of Society in India (Oxford India Paperbacks)*. Oxford University Press.
- Mohanty, M, Mukherji, P.N. et al. (2024). *People's Rights: Social Movements and the State in the Third World*.
- Morris, R. (2010). *Can the Subaltern Speak?: Reflections on the History of an Idea*. Columbia University Press.
- Nagla, B. K. (2013). *Indian Sociological Thought: Second Edition*. Rawat Publications.
- Nigam, A. (2006). "Secularism, modernity, nation: An epistemology of the Dalit critique." In *The insurrection of little selves*. Oxford Academic.
- Rege, S. (1998). "Dalit Women Talk Differently: A critique of 'difference' and towards a Dalit feminist standpoint." *Economic & Political Weekly*, 9 Aug, 2023–27.
- Rege, S. (2005). "Feminist pedagogy and sociology for emancipation in India." *Sociological Bulletin*.
- Rege, S. (2018). "A Dalit feminist standpoint." *India Seminar*, Issue 710.
- Sarkar, T. (2001). *Hindu Wife Hindu Nation: Community, Religion and Cultural Nationalism*. New Delhi: Permanent Black.
- Sarkar, T. (2001). *Adhunikatar du ek dik: Dharma Sahitya O Rajniti*, Calcutta: Camp.
- Sen, A. (1977). *Iswarchandra Vidyasagar and his Elusive Milestones*. Calcutta: Riddhi.

- Singh, A. P. (2021). “Smart contracts for automated control systems in blockchain-based smart cities.” *Journal of Ambient Intelligence and Smart Environments*, 13(3), 253–267.
- Singh, Y. (2004). *Ideology & Theory in Indian Sociology*. Rawat Publications.
- Singhi, N. K. (1996). *Theory and Ideology in Indian Sociology*. Rawat Publications.
- Srinivas, M. N., & Panini, M. N. (1973). The Development of Sociology and Social Anthropology in India. *Sociological Bulletin*, 22(2), 179–215.
- Sundar, N. (2000). “The rule of law and citizenship in central India: Post-colonial dilemmas.” *Citizenship Studies*, 15(3–4), 419–432.
- Sundar, N. (2009). In *Legal grounds: Natural resources, identity, and the law in Jharkhand* (pp. 30–55). OUP.
- Sundar, N. (Ed.). (2016). *The scheduled tribes and their India: Politics, identities, policies, and work*. Oxford University Press.

**Related Online Contents [MOOC, SWAYAM, NPTEL, other Websites]**

--	--	--	--

**CO–PO–PSO Mapping (High/Medium/Low)**

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	H	M	M	L	L	M	L	M	L	L	H	M	L	L
CO2	H	H	M	M	M	H	L	H	M	L	H	H	M	L
CO3	M	H	H	M	M	M	L	M	M	L	M	H	H	M
CO4	M	H	H	M	M	H	M	H	M	M	M	M	H	H

<b>Course code</b>	<b>SOCC505X0</b>	<b>QUALITATIVE AND QUANTITATIVE RESEARCH METHODS</b>	<b>Credit 4 Full Marks 50</b>
<b>Core/Elective/Other:</b>		<b>CORE</b>	<b>Compulsory</b>
<b>Course Objectives:</b>			
<p>The main objectives of this course are:</p> <ul style="list-style-type: none"> <li>To train students in the design and execution of both qualitative and quantitative sociological research techniques such as interviews, ethnography, surveys, and sampling, alongside data analysis and interpretation.</li> <li>To highlight the complementarity of qualitative and quantitative paradigms, and stresses the importance of reflexivity, ethics, and contextual understanding.</li> <li>To equip students with methodological competence to explore complex social realities.</li> </ul>			
<b>Course Outcomes (COs):</b>			
<p>Upon successful completion of this course, students will be able to:</p> <p>CO1: Understand the principles and applications of qualitative and quantitative methods.  CO2: Develop skills in data collection, analysis, and interpretation.  CO3: Critically evaluate the ethical dimensions of research design.  CO4: Apply mixed-method approaches to study real-life social problems.</p>			
<b>Syllabus</b>			
<b>Course Content</b>			<b>No. of Lectures</b>
<b>1. Significance of Qualitative and Quantitative Methods in Social Science Research</b>			<b>4</b>
<b>2. Tools of Qualitative Research</b>			<b>4</b>
2.1 Structured Interview			
2.2 Unstructured Interview (Ethnographic and FDGs)			
<b>3. Ethnographic Fieldwork</b>			<b>4</b>
<b>4. Visual Sociology and Culture</b>			<b>6</b>
4.1 Analyzing Data			
4.2 Content Analysis			
4.3 Semiotics			
<b>5. Tools of Quantitative Research</b>			<b>6</b>
5.1 Surveys, Questionnaire			
5.2 Sampling methods			

