School of Humanities & Social Sciences

Masters of Arts in Sociology

Program Code: SHS0117
Batch: 2020-22 & Onwards

1.1 Vision, Mission and Core Values of the University:

Vision of the University

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

Mission of the University

Transformative educational experience
Enrichment by educational initiatives that encourage global outlook
Develop research, support innovations and accelerate entrepreneurship
Seeking beyond boundaries

Core Values

Integrity
Leadership
Diversity
Community

1.2 Vision and Mission of the School

Vision of the School

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

Mission of the School

M1. To promote learning and employability skills among students.

M2. To promote study of humankind and its manifestation.

M3. To help students succeed in their academic and professional lives.

M4. To encourage research and promote knowledge creation.

Core Values

Integrity
Leadership
Diversity
Community

1.3.1 Programme Educational Objectives (PEO)

PEO1: To develop research skills, critical analysis abilities, and analytical writing skills.

PEO2: To understand concepts and principles of the disciplines their importance for global outreach.

PEO3: To demonstrate a detailed understanding of the selected core discipline of study and enable aptitude for research.

PEO4: To develop a scientific temper and enable students to critically understand issues at the local, national, and global level.

Mapping of PEOs with Mission Statements

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

Program Outcomes of M.A. Sociology:

PO1: **Knowledge:** Understand the key sociological concepts and definitions.

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

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

PO4: Research skills: Develop an ability to use social-science research methods to address sociological questions as well as contemporary issues in society.

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

PO6: Values in Sociology: Apply a sociological perspective to analyze how social structure

manifests itself in their own lives in order to actively participate in civic life.

PO7: **Life-long learning:** Initiate and carry out sociological inquiry and collaboration in the knowledge areas and work sphere

Program Specific Outcomes of the M. A. Sociology:

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

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

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

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

Mapping of Program Outcome Vs Program Educational Objectives

	PEO1	PEO2	PEO3	PEO4
PO1	3	1	1	1
PO2	3	1	2	1
PO3	2	3	3	2
PO4	1	1	1	2
PO5	1	1	2	3
PO6	1	2	3	1
PO7	2	2	1	2
PSO1	3	3	1	3
PSO2	3	3	1	1
PSO3	1	1	3	2
PSO4	1	1	2	3

Program Outcome Vs Courses Mapping Table:

1st Year [Semester I & II]

Program Outcome Courses	Course Name	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
					Semester- 1							
Course 101.1	Classical Sociological Theory and Thinkers	1	1	2	3	2	3	1	1	1	2	3
Course 101.2	Sociology of Work	1	2	-	2	3	3	-	1	2	2	3
Course 101.3	Anthropology of Sound	3	-	2	3	-	1	1	1	-	2	1
Course 101.4	Research methodology and Research Design	1	2	1	3	1	2	1	2	3	1	2
Course 101.5	Communicative English I	1	1	2	1	3	2	1	-	1	1	3
					Semester-II							
Course 201.1	Modern Sociological Theory	1	2	1	1	3	2	2	1	2	3	2
Course 201.2	Urban Sociology	1	2	3	2	1	2	2	2	3	2	2
Course 201.3	Sociology of Religion	1	2	3	2	1	2	3	2	3	1	3
Course 201.4	Field Project	-	-	-	-	-	-	-	-	-	-	-
Course 201.5	Perspectives of Development	2	1	1	1	-	1	3	1	-	2	1
Course 201.6	Environmental Science	1	-	1	1	3	-	1	-	1	2	-

2nd Year [Semester III & IV]

Program Outcome Courses	Course Name	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
Semester III												
Course 301.1	Sociology of India	1	1	2	3	2	3	1	1	1	2	3
Course 301.2	Sociology and its Margins	1	2	2	2	3	3	2	1	2	2	3
Course 301.3	Sociology of Kinship	1	1	2	3	2	3	1	1	1	2	3
Course 301.4	Gender, Sexuality and Society-I	1	1	2	3	2	3	1	1	1	2	3
Course 301.5	Sociology of Medicine, Health and Healing	1	2	2	2	2	2	1	3	3	2	1
Course 301.6	Environment and Society	3	3	2	2	3	2	2	1	3	2	3
Course 301.7	Community Connect	-	-	-	-	-	-	-	-	-	-	-
Course 301.8	Internship	-	-	-	-	-	-	-	-	-	-	-
Semester IV												
Course 401.1	Polity and Society in India	1	2	1	1	3	2	2	1	2	3	2
Course 401.2	Dissertation	3	3	2	2	2	2	1	3	2	3	3
Course 401.3	Gender, Sexuality and Society- II	1	2	2	2	2	2	1	3	3	2	1
Course 401.4	Human Rights and Social Justice	3	3	2	2	3	2	1	2	2	2	2

| Course 401.5 | Universal Human Values and Professional Ethics | 1 | 2 | 1 | 1 | - | 3 | 1 | 1 | 3 | 2 | - |
| Course 401.6 | Computer Assisted Analysis | - | - | - | - | - | - | - | - | - | - | - |

Program Structure Template
School of Humanities and Social Sciences
M. A. Sociology
Batch: 2020-22 ONWARDS
TERM: I

S.No.	Paper ID	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course:
				L	T	P			
THEORY SUBJECTS									
1		MSO 101	Classical Sociological Theory and Thinkers	4	1	0	**5**	Core	CC
2			Sociology of Work	4	1	0	**5**	Core	CC
3		MSO104	Anthropology of Sound	4	1	0	**5**	Core	CC
4		MPY 103	Research methodology and Research Design	4	1	0	5	Core	CC
5		ARP 101	Communicative English-1	0	0	4	2	Compulsory	AECC
TOTAL CREDITS							**22**		

* to be chosen by students from Department other than the parent Department.

Program Structure Template
School of Humanities and Social Sciences
M.A Sociology
Batch: 2018-2019 ONWARDS
TERM: II

S.No.	Paper ID	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course:
				L	T	P			
THEORY SUBJECTS									
6			Modern Sociological Theory	4	1	0	**5**	Core	CC
7			Urban Sociology	4	1	0	**5**	Elective	DSE
8			Sociology of Religion	4	1	0	**5**	Elective	DSE
9			Field Project				**5**	Elective	DSE
10			Perspectives of Development	4	0	0	**4**	Elective	GE
11			Environmental Science	2	0	0	**2**	Compulsory	AECC
TOTAL CREDITS							**21**		

*   to be chosen by students from Department other than the parent Department.

Program Structure Template
School of Humanities and Social Sciences
M. A. Sociology
Batch: 2020-22ONWARDS
TERM: III

S.No.	Paper ID	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course:
				L	T	P			
THEORY SUBJECTS									
12			Sociology of India	4	1	0	**5**	Core	CC
13			Sociology and its Margins	4	1	0	**5**	Core	CC
14			Sociology of Kinship	4	1	0	**5**	Elective	DSE
15			Gender, Sexuality and Society- I	4	1	0	**5**	Elective	DSE
16			Sociology of Medicine, Health and Healing	4	1	0	**5**	Elective	DSE
17			Environment and Society	4	1	0	**5**	Elective	DSE
18			Community Connect	0	0	4	**2**	Compulsory	
19			Internship	0	0	4	**2**	Compulsory	SEC
TOTAL CREDITS							**24**		

*   to be chosen by students from Department other than the parent Department.

Program Structure Template
School of Humanities and Social Sciences
M. A. Sociology
Batch: 2020-22 ONWARDS
TERM: IV

S.No.	Paper ID	Subject Code	Subjects	Teaching Load			Credits	Core/Elective Pre-Requisite/ Co Requisite	Type of Course:
				L	T	P			
THEORY SUBJECTS									
20			Polity and Society in India	4	1	0	**5**	Core	CC
21			Gender, Sexuality and Society- II	4	1	0	**5**	Elective	DSE
22			Human Rights and Social Justice	4	1	0	**5**	Elective	DSE
23			Universal Human Values and Professional Ethics	3	1	0	**4**	Elective	GE
24			Computer Assisted Analysis	1	0	2	**2**	Compulsory	SEC
Practical/Viva-Voce/Jury									
25			Dissertation				**5**	Compulsory	CC
		TOTAL CREDITS					**21**		

Course Syllabus

Semester: I

School: **SHSS**		**Batch: 2020-22**
Program**: M.A. in Sociology**		**Current Academic Year: 2020-21**
Branch:	**Semester: I**	

1	Course Code	
2	Course Title	**Classical Sociological Theory and Thinkers**
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
	Course Type	Core
5	Course Objective	The core objectives of this paper are: • To understand the trajectory of Sociology • To understand the classical sociological tradition • To understand different sociological approaches to study society • To enable students to analyse the various theories and its application in sociological concepts. • To allow them scope for further research in the domain.
6	Course Outcomes	This course will enable the students to understand: CO1: The student will be able to explain perspectives related to the emergence of Sociology CO2: The student will be able to identify various sociological concepts and theories CO3: The student will be able to illustrate how and why a social phenomena is produced CO4: The student will be able to analyse various contemporary events in light of the course outline

7	Course Description	This course will introduce students to the history of sociological theory. It begins with tracing the discipline of sociology and precursors to formation of the discipline. The theoretical perspectives of Marx, Durkheim and Weber which provide an exposure to European social history and the formation of modern social thought are covered comprehensively.
Syllabus Outline		

	Unit 1	**Introduction to Sociology**	**CO Mapping**
	A	Meaning of Sociology: Definition; Nature & Scope of Sociology; Who is a sociologist and What do they do? Subject matter of history.history;	CO1
	B	Sociology and other disciplines	CO1
	C	Earliest Sociological Text: Ibn Khaldun's Muqaddimah: A non-western sociological text	CO1, CO2
	Unit 2	**Emergence and Development of Sociology**	
	A	The Renaissance and Enlightenment	CO2
	B	Industrial Revolution and The French Revolution history	CO2
	C	The Early Sociologists: Herbert Spencer & Auguste Comte	CO2, CO3
	Unit 3	**Karl Marx**	
	A	Marx's Conception of Society: Historical and Dialectical Materialism	CO2, CO3
	B	Capitalism: Origins, Development, and Human Alienation, Abstract Labour, Theory of Surplus Value.	CO2, CO3
	C	Class Consciousness, Ideology and Class Struggle	CO2, CO3

	Unit 4	**Max Weber**	
	A	Bureaucracy	CO2, CO3, CO4
	B	Class, Status and Party	CO2, CO3, CO4
	C	Protestant Ethics and Spirit of Capitalism	CO2, CO3,
	Unit 5	**Emile Durkheim**	
	A	The Division of Labour and Forms of Solidarity	CO2, CO3,
	B	Rules of Sociological Method	CO1, CO2, CO3,
	C	Suicide	CO3, CO4
	Mode of examination	Theory/ Viva	

Weightage Distribution	CA		MTE	ETE
	30%		20%	50%

Readings: Text book/s* & Academic Articles	1. Nisbet, R.A. 1967. The Sociological Tradition. London: Heinemann. 2. Abrams, P. 1968. The Origins of British Sociology. Chicago: University of Chicago Press. 3. Marx, K. 1964. Pre-capitalist Economic Formations. London: Lawrence and Wishart. 4. Marx, K. 1954. Capital - Vol. I. Moscow: Progress Publishers. (Chapter 1,10 and 14). 5. Marx, K. 1924. The Class Struggle in France (1848-1850). New York: New York Labour News. 6. Marx, K. and F. Engels. 1976. The Manifesto of the Communist Part, in Marx & Engels Collected Works - Vol. 6. London: Lawrence and Wishart.

7. Weber, M. 1978. Economy and Society: An outline interpretative sociology (edited by G. Roth and C. Wittich) - Vol. 1. Berkeley: University of California Press. (Part-I, Chapters 1, 2).

8. Weber, M. 1949. The Methodology of the Social Sciences. New York: Free Press.

9. Weber, M. 2002. The Protestant Ethic and the Spirit of Capital. Los Angeles: Blackwell Publishers.

10. Durkheim, E. 1982. The Rules of Sociological Method. London: Macmillan.

11. Durkheim, E. 1933. The Division of Labour in Society. Glencoe: The Free Press.

12. Durkheim, E. and M. Mauss. 1969. Primitive Classifications. London: Cohen & West.

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

School: SHSS	**Batch: 2020-22**	
Program: MA in Sociology	**Current Academic Year: 2020-21**	
Branch	**Semester: I**	

1	Course Code	
2	Course Title	**Sociology of Work**
3	Credits	**5**
4	Contact Hours (L-T-P)	4-1-0
5	Course Type	Core
6	Course Objective	1. To introduce the students to a sociological way of thinking about work 2. To provide a foundation for further research
7	Course Outcomes	Student will be able to: CO1: Demonstrate understanding of the historical development of modern forms of work CO2: Apply sociological perspective to the understanding of everyday work in informal, service and professional occupations CO3: Demonstrate understanding of the relationship between work roles and other social roles CO4: Demonstrate understanding of social change brought by industrialization, capitalism and globalization
8	Course Description	This course is an introduction to the sociology of work that will seek to understand the evolution and transformations in work and employment. It will analyse the impact of change in the nature of work on social relations, especially in Indian content. The course will focus on the nature of work, employment and working conditions in India keeping in mind the context of globalisation

Syllabus Outline		**CO Mapping**
Unit 1	**Work and Industry**	
1A	Classical Approaches to Work: Marx, Durkheim and Weber	CO1
1B	Concepts: Fordism, Taylorism, and Post-industrialisation	CO1

1C	Globalization and Outsourcing	CO1, CO2
Unit 2	**Dimensions of Work**	
2A	Work and Alienation	CO1
2B	Emotional Labour (Hoschild)	CO1, CO2
2C	Workplace: The Setting	CO1, CO2
Unit 3	**Stratification Systems and Work**	
3A	Gendered Work: Motherhood Penalty	CO3, CO4
3B	Caste and Work: Pre-Modern and Modern India	CO3, CO4
3C	Race, Racialization and Work	CO3, CO4
Unit 4	**Unpaid Work and Forced Labour**	
4A	Sex work: Forced Labour or Sex as Work?	CO3
4B	Unpaid Domestic Work and Voluntary Work	CO3
4C	Forced Labour in Concentration Camps	CO3
Unit 5	**Informal and Formal Sector**	
5A	The Informal Sector in India	CO4
5B	New Cultures of Work in India	CO4
5C	Contractual and Temporary Arrangements	CO4

Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

	Erikson, Kai. 1990, "On Work and Alienation" in Erikson, K. and S.P.Vallas (eds)The Nature of Work: Sociological Perspectives. New Haven and London:American Sociological Association, Presidential Series and Yale University Press, Pp. 19-33
	Taylor, Steve. 1998, "Emotional Labour and the new Workplace" in Thompson and Walhurst (eds.) Workplace of the Future. London: Macmillan,Pp. 84-100
	Hochschild, A. "The Managed Heart". Pp. 44-78 in Wharton, A. (2006) Working in America, Continuity, Conflict and Change, 3rd edition. (Reader)
	Carol Upadhya. 2019 'Cultures of Work in India's 'New Economy'' in Srivastav, Arif & Abraham (Eds). *Critical Themes in Indian Sociology.*
	Coser, 1990, "Forced Labour in Concentration Camps" in Erikson, K. andS.P.Vallas (eds.) The Nature of Work: Sociological Perspectives, New Havenand London: American Sociological Association, Presidential Series and YaleUniversity Press, Pp. 162-69.
Readings Text book/s	Chowdhry, Prem. 1993,"High Participation, Low Evaluation: Women and Work in RuralHaryana", Economic and Political Weekly, December

25, Pp.136-148.

Kevin D. Henson. 1996. *Just a Temp*. Temple University Press (unit 5C)

Philip Moss, Chris Tilly. 2003. S*tories Employers Tell: Race, Skill, and Hiring in America.* Russell Sage Foundation.

Winifred R. Poster and Nima L. Yolmo. .Globalization and Outsourcing. In Edgell, Gottfried and Granter (Eds). *The Sociology of Work and Employment.* Sage

Edgell, Stephen. 2006, "Unpaid Work-Domestic and Voluntary work" inThe Sociology of Work: Continuity and Change in Unpaid Work. NewDelhi:Sage, Pp.153-181.

Grint, Keith. 2005, "Classical Approaches to Work: Marx, Durkheim andWeber" in The Sociology of Work: An Introduction. Polity Press. Cambridge. Pp. 90-112.

Taylor, Steve. 1998, "Emotional Labour and the new Workplace" inThompson and Walhurst (eds.) Workplace of the Future. London:Macmillan,Pp. 84-100. (Reference)

Other References	The final list of readings will be distributed by the course instructor in the first week of the semester

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

School: SHSS		
		Batch: 2020-22
Program: MA in Sociology		**Current Academic Year: 2020-21**
Branch		
		Semester: I
1	Course Code	
2	Course Title	**Anthropology of Sound**
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
5	Course Type	Core
6	Course Objective	1. To understand the anthropological concepts of sounding, ethnography and cultural landscapes. 2. To apply the knowledge of the concepts to decipher the complexity of human expressions and life through the questions of faith, survival and aesthetics. 3. To locate the anthropological concepts in the larger social contexts. 4. To develop analytical lens for understanding the sonic mapping and its engagement with social realities. 5. To allow them scope for further research in the domain.
7	Course Outcomes	CO1: The student will be able to describe various approaches to the sound world CO2: The student will be able to identify dissonance and quest for nationalisation as an integral part of one's soundscape. CO3: The student will be able to illustrate how and why a social phenomena is produced. CO4: The student will be able to analyse various contemporary events in light of the course outline.
8	Course Description	The course will interrogate the need of anthropology of sound to understand communities across the world and their daily rituals. The focus is on developing a critical understanding of the intersections and the power nexus that characterize these meanings and experiences scripted by cultures and soundscapes.

Syllabus Outline		CO Mapping
Unit 1	**Introducing the 'Sound World'**	
1A	Musicology and Ethnomusicology	CO1, CO2
1B	Anthropology of Music and Ethnomusicology	CO1, CO2
1C	Doing Anthropology of Sound	CO1, CO2

Unit 2	**Conflict, Resistance and Sound**	
2A	Structuring war time endurance	CO1, CO2
2B	Responding through music	CO1, CO2
2C	Music as activism	CO1, CO2, CO3
Unit 3	**Music and Identity**	
3A	Voicing national and ethno-national aspirations	CO1, CO2, CO3
3B	Urban elites and cosmopolitanism	CO2, CO3
3C	Traditional and Modern formats of music festival	CO2, CO3, CO4
Unit 4	**Gender, Caste and Music**	
4A	Madonna and Female Hetero-sexual Desires	CO1,CO2, CO3
4B	Poetry, Song and Image Making	CO2, CO3
4C	Indian diasporic female performance	CO3, CO4
Unit 5	**Sound and Archive**	
5A	Exploring power relationships	CO1, CO2
5B	Sounding and Listening in Chinese Nursing Homes	CO2, CO3
5C	Diasporic Intimacy	CO1, CO2, CO3, CO4
Mode of examination	Theory	

Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

Readings Text book/s	Unit1 A Bruno Nettl, In Nettl's Elephant, (2010) On the History of Ethnomusicology The Seminal Eighties: Historical Musicology and Ethnomusicology, Illinois University Press 1B Bruno Nettl, In Nettl's Elephant, (2010)The Music of Anthropology, Illinois University Press Ethnomusicology Revisited Author(s): Alan P. Merriam Source: Ethnomusicology, Vol. 13, No. 2 (May, 1969) 1C Doing Anthropology in Sound Author(s): Steven Feld and Donald Brenneis Source: American Ethnologist, Vol. 31, No. 4 (Nov., 2004), pp. 461-474 The Umeda Language Problem, Alfred Gell, Canberra Anthropology (2), 1979

Unit 2A
Jim Sykes, Ontologies of acoustic endurance: rethinking wartime sound and listening, 2018, Sound Studies

Unit 2B
Jonathan R. Pieslak, Sound Targets- Music and War In Iraq, Journal of Musicological Research, 26: 123–149, 2007
J. Martin Daughtry (2015), Listening to War: Sound, Music, Trauma, and Survival in Wartime Iraq, OUP, UK (Reference)
Unit 2C
Rasika Ajotikar 'Our song impure, our voice polluted': conversations with activist and musician Shital Sathe, 2018, The Feminist Review Collective.

Sumangala Damodaran, Music in the Tradition of the Indian People's Theatre Association, 2017, Tulika Books (Select chapter)
Unit 3A
Nicholas Harkness, Encore!: Homecoming Recitals in Christian South Korea, The Journal of Korean Studies 17, no. 2 (Fall 2012): 351–82
Unit 3B
Regula Qureshi How Does Music Mean? Embodied Memories and the Politics of Affect in the Indian "sarangi" Author(s):, American Ethnologist, Vol. 27, No. 4 (Nov., 2000), pp. 805-838
Amanda J. Weidman (2006), Singing the Classical, Voicing the Modern: The Postcolonial Politics of Music in South India, Duke University Press, UK (Reference)
Lakshmi Subramaniam, Culture and Consumption: Classical Music in Contemporary India and the Diaspora, Transforming Cultures eJournal, Vol. 3 No 1, February 2008 (Reference)

Unit 3C
Radha.Kapuria, "National, Modern, Hindu? The Post-Independence Trajectory of Jalandhar's Harballabh Music Festival." The Indian Economic & Social History Review 55, no. 3 (July 2018): 389–418. doi:10.1177/001946461877841

Unit 4A
Susan McClary, 'Living to Tell: Madonna's Resurrection of the Fleshly' in "Feminine Endings in Retrospect": Music, Gender and Sexuality, copyright 2002 by the Regents of the University of Minnesota

Unit 4B
Badri Narayan. 2006. Women heroes and Dalit assertion in north India : culture, identity, and —politics, Sage Publications, (Chapter7)
Tejaswini Niranjana, 2006, Mobilizing India: Women, Music and Migration between India and Trinidad, Duke University Press, UK (Select Chapter)
5A
Jacque Attali (2009), Noise: The Political Economy of Music. The University of Minnesota Press (Select Chapter)
5B and 5C
Yun Emily Wang, Sonic Poetics of Home and the Art of Making Do in Sinophone Toronto (dissertation, November 2018) Chapter 2, Chapter 4

	R. Murray Schafer, (1993), The Soundscape: Our Environment and the Tuning of the World, Destiny Books (Reference) Roma Chatterji, 2020. Graphic Narratives and the Mythological Imagination in India, Routledge, NY (Chap 3) (Reference)
Other References	The final list of readings will be distributed by the course instructor in the first week of the semester

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

School: SHSS		**Batch: 2020-22**
Program: MA in Sociology		**Current Academic Year: 2020-21**
Branch		**Semester: I**
1	Course Code	MPY 103
2	Course Title	**Research methodology and Research Design**
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
5	Course Type	Core
6	Course Objective	1) To acquaint students with the philosophy, ethics, design, and evaluation of research in social science. 2) To create awareness about the basics of scientific research in Social Sciences. 3) To understand methodology of quantitative and qualitative research. 4) To provide the theoretical orientation and background for research.
7	Course Outcomes	CO1: The student will be able to define the philosophy, ethics, design, and evaluation of research in social sciences. CO2 The student will be able to explain the basics of scientific research. CO3: The student will be able to apply qualitative and quantitative methods in research. CO4: The student will be able to compare the methodology of quantitative and qualitative research. CO5: The student will be able to evaluate different data collection techniques. CO6: The student will be able to design research.
8	Course Description	This course will introduce the principal steps taken during a social science research study and aims to provide students with the knowledge and competencies necessary to plan and conduct research projects of their own.