<b>6. Quantitative Data Analysis</b>	<b>6</b>
6.1 Writing a hypothesis	
6.2 Use of Measures of Central Tendency	
6.3 Table Analysis	
<b>7. Research Reporting</b>	<b>10</b>
7.1. Reporting of research in thesis/dissertation	
7.2. International style of bibliographic citation	
7.3. Evaluation of research	
7.4. Technical writing and presentation	
Total Lectures	
Hours 40	
<b>Further Readings:</b>	
<ul style="list-style-type: none"> <li>• Bryman A., 1988, Quantity and Quality in Social Research, Unwin Hyman Ltd., London, U.K.</li> <li>• Bryman, Alan. (1988). Quality and Quantity in Social Research. Unwin Hyman.</li> <li>• Bryman, Alan. (2001). <i>Social Research Methods</i>. Oxford</li> <li>• Corbetta, P. 2003. <i>Social Research: Theory, Methods and Techniques</i>. London: Sage.</li> <li>• Creswell, J. W. 1994. <i>Qualitative and Quantitative Approaches</i>. London: Sage.</li> <li>• Corbetta, Piergiorgio. (2003). <i>Social Research: Theory, Methods and Techniques</i>. Sage.</li> <li>• Eickhardt, Kenneth W. and Davis, M Erman. (1977). <i>Social Research Methods: Perspective, Theory and Analysis</i>. Random House.</li> <li>• Galtung, John. (1967). <i>Theories and Methods of Social Research</i>. Allen and Unwin.</li> <li>• Grbich, Carol. (2004). <i>New Approaches in Social Research</i>. Sage.</li> <li>• Hammersley, M. and Atkinson, P. 1995. <i>Ethnography: Principles in Practice</i>. London: Routledge, 2nd Edition.</li> <li>• Hammersley, M., &amp; Atkinson, P. (2019). <i>Ethnography: Principles in Practice</i> (4<sup>th</sup> ed.). Routledge. <a href="https://doi.org/10.4324/9781315146027">https://doi.org/10.4324/9781315146027</a></li> <li>• Kabir, S. M. S. (2016). <i>Basic Guidelines for Research: An Introductory Approach for All Disciplines</i>. Book Zone Publication.</li> <li>• Kothari, S. R. (2004). <i>Research Methodology: Methods and Techniques</i> (2nd ed.). New Age International (P) Ltd.</li> <li>• Pawson, R. and Tilley, N. 1996. <i>Realistic Evaluation</i>. London: Sage.</li> <li>• Pink, S., Horst, H., Postill, J., Hjorth, L., Lewis, T., &amp; Tacchi, J. (2015). <i>Digital Ethnography: Principles and Practice</i> (1st ed.). SAGE Publications Ltd.</li> <li>• Ritzer, G. and Smart, B. Ed. 2001. <i>Handbook of Social Theory</i>. New York: Sage. Thomson.</li> <li>• Schwartz, Howard. &amp; Jacobs, Jerry. (1979). <i>Qualitative Sociology: A method to the Madness</i>. The Free Press</li> <li>• Taylor, Steven J, and Robert Bogdan. (1984). <i>Introduction to Qualitative Research methods: the Search for Meanings</i>. Wiley.</li> </ul>	

Related Online Contents [MOOC, SWAYAM, NPTEL, other Websites]			

**CO–PO–PSO Mapping (High/Medium/Low)**

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	H	M	M	L	L	M	M	M	L	L	H	M	L	L
CO2	M	H	H	H	H	M	L	M	M	L	M	H	M	L
CO3	M	H	M	M	M	H	L	H	L	L	M	M	M	H
CO4	M	M	H	H	H	H	M	H	M	M	M	M	H	H

<b>Course code</b>	<b>SOCC506X9</b>	<b>SOCIAL SERVICE / COMMUNITY ENGAGEMENT</b>	<b>Credit 2(1-1-0) Full Marks 25</b>
<b>Core/Elective/Other:</b>			<b>Value added</b>
<b>Course Objectives:</b>			
The main objectives of this course are: <ul style="list-style-type: none"> <li>• To <b>introduce students to community engagement as a sociological process</b>, emphasizing society as a field of lived relationships, power structures, and collective action rather than as an abstract concept.</li> <li>• To <b>bridge sociological theory with social practice</b>, allowing students to apply concepts such as community, social stratification, caste, class, gender, ethnicity, development, and social exclusion in real-life settings.</li> <li>• To <b>develop the sociological imagination through direct community interaction</b>, helping students connect individual life situations with larger social, economic, and political forces.</li> <li>• To <b>cultivate reflexivity and critical self-awareness</b>, encouraging students to examine their own social position, privileges, biases, and responsibilities while engaging with communities.</li> </ul>			
<b>Course Outcomes (COs):</b>			
Upon successful completion of this course, students will be able to: <b>CO1: Analyze social problems in their structural context</b> , linking issues such as poverty, health, education, gender inequality, and exclusion to broader social processes and policies. <b>CO2: Develop basic field-based skills</b> , including observation, interaction, documentation, and reflective writing from a sociological perspective. <b>CO3: Demonstrate reflexive learning</b> , articulating how community engagement reshapes their understanding of society, self, and social responsibility. <b>CO4: Recognize the role of sociology in social transformation</b> , appreciating how sociological knowledge can contribute to policy, advocacy, and inclusive development.			
			Total Lectures
			Hours 25
<b>Further Readings:</b>			
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, other Websites]</b>			