Syllabus Outline		CO Mapping
Unit 1	**Research in Social Sciences**	
1A	Purpose and types of research: Introduction to Qualitative and Quantitative Research; basic research; applied research; action research	CO1
1B	Ethical standards of research: planning, conduction and reporting research; plagiarism	CO1
1C	Cross-cultural research; applied and basic research; Need and benefits of interdisciplinary research	CO1, CO2
Unit 2	**Steps involved in Research Process**	

2A	Criteria of good research problems, hypotheses, and objectives	CO1, CO3
2B	Relevance of Literature Review; Definition and types of variables	CO1, CO3
2C	Sampling: Definition; sample size and representativeness; kinds of sampling- probability and non- probability.	CO1, CO3
Unit 3	**Research Designs**	
3A	Exploratory Research: cross- sectional design, single subject study design, the longitudinal study design, observational design and ethnography design	CO2
3B	Descriptive Research: survey research, correlational design	CO2, CO3
3C	Causal Research: Experimental design, non- experimental design; pre-post-test design	CO2, CO3
Unit 4	**Data collection methods**	
4A	Observation, focus group interview and Structured and Unstructured Interview;	CO3, CO4
4B	Structured questionnaire, semi- structured questionnaire and standardized questionnaire; Reliability and Validity of Questionnaires	CO3, CO4
4C	Case Study; Ethnography, Projective Techniques.	CO3, CO4
Unit 5	**Test Construction & Research Report**	
5A	Developing Questionnaires: Item Writing, Item Analysis	CO4, CO5
5B	Preparing a research proposal; Writing research report and article	CO2, CO4, CO5
5C	Choosing the right journal for publication; Reference writing styles	CO3, CO4, CO5
Mode of examination	Theory	

Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

Readings Text book/s	1. Tim May (2001). Social Research: Issues, Methods and Process, 3rd edition, Open University Press 2. Shaughnessy, J. J., Zechmeister, E. B. &Zechmeister, J. (2012). Research methods in psychology. (9th ed..). NY: McGraw Hill. 3. Elmes, D. G. (2011). Research Methods in Psychology (9thed.). Wadsworth Publishing. 4. Acharyya, R. (Ed.), Bhattacharya, N. (Ed.). (2020). Research Methodology for Social Sciences. London: Routledge India, https://doi.org/10.4324/9780367810344
Other References	1. Charmaz, K. (2006). Constructing Grounded Theory: A Practical Guide through Qualitative Analysis (Introducing Qualitative Methods series). New Delhi: Sage Publications.

2. Dominowski, R. L. (1980). Research methods. N.J.: Engelwood Cliffs, Prentice-Hall.
3. Embreston, S. E., & Raise, S. P. (2000). Item response theory for psychologists. Mahwah, NJ: Lawrence Erlbaum
4. Smith, J. A. (2008). Qualitative Psychology: A Practical Guide to Research Methods. Sage.
5. Wiling, C. (2008). Introducing Qualitative Research in Psychology (2nded). Open University Press.
6. American Psychological Association. (2009). Publication Manual of the American Psychological Association (6thed.). APA.
7. American Psychological Association. (2009). Concise Rules of APA Style (Concise Rules of the American Psychological Association (APA) Style). APA

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4
CO1	2	3	3	1	2	1	2	1	2	2
CO2	2	2	3	2	1	2	2	2	2	2
CO3	2	3	3	1	2	1	2	1	2	1
CO4	3	2	3	2	2	2	3	2	2	2
CO5	3	2	3	2	1	2	3	2	2	2
CO6	3	2	3	2	2	2	3	2	2	2

Schools:SHSS		**Batch :** 2020-22
		Current Academic Year: 2020-21
		Semester: 1ˢᵗ (One)
1	Course Code	**ARP101**
2	Course Title	Communicative English-1
3	Credits	2
4	Contact Hours(L-T-P)	0-0-4
5	Course Objective	To minimize the linguistic barriers that emerge invaried socio-linguistic environments through the use of English. Help students to understand different accents and standardise their existing English. Guide the students to hone the basic communication skills - listening, speaking, reading and writing while also uplifting their perception of themselves, giving them self-confidence and building positive attitude.
6	Course Outcomes	CO1 Learn to use correct sentence structure and punctuation as well as different parts of speech. CO2 Learning new words its application and usage in different contexts helpful in building meaning conversations and written drafts. CO3Develop over all comprehension ability, interpret it and describe it in writing. Very useful in real life situations and scenarios. CO4A recognition of one's self and abilities through language learning and personality development training leading up to greater employability chances. CO5Learn to express oneself through writing while also developing positive perception of self. CO6To be able to speak confidently in English. CO7To empower them to capitalise on strengths, overcome weaknesses, exploit opportunities, and counter threats. CO8 To ingrain the spirit of Positive attitude in students through a full length feature film followed by a storyboarding activity CO9Create a Self Brand, identity and self esteem through various interesting and engaging classroom activity. CO10Exposing students to simulataions and situations wherein students learn to describe people and situations and handle such situations effectively and with ease. CO11Teaching students how to engage in meaningful dialogues and active conversational abilities to navigate through challenging situations in life and make effective conversations CO12 Learn how to transform adverse beginnings into positive endings – through writing activities like story completion.

7	Course Description	The course is designed to equip students, who are at a very basic level of language comprehension, to communicate and work with ease in varied workplace environment. The course begins with basic grammar structure and pronunciation patterns, leading up to apprehension of oneself through written and verbal expression as a first step towards greater employability.	
8		Outline syllabus – ARP 201	
	Unit A	**Sentence Structure**	**CO Mapping**
	Topic 1	Subject Verb Agreement	CO1
	Topic2	Parts of speech	
	Topic3	Writing well-formed sentences	
	Unit B	**Vocabulary Building & Punctuation**	
	Topic 1	**Homonyms/ homophones, Synonyms/Antonyms**	CO2
	Topic2	Punctuation/ Spellings (Prefixes-suffixes/Unjumbled Words)	CO1, CO2
	Topic3	Conjunctions/Compound Sentences	CO1, CO2
	Unit C	**Writing Skills**	
	Topic 1	Picture Description – Student Group Activity	CO3
	Topic2	Positive Thinking - Dead Poets Society-Full-length feature film - Paragraph Writing inculcating the positive attitude of a learner through the movie | SWOT Analysis – Know yourself	CO8, CO5, CO7
	Topic3	Story Completion Exercise –Building positive attitude - The Man from Earth (Watching a Full length Feature Film)	CO5, CO9, CO12
	Unit D	**Speaking Skill**	
	Topic 1	Self-introduction/Greeting/Meeting people – Self branding	CO6, CO9
	Topic2	Describing people and situations - To Sir With Love (Watching a Full length Feature Film)	CO9, CO10
	Topic3	Dialogues/conversations (Situation based Role Plays)	CO6, CO10, CO11
9	Evaluations	*Class Assignments/Free Speech Exercises / JAM Group Presentations/Problem Solving Scenarios/GD/Simulations (60% CA and 40% ETE*	*N/A*
10	Texts & References | Library Links	• Blum, M. Rosen. *How to Build Better Vocabulary*. London: Bloomsbury Publication • Comfort, Jeremy(et.al). *Speaking Effectively*. Cambridge University Press	

Semester: II

School: SHSS		**Batch: 2020-22**
Program: MA in Sociology		**Current Academic Year: 2020-21**
Branch		**Semester: II**
1	Course Code	
2	Course Title	**Modern Sociological Theory**
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
5	Course Type	Core
6	Course Objective	1. To understand the modern sociological tradition 2. To apply the theoretical framework in various social contexts 3. To help students analyse the various theories and its application in sociological concepts 4. To allow them scope for further research in the domain
7	Course Outcomes	CO1: The student will be able to identify various sociological theories CO2: The student will be able to explain perspectives related to the emergence of sociology CO3: The student will be able to illustrate how and why a social phenomena is produced CO4: The student will be able to analyse various contemporary events in light of the course outline
8	Course Description	This course will introduce the students to the substantive, theoretical and methodological issues, which have shaped the sociological thinking in the latter half of the 20th century.

Syllabus Outline		CO Mapping
Unit 1	**Neo Marxist Theory**	
1A	Antonio Gramsci: hegemony and mature capitalism	CO1, CO2
1B	Louis Althusser: overdetermination and ideology	CO1, CO2
1C	The Frankfurt School: late capitalist culture	CO1, CO2
Unit 2	**Michel Foucault**	
2A	Understanding Discourse	CO2, CO3
2B	Formation of Power	CO2, CO3
2C	Emergence of the Subject	CO2, CO3

Unit 3	**Pierre Bourdieu**	
3A	Structures and Habitus	CO1, CO2, CO3
3B	Judgment of Taste: A Social Critique	CO1, CO2, CO3
3C	Class Tastes and Life-Styles	CO1, CO2, CO3
Unit 4	**Self and The Social World**	
4A	G.H. Mead and Symbolic Interactionism	CO3, CO4
4B	Harold Garfinkel and Ethnomethodology	CO3, CO4
4C	Erving Goffman and Dramaturgical Theory	CO3, CO4
Unit 5	**Public and Private Sphere**	
5A	Habermas: Public Sphere	CO3, CO4
5B	Habermas: Civil Society as a Sphere of Private	CO3, CO4
5C	Hannah Arendt: Public and Private Sphere	CO3, CO4

Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Readings Text book/s	Unit 1A Gramsci, Antonio. 1971. Selections from the Prison Notebooks. London: Lawrence and Wishart. Select Chapters. Unit 1B Althusser, L. 1971. Lenin and Philosophy and Other Essays. New York: Monthly Review Press. Unit 1C Horkheimer & Adorno. 2002. *Dialectic of Enlightenment.* Stanford University Press. Select Chapters Unit 2 (A,B,C) McHoul Alec and Grace Wendy.1993. A Foucault Primer Discourse, Power and the Subject. Routledge. (Select Chapters)		

		Michel Foucault. 1972. *The Archaeology of Knowledge*. Pantheon Books, New York
		Unit 3A
		Pierre Bourdieu. 1977. *Outline of a Theory of Practice*. Cambridge. (Chapter 2)
		Unit 3B & 3C
		Pierre Bourdieu. 1984. Distinction: A Social Critique of the Judgement of Taste
		Unit4A
		Mead, G.H.. 1972. *Mind, Self and Society*. The University of Chicago. Select Chapters.
		Unit 4B
		Garfinkel, Harold. 1967 Studies in Ethnomethodology. Englewood. Cliffs, New Jersey: Prentice-Hall.
		Unit 4C
		Erving Goffman. 1959. *The Presentation of Self in Everyday Life*. Anchor Books. Select Chapters.
		Unit 5A and 5B
		Jurgen Habermas. 1991. *Structural Transformation of Public Sphere: An Enquiry into the Category of Bourgeois Society*. MIT Press. (Select Chapters)
		Unit 5C
		Arendt Hannah. 1998. *The Human Condition*. University of Chicago Press. Chapter 2 (Select Pages)
Other References		The final list of readings will be distributed by the course instructor in the first week of the semester

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

	School: SHSS		Batch: 2020-22
	Program: MA in Sociology		Current Academic Year: 2020-21
	Branch		Semester: II
1	Course Code		
2	Course Title	Urban Sociology	
3	Credits	5	
4	Contact Hours (L-T-P)	4-1-0	
5	Course Type	DSE	
6	Course Objective	1. To understand the emergence of urban sociology 2. To read cities with its cultural and architectural contexts 3. To explore masculinity and urban spaces 4. To make sense of violence, power and ecology in the context of the urban 5. To learn about the underclass and their systemic exclusion	
7	Course Outcomes	CO1: The student will be able to map the meaning and significance of urban sociology CO2: The student will learn to engage with the neo-liberal framework CO3: The student will get an in depth understanding of aspirations and hierarchies CO4: The student will be able to dwell on contrasting aspects of global patterning and local realities	
8	Course Description	The course will help understand various aspects of the urban social life namely, the cultural difference, political economy, exclusions and negotiations. It opens up theoretical and experiential perspectives	