**CO–PO–PSO Mapping (High/Medium/Low)**

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	L	M	H	M	M	M	M	H	M	M	M	H	M	M
CO2	H	M	M	H	H	H	M	H	H	M	M	H	H	M	M
CO3	H	M	M	H	M	H	H	M	M	M	M	M	H	M	M
CO4	M	M	L	H	M	M	L	M	H	M	L	M	H	M	L

## DETAILS OF THE COURSES

### SEMESTER- IV

<b>Course code</b>	<b>SOCC551X0</b>	<b>INDIAN SOCIETY</b>	<b>Credit 4 Full Marks 50</b>
<b>Core/Elective/Other:</b>		CORE	<b>Compulsory</b>
<b>Course Objectives:</b>			
<p>The main objectives of this course are:</p> <ul style="list-style-type: none"> <li>• To provide a comprehensive understanding of the structural and cultural foundations of Indian society.</li> <li>• Students are introduced to sociological perspectives on social stratification, inequality, and development.</li> <li>• To learn and analyze the continuity and transformation of Indian social life in the context of globalization, democracy, and social reform.</li> </ul>			
<b>Course Outcomes (COs):</b>			
<p>Upon successful completion of this course, students will be able to:</p> <p><b>CO1:</b> Understand the structure and dynamics of Indian society through sociological frameworks.  <b>CO2:</b> Analyze caste, class, tribe, and gender as systems of social stratification.  <b>CO3:</b> Evaluate the impact of modernization, globalization, and policy on Indian social institutions.  <b>CO4:</b> Develop critical insight into the interplay between tradition and change in contemporary India.</p>			
<b>Syllabus</b>			
<b>Course Content</b>			
<b>1. Approaches to the Study of Indian Society</b>			<b>10</b>
1.1. The Colonial Discourse			
1.2. The Nationalist Discourse			
1.3. The Subaltern Critique			
<b>2. Social Structure</b>			<b>10</b>
2.1. Rural and Agrarian Social Structure			
2.2. Caste System			
2.3. Tribal Communities			
<b>3. Socio-economic Issues</b>			<b>10</b>
3.1. Unemployment			
3.2. Poverty			
3.3. Illiteracy			
<b>4. Emerging Challenges to Civilization, State and Society</b>			<b>10</b>

4.1. Communalism		
4.2. Secularism and New Religious Movement		
4.3. Social Exclusion		
4.4. Population Issues and Family Planning		
	Total Lectures	Hours 40
<b>Further Readings:</b>		
<ul style="list-style-type: none"> <li>• Ahuja, R. (2014). <i>Social Problems in India</i>. Rawat.</li> <li>• Beteille, A. (1986). The Concept of Tribe with Special Reference to India. <i>European Journal of Sociology</i>, 27(2).</li> <li>• Chandra, B. (1984). <i>Communalism in Modern India</i>. Vikas Publishing House Pvt. Ltd.</li> <li>• Cohn, B. S. (1991). <i>An Anthropologist among the Historians and Other Essays</i>. Delhi: Oxford.</li> <li>• Das, V. (2004). <i>Handbook of Indian Sociology</i>. Oxford University Press.</li> <li>• Desai, A. R. (2011). <i>Social Background of Indian Nationalism</i>. Popular Prakashan Ltd. (6<sup>th</sup> ed.)</li> <li>• Desai, A. R. (2019). <i>Rural sociology in India</i>. SAGE Publications India Ltd. (5<sup>th</sup> ed.).</li> <li>• Dhanagare, D. N. (1991). “The model of agrarian classes in India”, in D. Gupta (ed.), <i>Social Stratification</i>, Delhi: Oxford University Press.</li> <li>• Doshi, S. L. and Jain, P. C. (1999). <i>Rural sociology. India</i>. Rawat Publications.</li> <li>• Guha, R. (1892). <i>Subaltern Studies</i>. Delhi: Oxford University Press.</li> <li>• Ram A. (1993). <i>Indian Social System</i>. Rawat Publications.</li> <li>• Rawat, H.K. (2013). <i>Contemporary Sociology</i>. Rawat Publication, Jaipur.</li> <li>• S.N. Agarwal. (1989). <i>Population studies with Special Reference to India</i>. New Delhi: Lok Surjeet Publication.</li> <li>• Sharma, K.L. (2008). <i>Indian Social Structure and Change</i>. Rawat Publication.</li> <li>• Srinivas, M.N. (1980). <i>India: Social Structure</i>. Hindustan Publishing Corporation</li> </ul>		
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, other Websites]</b>		

#### CO–PO–PSO Mapping (High/Medium/Low)

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	H	M	M	L	L	M	M	M	L	L	H	M	L	L
CO2	H	H	M	L	M	H	M	M	L	L	H	H	M	L
CO3	M	H	H	M	H	H	M	H	M	L	M	H	H	M
CO4	M	H	H	M	M	H	M	H	M	M	M	M	H	H

<b>Course code</b>	<b>SOCE552XA</b>	<b>SOCIOLOGY OF WORK AND PROFESSIONS</b>	<b>Credit 4 Full Marks 50</b>
<b>Core/Elective/Other:</b>		Elective	<b>Elective</b>
<b>Course Objectives:</b>			
The main objectives of this course are: <ul style="list-style-type: none"> <li>To explore the sociological study of work, labour, and professional life.</li> <li>To highlight issues such as labour relations, informal work, gig economies, gendered work, and professional ethics.</li> <li>To sensitize students to the social organization of work and its implications for identity, inequality, and development in modern India.</li> </ul>			
<b>Course Outcomes (COs):</b>			
Upon successful completion of this course, students will be able to: <p><b>CO1:</b> Understand sociological theories and concepts related to work, labour, and professions.</p> <p><b>CO2:</b> Analyze the transformations of work in industrial and post-industrial contexts.</p> <p><b>CO3:</b> Evaluate the social implications of informalization, gendered labour, and globalization.</p> <p><b>CO4:</b> Critically assess the relationship between work, technology, and social inequality in Indian society.</p>			
<b>Syllabus</b>			
<b>Course Content</b>			<b>No. of Lectures</b>
<b>1. Historical Perspectives on Work</b>			<b>8</b>
1.1	Background: Key Classical approaches to the Study of Work		
1.2	Contemporary Debates on Work (1950s to Present Day)		
1.3	Work in the Age of Global Crisis: COVID-19 and Historical Turning Points in Labour		
<b>2. Theoretical Approaches to Work</b>			<b>8</b>
2.1	Theories of Industrialization, and Post-Industrial Theories		
2.2	Current Transformations Shaping Work & Occupations		
2.3	Contemporary Theoretical Perspectives on Work		
<b>3. Gender, Paid, &amp; Unpaid Work</b>			<b>8</b>
3.1	Horizontal and Vertical Forms of Gender Inequality in Paid Work		
3.2	The Traditional Division of Labour in Household, Family & Caring Work		
3.3	The Competing Demands of Work and Family: Causes and Consequences		
3.4	Gendered Impacts of COVID-19: Work-from-Home, Care Burdens, and Inequality		

<b>4. The Professions and Professionalization</b>	<b>8</b>
4.1 The Characteristics of Professions & the Path to Professionalization	
4.2 The Professionalization and De-professionalization of Occupations in the Current Labour Market.	
<b>5. Work and Self</b>	<b>8</b>
5.1 Job Satisfaction, Alienation, and Work-Related Stress	
5.2 The Association between Work Values & Orientations, and Worker Satisfaction	
5.3 Work and Health Outcomes: positive and negative, direct and indirect	
5.4 Long-Term COVID-19 Impacts: Mental Health - Burnout, Precarity; and Occupational Health and Safety	
Total Lectures   Hours 40	
<b>Further Readings:</b>	
<ul style="list-style-type: none"> <li>• Beck, U. (1992). <i>Risk Society: Towards a New Modernity</i>. Sage.</li> <li>• Berg, I. E. (1979). <i>Industrial Sociology</i>. Prentice-Hall.</li> <li>• Bhowmik, S. (2012). <i>Industry, Labour, and Society</i>. Orient Blackswan.</li> <li>• Braverman, H. (1974). <i>Labor and Monopoly Capital: The Degradation of Work in the Twentieth Century</i>. Monthly Review Press.</li> <li>• Brown, R., Child, J., &amp; Parker, S. R. (2005). <i>The Sociology of Industry (Studies in Sociology)</i> (4th ed.). Taylor &amp; Francis.</li> <li>• Chung, H., &amp; van der Horst, M. (2020). Women’s employment, unpaid care work, and COVID-19. <i>European Societies</i>, 23(S1), S228–S245. DOI</li> <li>• Collins, C., Landivar, L. C., Ruppner, L., &amp; Scarborough, W. J. (2021). COVID-19 and the gender gap in work hours. <i>Gender, Work &amp; Organization</i>, 28(S1), 101–112. DOI</li> <li>• Das, K., Das, O. A. V., Das, V. E., Beteille, Pesla., &amp; Madan, T. N. (Eds.). (2003). <i>The Oxford India Companion to Sociology and Social Anthropology</i>. Oxford University Press.</li> <li>• Edgell, S. (2012). <i>The Sociology of Work: Continuity and Change in Paid and Unpaid Work</i> (2nd ed.). SAGE Publications Ltd.</li> <li>• Edgell, S., Gottfried, H., &amp; Granter, E. (2015). <i>The SAGE Handbook of the Sociology of Work and Employment</i> (1st ed.). SAGE Publications Ltd.</li> </ul>	