Syllabus Outline		CO Mapping
Unit 1	**Introducing Urban Sociology**	
1A	What is Urban Sociology	CO1
1B	Traditional Theories in Urban Sociology	CO1
1C	Contemporary Theories in Urban Sociology	CO1
Unit 2	**City Life and Urbanism**	
2A	Global City	CO2
2B	City Cultures	CO2
2C	City as a text	CO2
Unit 3	Masculinity and Urban spaces	
3A	Consumer Cultures and Masculine Identities	CO2, CO3
3B	Everyday mobility and Masculinity	CO2, CO3
3C	Flex boards and performance of a gendered self	CO2, CO3
Unit 4	Ecology, Violence and Metropolis	

4A	Urban Political Economy and Culture	CO3, CO4
4B	Communities and Political Control	CO3, CO4
4C	Environment and Livelihood	CO3, CO4
Unit 5	**The Under-life of Cities**	
5A	The Underclass in the City	CO3, CO4
5B	Migrant Experience	CO3, CO4
5C	Urban Street Cultures	CO3, CO4

Mode of examination	Theory		

Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

| Readings Text book/s | Unit 1

Wirth Louis, urbanism as a way of Life, The American Journal of Sociology, Vol. 44, No. 1 (Jul., 1938), pp. 1-24 Published by: The University of Chicago Press

Castells Manuel and A. Sheridan, 1977, The Urban Question, London, Edward Arnold

Patel Sujata and Kushal Deb (ed) 2006 Urban Studies, Delhi, Oxford (Select Chapters)

Amit-Talai, V. and Lustiger-Thaler, H. 1994. (eds.). Urban Lives: Fragmentation and Resistance. Toronto: McLelland & Stewart (Select Chapters)

Harvey, David, 1989 The Urban Experience, Baltimore, John Hopkins Press

Unit 2

Sassen Saskia, 1991 The Global City, Princeton, Princeton University Press

Sennett, Richard (ed.), 1969, Classic Essays on the Culture of Cities (Englewood Cliffs: Prentice Hall. Inc.
 Hannerz, U. 1993. "The Culture Role of World Cities" in Cohen, Anthony P. and Fukui, Katsuyoshi (eds.) Humanizing the City: Social Contexts of Urban Life at the Turn of the Millennium. Edinburgh: Edinburgh University Press. Pp. 69-83. |
|---|---|

Duncan, J. S. 1990. The City as Text: The politics of landscape Interpretation in the Kandyan Kingdom. Cambridge: Cambridge University Press. (chapter 1).

Unit 3

Srivastava, Sanjay,2010,Fragmentary pleasures: masculinity, urban spaces, and commodity politics in Delhi, Journal of the Royal Anthropological Institute (N.S.) 16, 835-852

Chowdhury, Romit, 2019, The social life of transport infrastructures: Masculinities and everyday mobilities in Kolkata, Urban Studies 1–17, Urban Studies Journal

Lohokare, Madhura. "Iconographies of Urban Masculinity: Reading "Flex Boards" in an Indian City." Asia Pacific Perspectives, Vol. 15, no. 1, 73-93.

Unit 4
Nair Janaki, 2005 The Promise of the Metropolis. Bangalore's Twentieth Century, Delhi, Oxford

Mehta, Deepak. "Collective Violence, Public Spaces and the Unmaking of Men." Men and Masculinities 9 (2006): 204-225

Bhaviskar, Amita, What the Eye Does Not See: The Yamuna in the Imagination of Delhi, Economic & Political Weekly EPW december 10, 2011 vol xlvi no 50

Feldman, A. 1991. Formations of Violence: The Narrative of the Body and Political Terror in Northern Ireland. Chicago: University of Chicago Press. (chapters 3)

Fernandes Leela (2007): The New Urban Middle Class, OUP, New Delhi (Select Chapter)

Unit 5
Espinoza, V. 1999. "Social Networks among the Urban Poor: Inequality and Integration in a Latin American City", in Barry Wellman (ed.). Networks in a Global Village: Life in Contemporary Communities. Boulder, CO: West view Press, pp. 147-184.
Shivanand, Swathi, 'Feet in Both Places': Affective Spaces of Circular Migration, Urbanisation 1–15, 2020 Indian Institute for Human Settlements

Brighenti, Andrea Mubi, 2017, "Expressive Measures" in "Graffiti and

	Street Art Reading, Writing and Representing the City", Routledge
Other Referenc es	The final list of readings will be distributed by the course instructor in the first week of the semester

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

School: SHSS		Batch: 2020-22
Program: MA in Sociology		Current Academic Year: 2020-21
Branch		**Semester: II**
1	Course Code	
2	Course Title	**Sociology of Religion**
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
5	Course Type	Discipline Specific Elective (DSE)
6	Course Objective	This course will enable students to gain a conceptual and theoretical understanding of the relationship between religion and society. The course seeks to introduce students with various institutional and non-institutional religions. It will also discuss the changing nature of various religious due to social change as well as other factors like globalization, democratization, etc in the contemporary times.
7	Course Outcomes	CO1: Student will be able to understand Classical approach to the sociological study of religion CO2: Student will be able to understand types of religions and issues of issues CO3: Student will be able to understand various indigenous perspectives on religion. CO4: Student will be able to analyse social change and its impact on religions across India as well as the world.
8	Course Description	This is an introductory course for M.A. students dealing with the interaction of religion and society. It introduces the thoughts of Marx, Durkheim, and Weber on religion. The course will also deal with various religions in Indian and with their symbolic dimensions. The course also deals with contemporary issues and social change relating to religion and society.

Syllabus Outline		CO Mapping
Unit 1	**Classical Approaches to the Study of Religion**	
1A	Marx: Communism and Atheism	CO1, CO2
1B	Weber: Protestant Ethic and Capitalism	CO1, CO2

1C	Durkheim: Elementary Forms of Religion	CO1, CO2
Unit 2	**Religion in Modern Times**	
2A	Shaping the Private and Public Spheres – Debates on Reconfiguration of Religion in Modern Times	CO2, CO4
2B	Fundamentalism — Communalism — Proselytism	CO2, CO4
2C	Secularisation – Diverse Trajectories	CO2, CO4
Unit 3	**Religion in India**	
3A	Traditions: Hinduism, Islam, Christianity, Buddhism, Sikhism	CO2, CO3, CO4
3B	Views on Religion by Indian Thinkers - Mahatma Phule, Mahatma Gandhi, Pandita Ramabai, B.R.Ambedkar, and Swami Vivekananda	CO3, CO4
3C	Complexities of Gender and Religion: Devdasi system	CO2, CO3,
Unit 4	**Social change and religion in India**	
4A	Religious Movements in Pre-modern: Bhakti Movement	CO3, CO4
4B	Religious Reformist Movements in Colonial India: Arya Samaj, Brahmo Samaj & Prarthana Samaj	CO3, CO4
4C	Religious Movements in Modern Period: B.R. Ambedkar's Religious Conversion and others.	CO3, CO4
Unit 5	**Issues in Religion**	
5A	Globalization and Religion	CO3, CO4
5B	Religion and Sexuality	CO3, CO4
5C	Music and Religion: Sufism and Islam, Bengali Baul Tradition and Hinduism	CO2, CO3, CO4
Mode of	Theory	

examination			
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Readings Text book/s	Allen, Douglas (Ed.). 1991, Religion and Political Conflict in South Asia, West Port Conn: Connecticut University Press.		
	Turner, Bryan S. 1991 (2nd edition). Religion and social theory. London: Sage.		
	Durkheim, E., 1915, The Elementary Forms of Religious Life, Allen and Unwin, London.		
	Weber, M., 1963,The Sociology of Religion, Beacon Press, Massachusetts.		
	Malinowski, B., 1948,Magic, Science and Religion: Selected Essays, Beacon Press, Massachusetts.		
	Eliade, M., 1959, The Sacred and the Profane: The Nature of Religion, Houghton Mifflin Harcourt.		
	Peters, F.E. , 1995,The Hajj: The Muslim Pilgrimage to Mecca and the Holy Places, Princeton University Press, Princeton.		
	Evans-Pritchard, E.E., 1976,"The Notion of Witchcraft Explains Unfortunate Events" in Witchcraft, Oracles and Magic among the Azande, Clarendon Press, Oxford, pp. 63-83.		
	Uberoi, J.P.S., 1991, "The Five Symbols of Sikhism", in T.N. Madan (ed.)Religion in India, Oxford University Press, Delhi, pp. 320-333.		
	Asad, T., 1982, "Genealogies of Religion: Discipline and Reasons of Power" in Christianity and Islam, Johns Hopkins Press, Baltimore.		
	Mahmood, S., 2001, "Rehearsed Spontaneity and the Conventionality of Ritual: Disciplines of Salat", American Ethnologist, Vol. 28, No. 4, pp. 827-853.		
	Fischer, M.N.J., 1980, Iran: From Religious Dispute to Revolution, Harvard University Press, Massachusetts.		
	Asad, T., 2003, Formations of the Secular: Christianity, Islam, Modernity, Stanford University Press Stanford.		
	Mines, D., 2005, Fierce Gods: Inequality, Ritual, and the Politics of Dignity in a South Indian Village, Indiana University Press,		
	Bloomington. Freud, S., 1989, The Future of an Illusion,Hogarth Press, London.		
	Freud, S., 1959, Obsessive Actions and Ritual Practices,The Hogarth Press, London.		

	Engels, F., 1956,The Peasant War in Germany, Foreign Languages Publishing House, Moscow.
	Marx, Karl, 1962,"Introduction to the Critique of Hegel"s Philosophy of Right" in Selected Works, Foreign Languages Publishing House, Moscow
Other References	The final list of readings will be distributed by the course instructor in the first week of the semester

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

School: SHSS	Batch: 2020-22
Program: MA in Sociology	Current Academic Year: 2020-21
Branch : Sociology	Semester: II