- Eurofound (2020). *Living, working and COVID-19*. Publications Office of the European Union.
- Fleming, P. (2021). The COVID-19 pandemic and the future of work. *Journal of Management Studies*, 58(1), 254–258. DOI
- Ford, R. L. (1988). *Work, Organization, and Power: Introduction to Industrial Sociology*. Allyn & Bacon.
- Giddens, A. (1990). *The Consequences of Modernity*. Polity.
- Kalleberg, A. L., & Vallas, S. P. (Eds.). (2021). *Work and Labor in the Digital Age: Research in the Sociology of Work* (Vol. 34). Emerald. (COVID-19 chapters included)
- Kerr, C., Harbison, F. H., Dunlop, J. T., & Myers, C. A. (1960). *Industrialism and Industrial Man*. Harvard University Press.
- Nadkarni, L. (2012). *Sociology of Industrial Worker*. Rawat Publications.
- Rudd, E., & Mondal, W. I. (2022). Remote work, alienation, and the pandemic. *Work and Occupations*, 49(4), 421–447.
- Schneider, E. V. (1969). *Industrial Sociology*. McGraw-Hill Education.
- Spurk, D., & Straub, C. (2020). Flexible employment relationships and careers in times of the COVID-19 pandemic. *Journal of Vocational Behavior*, 119, 103435. DOI
- Valles, Steven P., William Finlay, and Amy S. Wharton. 2009. "Chapter 8 The Professions: Power and Status in the Workplace." Pp. 146-64 in *The Sociology of Work: Structures and Inequalities*. New York: Oxford UP.
- Volti, R. (2011). *An Introduction to the Sociology of Work and Occupations* (Second ed.). SAGE Publications, Inc.
- Watson, T. (2008). *Sociology, Work and Industry* (5th ed.). Routledge.
- WHO (2021). *The Impact of COVID-19 on Health and Care Workers: A Closer Look*. World Health Organization. <https://www.ilo.org/topics-and-sectors/safety-and-health-work>, Internal Labour Organization (ILO).

**Related Online Contents [MOOC, SWAYAM, NPTEL, other Websites]**

**CO–PO–PSO Mapping (High/Medium/Low)**

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	H	M	M	L	L	M	M	M	L	L	H	M	L	L
CO2	H	H	M	M	L	M	H	M	L	L	H	H	M	L
CO3	M	H	H	M	M	H	M	H	M	L	M	H	H	M
CO4	M	H	H	M	H	H	M	H	M	M	M	M	H	H