1	Course Code	
2	Course Title	**Field Project**
3	Credits	5
4	Contact Hours (L-T-P)	
5	Course Type	Compulsory

School: School of Humanities and Social Sciences		
Program: M.A in Sociology	**Current Academic Year:** 2020-21	
Branch:	**Semester: III**	
1	Course Code	
2	Course Title	**Perspectives of Development**
3	Credits	04
4	Contact Hours (L-T-P)	4-0-0
	Course Type	General Elective (GE)
5	Course Objective	1. This course will seek to introduce students to the political in the idea of Development. 2. Beginning with how Development is understood historically and in economics and sociology today, the course will link this understanding to the way in which different parts of the political space seek to contest and constitute it. 3. The student will be taken through a range of literature from these disciplines, with the intent of linking each to the political question inherent to and emerging from it. 4. This course aims to develop the capacity to think critically in an analytically rigorous way.
6	Course Outcomes	CO1: This course will enable students of Social Science to see that Development is not only a primarily economic issue, but also needs to be understood comprehensively. CO2: The variety of the literature will also bring home to them the amount of work being done across the world and sensitise them to the issues through that. CO3: The course will help the students to reflectively analyse and appraise social practices through the relevant conceptual tool kit. CO4: The student will be able to criticize and evaluate the ongoing political and social practices based on a sound knowledge of the set texts.
7	Course Description	This course will seek to introduce students to the political in the idea of Development. Beginning with how Development is understood historically and in economics and sociology today, the course will link this understanding to the way in which different parts of the political

		space seek to contest and constitute it. The student will be taken through a range of literature from these disciplines, with the intent of linking each to the political question inherent to and emerging from it.			
8	Outline syllabus				CO Mapping
	Unit 1	**Philosophy**			
	A	Philosophy: the Enlightenment			CO1
	B	Growth of the natural sciences			CO2, CO3
	C	significance for the idea of progress to Development			CO3
	Unit 2	**History**			
	A	History of the modern notion of Development			CO1
	B	Trade, , imperialism and wars			CO2, CO3
	C	Liberalism, colonialism and democracy			CO1, CO3
	Unit 3	**Economics**			
	A	Economics: the centrality of the economic in Development			CO1
	B	Capital, the market, money & banking			CO2
	C	International trade and finance capital			CO3
	Unit 4	**Sociology & The politics of knowledge in Development**			
	A	Sociology: Development and social change			CO1
	B	The location and evolution of class, caste, gender			CO2, CO3
	C	The politics of knowledge in Development: theory versus practice, expert versus lay and politics of statistics			CO1, CO2, CO3C
	Unit 5	**The Critiques of Development**			
	A	The Critiques of Development: Human Development			CO2,CO3
	B	Sustainable Development			CO2, CO3
	C	Alternative capitalisms & the Anthropocene			CO2, CO3
	Mode of examination	Theory			
	Weightage Distribution	CA	MTE	ETE	
		30%	20%	50%	
	Text book/s*				
	Other References	*Unit I* Cassirer, E. *The Philosophy of the Enlightenment* Princeton, New Jersey, Princeton University Press, 1951. Ch1: The Mind of the Enlightenment. Principe, L.M. *The Scientific Revolution: A Very Short Introduction* Oxford, Oxford University Press, 2012. Bristow, W. "Enlightenment", *The Stanford Encyclopedia of Philosophy* (Fall 2017 Edition), Edward N. Zalta (ed.), URL: https://plato.stanford.edu/archives/fall2017/entries/enlightenment/			

Unit II

Deb, D. *Beyond Developmentality: Constructing Inclusive Freedom and Sustainability* Routledge, 2009.(Introduction & 1st Chapter).

Piketty, T. *Capital in the Twenty-First Century* (tr.by A. Goldhammer) Cambridge, The Bellknap Press of Harvard University Press, 2017.

Jenkins, R. Where Development Meets History *Journal of Commonwealth and Comparative Politics* Vol.44, No. 1 March 2006, pp. 2-15.

Unit III

Piketty, T. *Capital in the Twenty-First Century* (tr.by A. Goldhammer) Cambridge, The Bellknap Press of Harvard University Press, 2017 (Introduction, Ch.3).

Toye,J. & R. Toye How the UN Moved from Full Employment to Economic Development
Journal of Commonwealth and Comparative Politics Vol.44, No. 1 March 2006, pp. 16-40.

Nustad, K.G. Development: the devil we know? *Third World Quarterly* Vol 22, No 4, pp 479-489, 2001.

Leftwich, A. 1996 On the Primacy of Politics in Development in LEFTWICH, A. ed. *Democracy and Development: Theory and Practice* Polity Press, London.

Unit IV

Milanovic, B. *Global Inequality: A New Approach for the Age of Globalization*

Deshpande, A. *The Grammar of Caste: Economic Discrimination in Contemporary India* New Delhi, Oxford University Press, 2011.

Munshi, K. Community Networks and the Process of Development *Journal of Economic Perspectives* Volume 28, Number 4, Fall 2014, pp. 49–76.

Newman, K. and S. Thorat, Caste and Economic Discrimination: Causes, Consequences and Remedies *Economic And Political Weekly* Vol. 42, Issue No. 41, 13 Oct, 2007 pp. 4121-4124.

Kabeer, N. Gender, poverty, and inequality: a brief history of feminist contributions in the field of international development, *Gender &*

Development 23:2, 189-205, 2015.
DOI: 10.1080/13552074.2015.1062300

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Maranta, A. M. Guggenheim, P. Gisler, C. Pohl The Reality of Experts and the Imagined Lay Person *Acta Sociologica*, Vol. 46, No. 2, The Knowledge Society (Jun., 2003), pp. 150-165.

Unit V

Jacobs, M. & A. Mazzucato *Rethinking Capitalism: Economics and Policy for Sustainable and Inclusive Growth* West Sussex, United Kingdom: Wiley-Blackwell, in association with The Political Quarterly, 2016.

Kothari, A. Development and Ecological Sustainability in India-Possibilities for the post-2015 Framework, *Economic and Political Weekly* VOL-XLVIII NO.30 July 27,2013,pp.

Kothari, A. & K.J. Joy (ed.) *Alternative Futures; India Unshackled* New Delhi, Authors Upfront, 2017.

Escobar, A. *Encountering Development: The Making and Unmaking of the Third World* Princeton and Oxford, Princeton University press, 2012.

Chakrabarty, D. Anthropocene Time *History and Theory* 57, no. 1 (March 2018), 5-32.

Chernilo, D. The question of the human in the Anthropocene debate *European Journal of Social Theory* Vol 20 Issue 1, 2016,pp. 44 – 60.

Sen, A. *Development as Freedom* New Delhi, Oxford University Press, 1999.

Chari, S. & S. Corbridge *The Development Reader* London, Routledge, 2008.

UNDP *Human Development Reports,* New York.

World Bank, *World Development Reports*, Washington.

Film: Wall E

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

1-Slight (Low)
2-Moderate (Medium)
3-Substantial (High)

School: School Of Basic Sciences And Research	ENVIRONMENTAL SCIENCE	OPERATIONAL FROM (I & II TERM)	FOR STUDENT ADMITTED STARTING (2017-2018)
(For) Program: MA in Sociology/SHSS		Batch: 2020-2022 Current Academic Year: 2020-21	
Branch : Sociology		Semester: II	

1	Course No		EVS103	
2	Course Title		**Environmental Science**	
3	Credits		2	
4	Contact hours (L-T-P)		2-0-0	
5	Course Objective		The concepts, principles and importance of environmental science • Natural resource conservation • Effects and control of environmental pollution • Social issues associated with environment	
6	Course Outcomes		1. Understand the principles and scope of environmental science and knowledge about various types of natural resources 2. Study about the structure and composition of atmosphere and factors affecting 3. Study about permissible limits for pollution for ambient air and water quality and its effects and control measures. 4. Effect of global warming and ozone layer depletion 5. Learning of sustainable development, resettlement and rehabilitation, impact of population explosion on environment 6. Understanding of overall environmental issues.	
Outline syllabus				
7.0	A	**General Introduction**		
7.01	A1	Unit 1 Topic 1	Definition, principles and scope of environmental science	
7.02	A2	Unit 1 Topic 2	Water Resources, Land Resources, Food Resources	
7.03	A3	Unit 1 Topic 3	Mineral Resources, Energy Resources, Forest Resources	
7.04	**B**	**Atmosphere and meteorological parameters**		
7.05	B1	Unit 2 Topic 1	Structure and composition of atmosphere	
7.06	B2	Unit 2 Topic 2	Meteorological parameters: Pressure, Temperature, Precipitation, Humidity, Radiation, Wind speed and direction, Wind Rose	
7.07	B3	Unit 2 Topic 3		

7.08	C	**Environmental Pollution (Cause, effects and control measures)**	
7.09	C1	Unit 3 Topic 1	Air, water, Noise and Soil pollution
7.10	C2	Unit 3 Topic 2	Case studies on pollution
7.11	C3	Unit 3 Topic 3	Solid waste management: Causes, effects and control measures of urban and industrial wastes.
7.12	**D**	**Climate Change and its impact**	
7.13	D1	Unit 4 Topic 1	Concept of Global Warming and greenhouse effect
7.14	D2	Unit 4 Topic 2	Ozone layer Depletion and its consequences
7.15	D3	Unit 4Topic 3	Climate change and its effect on ecosystem, Kyoto protocol and IPCC concerns on changing climate
7.16	**E**	**Social Issues and the Environment**	
7.17	E1	Unit 5 Topic 1	Concept of sustainable development, Water conservation
7.18	E2	Unit 5 Topic 2	Resettlement and rehabilitation of people; its problems and concerns, Case studies
7.19	E3	Unit 5 Topic 3	Population explosion and its consequences
8.0	Course Evaluation		
8.01	Continuous Assessment	30%	
8.02	Attendance		
8.03	Assignment	10	
8.04	Quizzes	10	
8.05	Projects		
8.06	Presentations	10	
8.07	Any other		
8.08	MTE	20 %	
8.09	ETE	50 %	
9	References		
9.01	Text book*	1. Joseph, Benny, "Environmental Studies", Tata Mcgraw-Hill. 2. Howard S. Peavy, Donald R. Rowe, George Tchobanoglous. Environmental engineering Mc Graw-Hill, 1985	
9.02	other references		

Mapping of Outcomes vs. Topics

	Outcome no. → Syllabus topic↓	1	2	3	4	5	6
7.01	(COURSENUMBER). .A1	X					X
7.02	(COURSENUMBER). .A2	X					X
7.03	(COURSENUMBER). .A3	X					X
7.09	(COURSENUMBER). .B1		X				X
7.10	(COURSENUMBER). .B2		X				X

7.11	(COURSENUMBER). .B3		X				X
7.13	(COURSENUMBER). .C1			X			X
7.14	(COURSENUMBER). .C2			X			X
7.15	(COURSENUMBER). .C3			X			X
7.19	(COURSENUMBER). .D1				X		X
7.20	(COURSENUMBER). .D2				X		X
7.21	(COURSENUMBER). .D3				X		X
7.24	(COURSENUMBER). .E1					X	X
7.25	(COURSENUMBER). .E2					X	X
7.26	(COURSENUMBER). .E3					X	X

Semester: III

School: SHSS		**Batch: 2020-22**
Program: MA in Sociology		**Current Academic Year: 2021-22**
Branch		**Semester: III**
1	Course Code	
2	Course Title	**Sociology of India**
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
5	Course Type	Core
6	Course Objective	1. To understand the emergence of Sociology in India 2. To understand the methodological debates in Indian Sociology 3. To locate the debates on social stratification in the larger social contexts. 4. To know the multiple perspectives for understanding and analyzing Indian society
7	Course Outcomes	CO1: Student will be able to explain the formation of Sociology in India: Knowledge, Institutions and Practices CO2: The student will be able to identify various methodological debates in Indian sociology. CO3: Understand the prevailing social issues and problems in their structural context and interrelationships. CO4: The student will be able to classify and contrast various specific theoretical interpretations: Colonial, Nationalist, Indological, Functionalist, Dialectical, Subaltern and Non-Brahmanical discourses
8	Course Description	The discipline of Sociology emerged in Western Europe in 18th-19th Century. Colonialism brought the discipline to India, when the British officials realized the need to understand the native society and its culture in the interest of smooth administration.. The first Department of Sociology was set up in Mumbai in the early 1920s. This course will acquaint the students with various perspectives to understand Indian society that evolved with the growth of sociology in India. It will introduce them to the debates in the discipline.