<b>Course code</b>	<b>SOCE552XB</b>	<b>SOCIAL PSYCHOLOGY</b>	<b>Credit 4 Full Marks 50</b>																																																												
<b>Core/Elective/Other:</b>		Elective	<b>Compulsory</b>																																																												
<b>Course Objectives:</b>																																																															
<p>The main objectives of this course are:</p> <ul style="list-style-type: none"> <li>To introduce the intersection of sociology and psychology in understanding individual and group behavior.</li> <li>To discuss the influence of social structures and cultural norms on thought, emotion, and interaction.</li> <li>To provide students with tools to analyze how social contexts shape personality, behaviour, and interpersonal relations.</li> </ul>																																																															
<b>Course Outcomes (COs):</b>																																																															
<p>Upon successful completion of this course, students will be able to:</p> <p><b>CO1:</b> Understand the sociological dimensions of self, identity, and group behaviour.  <b>CO2:</b> Analyse how social context, culture, and institutions influence human behaviour.  <b>CO3:</b> Evaluate processes such as socialization, conformity, and prejudice.  <b>CO4:</b> Apply social-psychological concepts to everyday life, community issues, and social cohesion.</p>																																																															
<b>Syllabus</b>																																																															
<table border="1"> <thead> <tr> <th colspan="2">Course Content</th> <th>No. of Lectures</th> </tr> </thead> <tbody> <tr> <td colspan="2"><b>1. Introduction</b></td> <td><b>8</b></td> </tr> <tr> <td>1.1</td> <td>Definition, Nature and Scope</td> <td></td> </tr> <tr> <td>1.2</td> <td>Advancements of Social Psychology</td> <td></td> </tr> <tr> <td>1.3</td> <td>Methods of doing social psychology</td> <td></td> </tr> <tr> <td>1.4</td> <td>Scope of Social Psychology in Different Fields of Society: Health, Education, Law, Politics, Marketing, Environment, Technology, and Mental Health</td> <td></td> </tr> <tr> <td colspan="2"><b>2. Social Cognition</b></td> <td><b>8</b></td> </tr> <tr> <td>2.1</td> <td>Heuristics</td> <td></td> </tr> <tr> <td>2.2</td> <td>Schemas</td> <td></td> </tr> <tr> <td>2.3</td> <td>Automatic and Controlled Processing in Social Thought</td> <td></td> </tr> <tr> <td>2.4</td> <td>Potential Sources of Error in Social Cognition</td> <td></td> </tr> <tr> <td colspan="2"><b>3. Social Perception</b></td> <td><b>8</b></td> </tr> <tr> <td>3.1</td> <td>Nonverbal Communication</td> <td></td> </tr> <tr> <td>3.2</td> <td>Attribution</td> <td></td> </tr> <tr> <td>3.3</td> <td>Impression Formation and Management</td> <td></td> </tr> <tr> <td>3.4</td> <td>The Psychology of Fake News, Misinformation, and Trust in the Digital Era</td> <td></td> </tr> <tr> <td>3.5</td> <td>Cross-Cultural Variations in Social Perception</td> <td></td> </tr> <tr> <td colspan="2"><b>4. The Self</b></td> <td><b>8</b></td> </tr> <tr> <td>4.1</td> <td>Self-presentation</td> <td></td> </tr> <tr> <td>4.2</td> <td>Self-knowledge</td> <td></td> </tr> </tbody> </table>				Course Content		No. of Lectures	<b>1. Introduction</b>		<b>8</b>	1.1	Definition, Nature and Scope		1.2	Advancements of Social Psychology		1.3	Methods of doing social psychology		1.4	Scope of Social Psychology in Different Fields of Society: Health, Education, Law, Politics, Marketing, Environment, Technology, and Mental Health		<b>2. Social Cognition</b>		<b>8</b>	2.1	Heuristics		2.2	Schemas		2.3	Automatic and Controlled Processing in Social Thought		2.4	Potential Sources of Error in Social Cognition		<b>3. Social Perception</b>		<b>8</b>	3.1	Nonverbal Communication		3.2	Attribution		3.3	Impression Formation and Management		3.4	The Psychology of Fake News, Misinformation, and Trust in the Digital Era		3.5	Cross-Cultural Variations in Social Perception		<b>4. The Self</b>		<b>8</b>	4.1	Self-presentation		4.2	Self-knowledge	
Course Content		No. of Lectures																																																													
<b>1. Introduction</b>		<b>8</b>																																																													
1.1	Definition, Nature and Scope																																																														
1.2	Advancements of Social Psychology																																																														
1.3	Methods of doing social psychology																																																														
1.4	Scope of Social Psychology in Different Fields of Society: Health, Education, Law, Politics, Marketing, Environment, Technology, and Mental Health																																																														
<b>2. Social Cognition</b>		<b>8</b>																																																													
2.1	Heuristics																																																														
2.2	Schemas																																																														
2.3	Automatic and Controlled Processing in Social Thought																																																														
2.4	Potential Sources of Error in Social Cognition																																																														
<b>3. Social Perception</b>		<b>8</b>																																																													
3.1	Nonverbal Communication																																																														
3.2	Attribution																																																														
3.3	Impression Formation and Management																																																														
3.4	The Psychology of Fake News, Misinformation, and Trust in the Digital Era																																																														
3.5	Cross-Cultural Variations in Social Perception																																																														
<b>4. The Self</b>		<b>8</b>																																																													
4.1	Self-presentation																																																														
4.2	Self-knowledge																																																														

4.3	Social Comparison	
4.4	Self-Esteem	
<b>5. Contemporary Applications of Social Psychology</b>		<b>8</b>
5.1	Social Psychology of Technology: Online Behavior, Online Ethics, Social Media, and Cyber psychology	
5.2	Political and Environmental Psychology: Activism, Polarization, and Climate Change Behavior	
5.3	Social Psychology of Health: Stress, Coping, and Behavior Change	
5.4	Global Challenges: Pandemics, Inequality, Migration, and Violence	

	Total Lectures	Hours 40
--	----------------	----------

**Further Readings:**

- Aronson, J., & Aronson, E. (2011). *Readings About the Social Animal*. (Eleventh ed.). Worth Publishers.
- Baron. R. A., & Branscombe, N. R. (2012). *Social Psychology* (13<sup>th</sup> ed.). Pearson Education, Inc.
- Baumeister, R. F., & Bushman, B. (2009). *Fundamentals of Social Psychology*. Cengage Learning India Pvt Ltd.
- Berkman, L. F., Glass, T., Brissette, I., & Seeman, T. E. (2000). *From Social Integration to Health: Durkheim in the New Millennium. Social Science & Medicine*, 51(6), 843–857.
- Clayton, S., Devine-Wright, P., Stern, P. C., Whitmarsh, L., Carrico, A., Steg, L., & Bonnes, M. (2015). *Psychological Research and Global Climate Change. Nature Climate Change*, 5, 640–646.
- Delamater, J. D., & Myers, D. J. et al. (2015). *Social Psychology* (8<sup>th</sup> ed.). Westbiew Press.
- Eiser, J. R. (1986). *Social Psychology: Attitudes, Cognition and Social Behaviour*. (1<sup>st</sup> ed.). Cambridge University Press.
- Feldman, R. S. (2000). *Social Psychology: Theories, Research, and Applications*. Prentice-Hall.
- Gifford, R. (2011). *The Dragons of Inaction: Psychological Barriers That Limit Climate Change Mitigation and Adaptation. American Psychologist*, 66(4), 290–302.
- Greifeneder, R., H., & Fledler, K. (2017). *Social Cognition* (Social Psychology: A Modular Course) (2<sup>nd</sup> ed.), Routledge.
- Haslam, C., Jetten, J., Cruwys, T., Dingle, G., & Haslam, S. A. (2018). *The New Psychology of Health: Unlocking the Social Cure*. Routledge.