Syllabus Outline		CO Mapping
Unit 1	**Sociological Perspectives on Indian Society**	
1A	Development of Sociology in India	CO1

1B	Orientalist/ Indological: G.S. Ghurye	CO1
1C	Orientalist/ Indological: Iravati Karve	CO1
Unit 2	**Structural & Structural-Functionalist:**	
2A	Structuralist: Louis Dumont	CO2, CO4
2B	Structural-Functionalist: M.N. Srinivas, S.C. Dube	CO2, CO4
2C	Structural-Functionalist: S.C. Dube	CO2, CO4
Unit 3	**Sociological Perspectives on Indian Society**	
3A	Civilizational Perspectives – N.K Bose	CO2, CO4
3B	Conflict Approach: D.P. Mukherji	CO2, CO4
3C	Conflict Approach: A.R. Desai	CO2, CO4
Unit 4	**Subaltern and Perspective from Within**	
4A	B.R. Ambedkar	CO2, CO3, CO4
4B	Challenging Internal Colonizations: (Nandu Ram, Vivek Kumar, and C. Parvathamma)	CO2, CO3, CO4
4C	Subaltern School: Ranajit Guha or Gayatri C. Spivak	CO2, CO3, CO4
Unit 5	**Social Processes**	
5A	Sanskritisation and Westernisation; Universalisation and Parochialisation	CO3, CO4
5B	Islamization, Modernization and Globalization	CO3, CO4
5C	Great Traditions and Little Traditions (Yogendra Singh)	CO3, CO4
Mode of examination	Theory	
Weightage	CA	MTE	ETE

Distribution	30%	20%	50%
Readings Text book/s	Ambedkar, B.R., 1948, "The Untouchables: Who Were They and Why They Became Untouchables" in Dr. Babasaheb Ambedkar Writings and Speeches, Volume 7, Education Department, Government of Maharashtra. Ambedkar. B.R. (2014). *The Untouchables or the Children of India's Ghetto.* In Dr. Babasaheb Ambedkar Writings and Speeches Vol. 5. Published by Dr. Ambedkar Foundation Ministry of Social Justice & Empowerment, Govt. of India Atal, Yogesh, 2003, Indian Sociology from Where to Where: Footnotes to the History of the Discipline, Rawat Publications, Jaipur, Atal, Yogesh, 1993, Understanding Indian Society: Festschrift in Honour of Professor S.C.Dube, Har-Anand Publications, New Delhi. Bailey, F.G., 1959, „For a Sociology of India‟, Contributions to Indian Sociology,Vol. 3, pp. 88-101. Beteille, Andre, 1974, „Sociology and Ethno-sociology‟, International SocialScience Journal, Vol. 24, No. 4, pp. 703-4. Bottomore, T. (1962). Sociology in India. *The British Journal of Sociology, 13*(2), 98-106. Cohn, Bernard S. (1987). Notes on the History of the Indian Society and Culture. In An Anthropologist Among Historians And Other Essays, New Delhi, Oxford University Press, (pp.136-171). Das, Veena (ed.), 2004, Handbook of Indian Sociology. Oxford University Press, New Delhi. Desai, A.R., 1976, Social Background of Indian Nationalism, Popular Prakashan, Bombay. Dhanagare, D.N., 1993, Themes and Perspectives in Indian Sociology, Rawat Publications, Jaipur. Dube, S.C., 1959, Indian Villages, Routledge & Kegan Paul Limited, London. Dumont, L. and D. Pocock, 1960, "For a Sociology of India: A Rejoinder To Dr. Bailey", Contributions to Indian Sociology, Vol. 4, pp. 82-9. Dumont, Louis, 1970, Homo-Hierarchicus: Caste System and its Implications, Vikas Publications, Delhi. Ghurye, G.S., 1957, Caste and Class in India, Popular Book Depot, Bombay. Gill, Rajesh., 2007, "Let Sociology be Sociology", Sociological Bulletin, Vol. 56, No. 3, Sept.-Dec. 2007, pp. 430-34. Jodhka S.S., 1998, "From Book View‟ to „Field View‟ : Social

Anthropological Constructions of the Indian Village", Oxford Development Studies, Vol.26, No.3.

Kumar, Anand and Welz, Frank (2003) 'Approaching Cultural Change in the Era of Globalisation: An Interview with T. K. Oommen. *Social Identities: Journal for the Study of Race, Nation and Culture* 9(1): 93-115

Kumar, Vivek, 2016, "How Egalitarian is Indian Sociology?", Economic and Political Weekly, Vol. 1, No. 25, pp. 33-39.

Marriot, Mackim, 1994, India Through Hindu Categories, Sage Publications, Delhi.

Mukerjee, Ramakrishna, 1979, Sociology of Indian Sociology, Allied Publishers, Bombay.

Mukherji, D.P., 1958, Diversities, Peoples Publishing House, Delhi.

Mukherji, D.P., 1979, Sociology of Indian Culture, Rawat Publications, Jaipur.

Omvedt, Gail, 1994, Dalits and the Democratic Revolution, Sage Publications, New Delhi.

Oommen, T.K., 1986, Indian Sociology: Reflections and Interpretations, Popular Prakashan, Bombay.

Parvathamma, C. (1978). The remembered village: a brahminical odyssey. Contributions to Indian Sociology, 12(1), 91–96. doi:10.1177/006996677801200109

Patel, Sujata, 1998, "The Nostalgia for the Village: M.N. Srinivas and the Making of Indian Social Anthropology", South Asia, Vol. 21, No.1, pp. 49-61.

Prabhu, P.N., 1954, Hindu Social Organization, Popular Book Depot, Bombay.

Pramanick, S.N., 1994, Sociology of G.S. Ghurye, Vistaar Publication, New Delhi.

Ram, Nandu, 1995, Beyond Ambedkar: Essays on Dalits in India, Har Anand

Publications, New Delhi.

Singh, Yogendra, 1973, Modernization of Indian Tradition, Rawat Publications, Jaipur.

Singh, Yogendra, 1986, Indian Sociology: Social Conditioning and Emerging Concerns, Vistaar Publications, New Delhi.

Singh, Yogendra, 1984, Image of Man: Ideology and Theory in Indian Sociology, Chanakya, Delhi. Page 8 of 42

Srinivas, M.N., 1952/2003, Religion and Society Among the Coorgs of South India, Oxford University Press.

Srinivas, M.N., 1970, "Sociology and Sociologists in India Today", Sociological

Bulletin, Vol. 19, No. 1, pp. 1-10.

Madan, T.N., 1977, "The Dialectic of Tradition and Modernity in the

Sociology Of D.P. Mukerji", Sociological Bulletin, Vol.26, No. 2, pp. 155-76.

Marriot, Mckim, 1955, Village India: Studies in the Little Community, The University of Chicago Press, Chicago.

Oommen, T.K., 2007, Knowledge and Society: Situating Sociology and Social

Anthropology, Oxford University Press, New Delhi.

Srinivas, M.N., 1970, Social Change in Modern India, California University Press, Berkeley.

Srinivas, M.N., 1976, The Remembered Village, Oxford University Press, Delhi.

Srinivas, M.N., 1980, Social Structure, Hindustan Publishing Corporation, Delhi

Upadhya, C. (2002). The Hindu Nationalist Sociology of G.S. Ghurye. Sociological Bulletin, 51(1), 28-57.

Welz, F. (2009). 100 Years of Indian Sociology: From Social Anthropology to Decentring Global Sociology. *International Sociology*, *24*(5), 635–655.

Other References	The final list of readings will be distributed by the course instructor in the first week of the semester

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

School: SHSS		**Batch: 2020-22**	
Program: MA in Sociology		**Current Academic Year: 2021-22**	
Branch		**Semester: III**	
1	Course Code		
2	Course Title	**Sociology and its margins**	
3	Credits	5	
4	Contact Hours (L-T-P)	4-1-0	
5	Course Type	Core	
6	Course Objective	1. To acquaint students with structures of marginalization in India 2. To sensitize the students to the importance of sociological study of the marginalized communities 3. To provide the different perspectives on assertion of these marginalized communities. 4. To familiarize the students with the problems, movements, programmes and policies of marginalized communities.	
7	Course Outcomes	CO1: Student will be able to identify reasons of marginalization of various communities in India CO2: Student will be able to demonstrate knowledge of policies and law for the marginalized groups CO3: Student will have knowledge about issues and exclusions related to caste, tribe and religion CO4: Student will be able to demonstrate understanding on vulnerability of children and disabled groups	
8	Course Description	What is marginalization? Who are the marginalized and why are they marginalized? Does every society produce a margin population? Is Indian societal structure causing marginalization and exclusion of certain groups? The course begins by engaging with these questions. The course is aimed to focus on those structures and institutions of the Indian society which reproduce marginalization and exclusion. We will also study the communities/groups which are forced to live on the margins of society as well as the movements and assertions made by the communities.	

Syllabus Outline		CO Mapping
Unit 1	**Concepts**	
1A	What is marginalization?	CO1
1B	Role of Ideology in marginalization	CO1

1C	Committee Reports and Proposed Bills: Xaxa Committee Sachar Committee, Transgender bill, Thorat Committee, Justice Verma Committee	CO2
Unit 2	**Tribes in India**	
2A	Scheduled Tribes/ Adivasis/ Indigenuos People?	CO1,CO2
2B	Nomadic Tribes & Denotified Tribes (NT & DNT Communities)	CO1,CO2
2C	North- East Tribes	CO1,CO2
Unit 3	**Untouchability and Caste**	
3A	Castes in India	CO1,CO3
3B	Traditional & Modern Forms of Exclusion	CO1,CO3
3C	The Question of Caste	CO1,CO3
Unit 4	**The Religious Interface**	
4A	Regionalism and Religion	CO1,CO3,
4B	Good Muslim/Bad Muslim	CO1,CO3
4C	Christians and Buddhists in India	CO1,CO3
Unit 5	**Graded Social Hierarchies**	
5A	Disability	CO1,CO3,CO4
5B	Children at the Margins	CO1,CO3,CO4
5C	Gender and Sexual Violence	CO1,CO3
Mode of examination	Theory		
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%
Readings Text book/s	Ahmad, Irfan, 2003, "A different Jihad: Dalit Muslims' Challenge to Ashraf Hegemony", Economic and Political Weekly, Vol. 38 No. 46, pp. 4886-4891. Ambedkar, B.R.. (1925). Castes in India: Their Mechanism, Genesis and Development. *Dr. Babasaheb Ambedkar: Writings and Speeches,*		

	Vol. 1. Bombay: Education Department, Government of Maharashtra, 1979, pp. 3-22
	Asad, Talal, 1985, "The Idea of an Anthropology of Islam", Centre for Contemporary Arab Studies Occasional Papers, Centre for Contemporary Arab Studies, Washington, D.C., USA
	Baxi,Pratisha. 2013. Public Secrets of Law: Rape Trials in India. Oxford
	Jamil, Ghazala. (2017). *Muslim women speak of dreams and shackles*. Sage Yoda Press
	Kumar,Vivek.(2014). Whose Cleanliness? *Economic and Political Weekly*, vol.. 49, Issue No. 43-44, 01
	Kumar, Vivek. (2001). Globalisation and Empowerment of Dalits in India. *Indian Anthropologist.* pp. 15-25
	Sawhney, C., & Mehrotra, N. (2013). Displacement from Kashmir: Gendered Responses. Sociological Bulletin, 62(1), 83–99.
	Sacchar Committee Report 2006, Social, Economic and Educational Status of the Muslim Community of India, Government of India, New Delhi.
	Malik, Jamal (ed.), 2008, Madrasas in South Asia: Teaching terror?, Routledge, London and New York
	Mamdani, Mahmood, 2005, Good Muslim, Bad Muslim, Permanent Black, Delhi
Other References	The final list of readings will be distributed by the course instructor in the first week of the semester

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

School: SHSS		**Batch: 2020-22**
Program: MA in Sociology		**Current Academic Year: 2021-22**
Branch		**Semester:III**
1	Course Code	
2	Course Title	Sociology of Kinship
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
5	Course Type	DSE
6	Course Objective	1. To understand the sociological concepts of kinship, descent and affinity 2. To look at marriage as an institution and address the hierarchy and patriarchy within 3. To locate the sociological concepts of kinship in occupational settings 4. To develop analytical lens to think through one's agency 5.To locate relatedness in the realm of care, craft and diaspora
7	Course Outcomes	CO1: The student will be able to define the meaning of Kinship. CO2: The student will be able to explain how power, ethnicity, race and diaspora determine relationships. CO3: The student will explore marriage as an institution and alternatives to it. CO4: The student will find out about roles of care giving, artisanal practice and fictive kin.
8	Course Description	The course will help navigate the role of Kinship as an object of study, and how it impacts different arenas of life and institutions. Concepts such as descent, alliance, preferential marriage and implications of dowry, honour and patriarchy are studied in details. Kin is also reimagined as a community.