- Lindzey, G., & Aronson, E. (Ed). (1968). *The Handbook of Social Psychology*. Rawat Publications.
- Mannheim, K. (1953). *Essays on Sociology and Social Psychology* (P. Kecskemeti, Ed.). Routledge & Kegan Paul.
- Myers, D., & Twenge, J. (2018). *Social Psychology* (13th ed.). McGraw Hill.
- Pennington, D. C. (1993). *Essential Social Psychology*. Edward Arnold.
- Rosenberg, M., & Turner, R. H. (Eds.). (2017). *Social Psychology: Sociological Perspectives*. Routledge.
- Walton, G. M., & Wilson, T. D. (2018). *Wise Interventions: Psychological Remedies for Social and Personal Problems*. *Psychological Review*, 125(5), 617–655.

**Related Online Contents [MOOC, SWAYAM, NPTEL, other Websites]**

--	--	--	--

**CO–PO–PSO Mapping (High/Medium/Low)**

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4
CO1	H	M	M	L	L	M	M	M	L	L	H	M	L	L
CO2	H	H	M	M	L	M	H	M	L	L	H	H	M	L
CO3	M	H	H	M	M	H	L	H	M	L	M	H	M	L
CO4	M	M	M	M	H	H	M	H	H	M	M	M	H	M

<b>Course code</b>	<b>SOCO553X9</b>	<b>Research Project/ Dissertation</b>	<b>Credit 8 Full Marks 100</b>
<b>Core/Elective/Other:</b>			<b>Compulsory</b>
<b>Course Objectives:</b>			
<p>The main objectives of this course are:</p> <ul style="list-style-type: none"> <li>To introduce students to independent sociological research, enabling them to conceptualize, design, and execute a systematic study on a chosen social issue or phenomenon.</li> <li>To train students in the application of sociological theories, and familiarize students with sociological research methodologies.</li> <li>To cultivate critical and analytical thinking, enabling students to examine social phenomena beyond description and engage with interpretation, explanation, and critique.</li> <li>To enhance academic writing and documentation skills, training students to present research in a structured, coherent, and scholarly manner.</li> </ul>			
<b>Course Outcomes (COs):</b>			
<p>Upon successful completion of this course, students will be able to:</p> <p>CO1: Identify and formulate a sociologically relevant research problem, grounded in existing literature and contemporary social realities.</p> <p>CO2: Demonstrate understanding of sociological theories and concepts, and apply them appropriately to analyze empirical data.</p> <p>CO3: Collect, organize, and analyze data systematically, using sociological reasoning to interpret findings.</p> <p>CO4: Critically examine social phenomena, moving beyond narrative description to analytical and interpretive insights, along with defending research arguments with clarity and confidence, responding to academic questions using evidence and sociological reasoning.</p>			
		Total Lectures	Hours 80
<b>Further Readings:</b>			
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, other Websites]</b>			

#### CO–PO–PSO Mapping (High/Medium/Low)

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	H	H	M	M	M	H	M	H	M	H	M	M	M	H	L
CO2	H	H	M	M	M	H	M	M	M	H	M	M	M	H	L
CO3	H	M	M	H	M	H	M	H	M	M	L	M	H	M	L
CO4	H	H	L	L	L	M	L	H	L	H	L	L	M	H	L

<b>Course code</b>	<b>SOCO554X9</b>	<b>Internship/Capstone Project/ Applied Field or Industry Project/ Innovation &amp; Incubation/ Entrepreneurship/ Start-up Proposal or Practice</b>	<b>Credit 4 Full Marks 50</b>
<b>Core/Elective/Other:</b>			<b>Compulsory</b>
<b>Course Objectives:</b>			
The main objectives of this course are: <ul style="list-style-type: none"> <li>To provide applied learning opportunities that enable students to engage with real-world social, organizational, industrial, or entrepreneurial contexts through a sociological lens.</li> <li>To integrate sociological theory with practice, allowing students to analyse institutions, work cultures, communities, and innovation processes in relation to power, inequality, and social change.</li> <li>To develop critical, reflexive, and ethical understanding of applied work, emphasizing social responsibility, inclusivity, and sustainability.</li> <li>To enhance professional and analytical competencies, preparing students for diverse career pathways through experiential and problem-oriented learning.</li> </ul>			
<b>Course Outcomes (COs):</b>			
Upon successful completion of this course, students will be able to: <p><b>CO1:</b> Apply sociological concepts and perspectives to interpret and analyse applied field, industry, or entrepreneurial experiences.</p> <p><b>CO2:</b> Critically assess organizational practices and social interventions, identifying structural constraints, social hierarchies, and ethical challenges.</p> <p><b>CO3:</b> Design and document an applied project, internship report, or start-up proposal, integrating empirical observation with sociological reasoning.</p> <p><b>CO4:</b> Communicate applied sociological insights effectively, through written reports, presentations, and viva voce, demonstrating reflexive and analytical skills.</p>			
		<b>Total Lectures</b>	<b>Hours 40</b>
<b>Further Readings:</b>			
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, other Websites]</b>			