Syllabus Outline		**CO Mapping**
Unit 1	Understanding Kinship	CO1, CO2
1A	Kinship as an object of study	CO1,CO2
1B	Is Kinship universal?	CO1, CO2
1C	Cultural constructions and Relatedness	CO1, CO2
Unit 2	Categories in Kinship	
2A	Descent, residence and inheritance	CO1, CO2
2B	Marriage alliance	CO1, CO2
2C	Official and practical kinship	CO1, CO2, CO3

Unit 3	Marriage	
3A	Bride Wealth and Dowry	CO1, CO2, CO3
3B	Property and Rise of Capitalism	CO2, CO3
3C	Honour shame and violence	CO2, CO3, CO4
Unit 4	Challenges around Kinship	
4A	Patriarchy and Kinship	CO1,CO2, CO3
4B	Alternative to hetero-normative model	CO2, CO3
4C	Diaspora and Kinship in Films	CO3, CO4
Unit 5	Imagining the Community as Kin	
5A	Craft through relatedness; relatedness through craft	CO1,CO2
5B	Informal Care and distressed refugees	CO2,CO3
5C	Fictive kin and social networks	CO1, CO2,CO3,CO4
Mode of examination	Theory		

Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

Readings Text book/s	Unit 1 Levi-Strauss, C. 1969. The Elementary Structures of kinship. London: Eyre and Spottiswoode. Trautmann, T. R. Lewis Henry Morgan and the Invention of Kinship, Berkeley: University of California Press, 1987. (Selected chapters). Marshall Sahlins What Kinship is (part one) Journal of the Royal Anthropological Institute, Volume 17, Issue 1, March 2011, pp 2-19 Unit 2 Rodney Needham. 1960. 'Descent Systems and Ideal Language' Philosophy of Science, Vol. 27, No. 1, pp. 96-101 J. A. Barnes. 1961. 'Physical and social kinship' Philosophy of Science, Vol. 28, No. 3, pp. 296-299. Gellner, Ernest. 1957. 'Ideal language and kinship structure', Philosophy of Science, vol. 24, No.3, pp. 235-42 Unit 3 Uberoi, P. 1994. Family, Kinship and Marriage in India. New Delhi: Oxford University Press. Engels, F. (1884) 1948. The origins of the Family, Private Property and the state. Moscow: Progress Publishers.

| | Uberoi, Patricia, The diaspora comes home: Disciplining desire in DDLJ, Contributions to Indian Sociology 1998 32: 305

Unit 4
Parkin, Robert and Linda Stone (ed.) (2004) Kinship and Family: An Anthropological Reader, Blackwell Publishing, USA.
Lila Abu-Lughod (1991) Writing against Culture in Richard Fox (edited) Recapturing Anthropology: Working in the Present, American Research Press
Butler, Judith. 'Is Kinship Always Already Heterosexual?' Differences: A Journal of Feminist Cultural Studies - Volume 13, Number 1, Spring 2002, pp. 14-44
Shahana Rasool (2015) The influence of social constructions of family on abused women's help-seeking after domestic violence, South African Review of Sociology, 46:4, 24-38.

Unit 5
Bose, Chandan. 2019. Perspectives on Work, Home and Identity from Artisans in Telengana, Switzerland, Palgrave MacMillan (Select Chapters)
Liana Chase, Ram P Sapkota, In our community, a friend is a psychologist'': An ethnographic study of informal care in two Bhutanese refugee communities, Transcultural Psychiatry 0(0) 1–23,2017
Ebaugh, Helen Rose, Curry, Mary, Fictive Kin as Social Capital in New Immigrant Communities, Sociological Perspectives, Vol. 43, No. 2 (Summer, 2000), pp. 189-209 |
| Other References | The final list of readings will be distributed by the course instructor in the first week of the semester |

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4
CO1	1	1	3	2	2	3	1	1	2	3	2
CO2	2	1	3	2	1	1	2	1	3	2	1
CO3	3	1	1	2	2	3	2	3	1	1	3
CO4	2	2	3	1	3	2	1	2	3	1	1

School: SHSS		**Batch: 2020-22**
Program: M.A. in SOCIOLOGY		**Current Academic Year: 2021-222**
Branch:		**Semester: III**
1	Course Code	
2	Course Title	**Gender, Sexuality and Society- I**
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
5	Course Type	DSE
6.	Course Objective	The course objective is to enable the students to: 1. To understand sociological concepts of gender, reproduction, family, heteronormativity, non-normativity, etc 2. To provide students with an analytical perspective to view changes in relation to reproduction and family in society 3. To allow students to analyze the taken for granted roles and identities of motherhood, fatherhood and parenting 4. To acquaint them with various forms of reproductions and families globally
7	Course Outcomes	CO1: Demonstrate an understanding between reproduction as a biological ability and a social norm. CO2: Analyze the influence of patriarchy, neoliberalism, capitalism, and on our understanding of motherhood/mothering CO3: Analyze the historical construction of nationalism, eugenics and motherhood CO4: Demonstrate an understanding regarding the changing nature family and reproduction in India and inculcate inclusivity.

8	Course Description	In Indian society, the value and necessity of reproduction is deeply embedded in the ideas of gender, duty, religiosity and lineage. Reproduction occupies a significant place in human and social life in India, especially for women. This course will acquaint students with heteronormative and non-normative forms of reproductions in society. We will explore constructions of the good vs bad mother, childless/child free women, nationalism, neoliberalism, technology and non-normative parenting. The course will enable students to deconstruct the taken for granted definitions and understandings of reproduction, gender and families.

Unit 1		**Reproduction, Family and Heterosexuality**	**CO Mapping**
	1A	Understanding Reproduction: • Biological and Social Reproduction • Is reproduction Biological Instinct or Social Norm?	C01
	1B	Heterosexual Marriages and Legitimate Reproduction	C01
	1C	Understanding Families and Reproduction	C01
Unit 2		**Reproduction, Motherhood and Mothering**	
	2A	Motherhood as Institution and Practice	CO2
	2B	Intensive Mothering; Dichotomies of Good Mother and Bad Mother	CO2
	2C	Opting out of Reproduction: Selfishness or Freedom or Choice?	CO2
Unit 3		**Market, Economies and Reproduction**	
	3A	Ritualizing motherhood	CO2
	3B	The Market of Surrogacy, IVF, Adoption	CO2
	3C	Motherhood Penalty	CO2
Unit 4		**Wombs and the Nation**	
	4A	Motherlands and Glory	CO3
	4B	Making the Masculine: Transitioning from Matriliny to Patriliny	CO3
	4C	Eugenics and Indian Nationalism	CO3
	Unit 5	**Non-normative Parenting and Opting Out**	

5A	Queering parenthood	CO1, CO4
5B	Sex Workers and Parenting	CO1, CO4
5C	Disability, Reproduction and Parenting	CO1, CO4

Mode of examination	**Theory**		

Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

Readings: Text book/s* & Academic Articles	Abu-Lughod,Lila. 1995. A Tale of Two Pregnancies. In Women Writing Culture, edited by Ruth Behar and Deborah Gordon, pp. 339-349. Berkeley: University of California Press Appell, A. R. (1998). On Fixing "Bad" Mothers and Saving Their Children. In Ladd-Taylor, M. & Umansky, L. (Eds.). "Bad" Mothers: The Politics of Blame in Twentieth-Century America. New York University Press: New York. pgs. 356-380. Rich, A. (1986). "Anger and Tenderness," Of Woman Born, Chapter 1. -- (1986). Forward. Of Woman Born: Motherhood as Experience and Institution. W.W Norton & Company: New York. pgs. 11-17. -- (1986). The "Sacred Calling". Of Woman Born: Motherhood as Experience and Institution. W.W Norton & Company: New York. pgs. 41-55. -- (1986). The Kingdom of the Fathers. Of Woman Born: Motherhood as Experience and Institution. W.W Norton & Company: New York. pgs. 56-83. Barr, A. E. . (1893). Good and Bad Mothers. The North American Review, 156(437), 408–415. Prabha Krishnan (2010). The idiom of Loss: Ideology of Motherhood in Television Serials- Mahabharata and Ramayana. In Maithreyi Krishnaraj (Ed.) *Motherhood in India: Glorification without Empowerment?*. Routledge. Bhattacharji, S. (1990). Motherhood in Ancient India. *Economic and Political Weekly, 25*(42/43), WS50-WS57. S. Anandhi. Reproductive Bodies and Question of Silence - in: The Sexual Economies of Modern India edited by Janaki Nair, Mary E. John Mookherjee, N. (2008). Gendered Embodiments: Mapping the Body-Politic of the Raped Woman and the Nation in Bangladesh. *Feminist Review,* (88), 36-53. Golwalkar. A Call to Motherhood. Thomas, S. (2000). JUDICIAL INTERVENTIONS AND

		CHANGES IN THE MALABAR "NAIR TARAVADS" DURING THE COLONIAL PERIOD. *Proceedings of the Indian History Congress, 61*, 945-953. Retrieved May 10, 2020, Arunima, G. (1995). Matriliny and its Discontents. *India International Centre Quarterly, 22*(2/3), 157-167. Retrieved May 10, 2020,

Patricia Uberoi, *The Family in India*. in Veena Das ed. Handbook of Indian Sociology, New Delhi, Oxford University Press pp. 235-307.

M. Krishnaraj (Ed.), Motherhood in India: Glorification without Empowerment? (pp. 73–105). New Delhi: Routledge

Eugenic Feminism: Reproductive Nationalism in the United States and India By Asha Nadkarni (Select Chapters)

Ina Goel.(2018). What Does it Mean to be a Hijra Mother?. Economic and Political Weekly. Vol. 53, Issue No. 8, 24 Feb, 2018

Dodsworth, J. (2014). Sex worker and mother: Managing dual and threatened identities. Child and Family Social Work, 19(1), 99–108

Elena Marie Dilapi. (1989). Lesbian Mothers and the Motherhood Hierarchy. Journal of Homosexuality, 18(1–2), 101–121.

Other References	The final list of readings will be distributed by the course instructor in the first week of the semester

POs COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO 3	PSO 4
CO1	1	2	2	1	1	2	2	2	2	1	1
CO2	1	2	2	1	2	1	3	1	1	1	3
CO3	2	2	1	2	1	2	1	2	2	3	2
CO4	3	3	3	2	3	1	2	1	2	3	2

School: SHSS		Batch: 2020-22
Program: MA in Sociology		Current Academic Year: 2021-22
Branch		Semester: III
1	Course Code	
2	Course Title	**Sociology of Medicine, Health and Healing**
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
5	Course Type	DSE
6	Course Objective	1. To understand the sociological relations between medicine, health and society 2. To understand relations between neo-liberal market and health 3. To apply the knowledge of the concepts of health, illness and fitness to understand everyday life. 4. To allow them scope for further research in the domain.
7	Course Outcomes	CO1: Student will be able to explain the socio-historical roots of Health and Medicine CO2: The student will be able to describe contemporary health and medicine issues CO3: Student will be able to analyse health inequalities CO4: The student will be able to explain various health systems
8	Course Description	Sociology of Health and Medicine has emerged as a new way of looking at the social contextualization of health. Special attention is paid to health and its relationship with diverse social institutions. It also focuses on the interface of diverse health systems in India.