#### CO–PO–PSO Mapping (High/Medium/Low)

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	M	M	H	M	H	M	H	M	H	M	H	M	M	L
CO2	H	M	M	H	H	H	M	H	H	M	M	H	H	M	M
CO3	M	M	L	H	M	M	L	M	H	M	L	M	H	M	L
CO4	M	M	M	M	M	M	L	H	M	H	L	M	M	M	L

<b>Course code</b>	<b>SOCO554X0</b>	<b>SKILL ENHANCEMENT COURSE (SEC)/ INTELLECTUAL PROPERTY RIGHTS (IPR)</b>	<b>Credit 2 Full Marks 25</b>
<b>Core/Elective/Other:</b>			<b>Compulsory</b>
<b>Course Objectives:</b>			
<p>The main objectives of this course are:</p> <ul style="list-style-type: none"> <li>To introduce students to the concept and significance of Intellectual Property Rights, situating IPR within social, economic, cultural, and legal contexts.</li> <li>To develop understanding of different forms of IPR, such as copyrights, patents, trademarks, and geographical indications, and their relevance to knowledge, creativity, and innovation.</li> <li>To examine the social implications of IPR regimes, including issues of access, inequality, traditional knowledge, indigenous rights, and global power relations.</li> <li>To equip students with practical awareness of IPR practices, enabling them to engage responsibly with knowledge production, research, media, and innovation.</li> </ul>			
<b>Course Outcomes (COs):</b>			
<p>Upon successful completion of this course, students will be able to:</p> <p>CO1: Explain key concepts and types of Intellectual Property Rights, and their relevance in academic, cultural, and professional domains.</p> <p>CO2: Analyse IPR from a sociological perspective, critically examining its impact on society, creativity, knowledge ownership, and social justice.</p> <p>CO3: Apply basic IPR principles in academic work, research, documentation, and creative or innovative practices.</p> <p>CO4: Demonstrate ethical and responsible use of intellectual property, showing awareness of plagiarism, authorship, and rights related to knowledge production.</p>			
		<b>Total Lectures</b>	<b>Hours 20</b>
<b>Further Readings:</b>			
<b>Related Online Contents [MOOC, SWAYAM, NPTEL, other Websites]</b>			

#### CO–PO–PSO Mapping (High/Medium/Low)

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	L	H	M	H	M	M	L	L	M	L	M	M	M	M
CO2	M	M	M	L	M	M	L	M	L	H	L	M	L	M	H
CO3	H	L	H	H	H	M	H	M	H	M	L	H	H	M	M
CO4	M	M	M	L	M	M	L	H	L	H	L	M	L	H	H

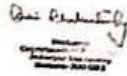
Research Project/ dissertation - 100 marks, 8 credit

Internship – 50 marks, 4 credit

Skill Enhanced Course – 25 marks, 2 credit

**Important Note:**

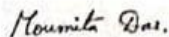
- Fieldwork is compulsory for Students of the department.
- Students will have to visit their field of study during ethnographic studies or Dissertation work at their own expense.
- Viva will be conducted along with Ethnographic Field Project and Dissertation work which will be based on their own fieldwork experience and overall understanding of the subject.



(Dr. Dalia Chakrabarti, Professor, Department of Sociology, Jadavpur University)



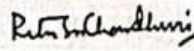
(Dr. Manish K. Thakur, Professor, IIM Calcutta)



(Dr. Moumita Das, Assistant Professor, Adamas University)

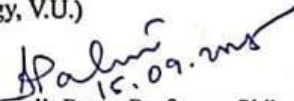


(Ms. Anusua Ghosh, Ernst & Young LLP India, Senior Consultant)



15.09.2025

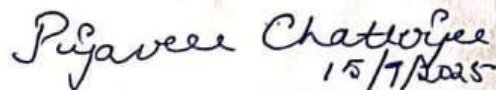
Dr. Ritu Sen Chaudhuri, Professor, West Bengal state University (Member of PG BOS in Sociology, V.U.)



15.09.2025

Dr. Soumyajit Patra, Professor, Sidho Kanho Birsa University, Purulia (Member of PG BOS in Sociology, V.U.)

Soumyajit Patra  
Professor and Head  
Department of Sociology  
Sidho-Kanho-Birsha University  
Purulia, W.B.

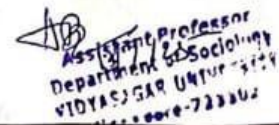


15/9/2025

HEAD  
Department of Sociology  
Vidyasagar University  
Midnapore-721102  
West Bengal, India



15/9/25



Assistant Professor  
Department of Sociology  
VIDYASAGAR UNIVERSITY  
Midnapore-721102