Syllabus Outline		**CO Mapping**
Unit 1	**Approaches to Sociology of Health and Medicine**	
1A	Why Sociology of Health and Medicine?	CO1, CO2
1B	Health, Medicine and Social Control	CO1, CO2
1C	Illness and Body	CO1, CO2
Unit 2	**Illness and the Market**	
2A	Privatization of Health	CO1, CO2
2B	Hospitals as Social Institutions	CO1, CO2
2C	Health Insurance and The Pharmaceutical Racket	CO1, CO2,

		CO3
Unit 3	**The Cycle of Social Life**	
3A	Birth and Medical Science	CO1, CO2, CO3
3B	Vaccines and Immunization	CO2, CO3
3C	Death and Medical Industry	CO2, CO3, CO4
Unit 4	**Health Systems: Traditional vs Western**	
4A	Unnani/ Ayurvedic/Midwifery	CO1,CO2, CO3
4B	Rationalization and Westernization of Health and Medicine	CO2, CO3
4C	Rural and Urban Healthy Systems	CO3, CO4
Unit 5	**Communicable Diseases and Reponses**	
5A	History of Epidemics and Pandemics	CO1, CO2
5B	Health Inequalities in Epidemics/Pandemics	CO2, CO3
5C	Civil Society Response during Epidemics/Pandemics	CO1, CO2, CO3, CO4
Mode of examination	Theory	

Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

Readings Text book/s	Annandale Allen (2001). The Sociology of Health and Medicine – A Critical Introduction. Polity Press. Pp.3-32. Armstrong, D. (1995), The rise of surveillance medicine. Sociology of Health & Illness, 17: 393-404. doi:10.1111/1467-9566.ep10933329
	Clark, David. 2002. 'Between hope and acceptance: the medicalisation of dying.'British Medical Journal 324(7342): 905-7.
	Kevin White (2002). An Introduction to the Sociology of Health and Illness. Sage Pub. Pp 1-13, 32-45.
	Zola, Irving Kenneth. "Medicine as an Institution of Social Control." Ekistics, vol. 41, no. 245, 1976, pp. 210–214. JSTOR, www.jstor.org/stable/43618673. Accessed 26 May 2020.
	Foucault Michael (1997). The Birth of the Clinic: An Archeology of Medical Perception. London : Routledge. (Select Chapters)
	Sontag Susan (1990). Illness, and its Metaphors. London: Penguin. Pp.1-86.

	Pamela H. Bucy, Fraud by Fright: White Collar Crime by Health Care Providers, 67 North Carolina Law Review. 855 (1989).								
Other References	The final list of readings will be distributed by the course instructor in the first week of the semester								

POs COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
CO1	1	1	1	2	2	2	2	1	2	1	1
CO2	2	2	1	3	2	1	1	2	2	1	1
CO3	1	1	1	2	3	3	2	1	3	1	2
CO4	3	1	2	3	3	2	2	3	2	1	2

School: SHSS		Batch: 2020-22
Program: MA in Sociology		Current Academic Year: 2021-22
Branch		Semester: III

1	Course Code	
2	Course Title	**Environment and Society**
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
5	Course Type	DSE
6	Course Objective	1. To sensitize the students regarding the relationship between human society and ecosystem. 2. To help students understand the various approaches to the study of environment and ecosystem. 3. To create awareness among the students regarding environmental degradation and the importance of sustainable Development.
7	Course Outcomes	CO1: Student will have demonstrate knowledge about important concepts related to Environment and Society CO2: Student will have understanding of issues of access and rights to Natural Resources CO3: Student will have demonstrate knowledge regarding contemporary environment problems CO4: Student will be able to demonstrate knowledge about alternatives/measures for upholding of Environment Sustainability
8	Course Description	The course examines the relationship between the environment and society. It will enable the students to understand and appreciate the role played by environment, society, and, their interface in shaping environmental decisions. The students will develop critically thinking on environmental issues.

Syllabus Outline		CO Mapping
Unit 1	**Basics**	
1A	Importance of the study of ecology and society	CO1
1B	Environment and Development	CO1
1C	Conceptual clarifications: social ecology; sustainable development; sustainability.	CO1
Unit 2	**Natural Resources and Politics of Access**	
2A	Water: depleting water resources & pollution; unequal distribution of water – (utilization of water for commercial crops, industrial use, power generation), the big dams debate, privatization of water, gender	CO2

	and water, caste and water	
2B	Forest: Colonial policy, diverting resources for mining and other commercial and industrial use, monoculture and loss of biodiversity, rights of forest dwelling communities,	CO2
2C	Land: green revolution, biotechnology and impact on land, shrinking commons and its effects on rural poor. SEZ and its implications for the environment and people.	CO2
Unit 3	**Environmental Problems.**	
3A	Environmental Pollution: (Air, Water, Noise, Land and Radioactive Pollution)	CO3
3B	Problems of urban environment: (pollution, health, industrial accidents (e.g. Bhopal), occupational hazards)	CO3
3C	GM (genetically modified) food – issues and debates	CO3
Unit 4	**Environmental Concerns**	
4A	Climate change and Global warming	CO3
4B	Development and Displacement	CO3
4C	Technology and Society	CO3
Unit 5	**Advocating for Environmental Sustainability**	
5A	Environmental Movements	CO4
5B	International Agencies	CO4
5C	State policies	CO4
Mode of examination	Theory	

Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

Readings Text book/s	1) Chandna R.C.: Environmental Awareness, Kalyani Publishers,1998. 2) Agarwal S.K. 'Environmental Issues and Themes'. APH Publishing corporation 3) Barry John: Environment and social theory. Routledge 4) Gadigil, Madhav and Ramachandra Guha: Ecology and Equity: The use and Abuse of Nature in contemporary India, NewDelhi, OUP,1996 5) Gole Prakash: Nature conservation and sustainable development in India. Rawat publications Jaipur and New Delhi. 6) Guha Ramachandra: Social Ecology, New Delhi ,1994.

	7) Kaushik and Kaushik : Perspectives in Environmental studies. New age international limited publishers
	8) Kumar S.B 'Environmental problems and Gandhian solutions'.Deep-Deep publication.2002
	9) Michael Mayerfeld Bell: Sociology for new century. An Invitation to Environmental sociology. Pine Forge press, 1998.
	10) Michael Redclift and Graham Woodgate, The international Handbook of environmental sociology.
	11) Munshi, indra: " Environment in sociological Theory", in Sociological Bulletin,Vol 49, No2
	12) Pal B. P.: Environmental conservation and Development. Natraj publishers Dehradun India.
	13) Pawar S.N.,.Patil. R.B: Sociology of Environment.
	14) Satyanarayan B (edt). : Social sciences and planning for sustainable Development. Himalaya publishing house.
	15) Shiva V 1991, Ecology and the politics of survival, U.N University press and Sage Publications
	16) Shiva Vandana, 1988. Staying Alive, Kali for Women, New Delhi.
	17) CSE (Centre for Science and Environment) 1985. The State of India's Environment 1984-85: The Second Citizen's Report. New Delhi.
	18) Journal – Down to Earth, CSE, Delhi
	19) Wolfgang Sachs(ed) 1992, The Development Dictionary; Orient Longman

Other References	The final list of readings will be distributed by the course instructor in the first week of the semester

POs COs	PO1	PO 2	PO3	PO 4	PO5	PO 6	PO7	PSO 1	PSO 2	PSO 3	PSO4
CO1	1	2	1	2	2	3	2	1	2	1	1
CO2	1	1	1	2	1	2	1	2	1	2	2
CO3	2	2	2	1	2	3	1	1	1	1	2
CO4	1	3	3	3	1	2	2	3	1	3	3

SCHOOL: School of Humanities and Social Sciences	TEACHING DEPARTMENT:	ACADEMIC SESSION :	FOR STUDENTS BATCH – MA Sociology

1	Course Code	**CCU701**
2	Course Title	Community Connect
3	Credits	2
3.01	(L-T-P)	(0-0-4)

4	**Learning Hours**			
		Contact Hours	30	
		Project/Field Work	20	
		Assessment	00	
		Guided Study	10	
		Total hours	30	

5	**Course Objectives**	1. The course is aimed at inculcating the spirit of community service amongst the students of the university. 2. The goal is make the students understand various social issues plaguing our community and its effects on diverse section of people. 3. The students would be able analyse the issues and come up with solutions to address the same. 4. It would also cultivate a sense of empathy for fellow citizens and also develop means of effective issue resolution 5. A project of this nature will help our students to connect their class-room learning with practical situations in the society.
6	**Course Outcomes**	1. The community connect programme is meant to enable the students to acquire knowledge regarding the various kinds of social issues and their optimum resolution. 2. It will help them understand the various ways in which social responsibility can be undertaken. 3. The programme will enable them to develop skills to break an issue into various modules and resolve them effectively. 4. The students will be able to conduct independent research and generate relevant reports.
7	**Theme**	**Major Sub-themes for research:** a. Extent of impact of state projects in a community b. Social and cultural issues c. Environmental issues d. Economic issues e. Caste-based problems f. Adaptation of new technology g. New trends in media h. Other issues.

8.1	**Guidelines for Faculty Members**	The Community Connect project is supposed to be based on data collected in the form of answers to questionnaire that will be designed by the students and approved by the faculty members. The topic of the research should be related to social, economical or environmental issues concerning the common man. The students should prepare an abstract of the proposed research which should clearly state the objective and the nature of expected outcomes. This abstract and the related questionnaire should be ratified by the faculty members of SHSS before the student groups proceeds to undertake the project. The students would be divided into groups of consisting of 3-4 students each under a faculty member to advise and guide their efforts. They will be directed to visit sites approved by the faculty members and collect data, and if possible videos. The faculty guide will guide the students and approve the project title and help the student in preparing the questionnaire and final report. The students will be marked on the basis of a final report which should contain 2,500 to 3,000 words and relevant charts, tables and photographs.
8.2	**Layout of the Report**	Abstract(300 words) a. Introduction b. Objective of the research c. Research Methodology d. Questionnaire e. Expected Outcomes Note: Research report should base on primary data.
8.3	**Guideline for Report Writing**	**Title Page: The following elements must be included:** • Title of the article; • Name(s) and initial(s) of author(s), preferably with first names spelled out; • Affiliation(s) of author(s); • Name of the faculty guide **Abstract:** Each article is to be preceded by an abstract approved by the faculty members. The abstract should highlight the objectives, methods, results, and conclusions of the project. **Text: Reports should be submitted in MS-Word.** • Use a normal, plain font (e.g., 12-point Times Roman) for text. • Use italics for emphasis. • *Use the automatic page numbering function to number the pages.* • *Save your file in docx format* (Word 2007 or higher) or doc format (older Word versions)
8.4	**Format:**	**The report should be Spiral/ hardbound** Cover page

		Acknowledgement
		Content
		Project report

9	Course Evaluation	
9.01	Continuous Assessment	60% of 100
	Abstract	20 Marks
	Objectives	20 Marks
	Questionnaire	20 Marks
9.02	Presentation	40% of 100

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

SEMESTER IV

School: SHSS		Batch: 2020-22
Program: MA in Sociology		Current Academic Year: 2021-22
Branch		Semester: IV
1	Course Code	
2	Course Title	**Polity and Society in India**
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
5	Course Type	Core
6	Course Objective	1. To study the relationship between society and polity 2. To study the various approaches to study the State 3. To understand the contemporary challenges in India
7	Course Outcomes	CO1: The student will be able to identify concepts of political sociology CO2: The student will be able to associate with sociological ways of thinking about political issues CO3: The student will be able to apply sociological theories. CO4: The student will be able to analyse the issues of citizenship, and rights in contemporary India
8	Course Description	In this course students will study Indian politics from a sociological perspective

Syllabus Outline		CO Mapping
Unit 1	**Sociology of Power: Marx, Weber, and Foucault**	
1A	Karl Marx	CO1, CO2
1B	Weber	CO1, CO2
1C	Foucault	CO1, CO2
Unit 2	**Themes in Politics and Society in India**	
2A	Political Economy	CO1, CO3
2B	Political Machine	CO1, CO3
2C	Power and Powerlessness; Legitimacy and Authority; Resistance and Revolution	CO1, CO3
Unit 3	**State and Society in India**	
3A	On Studying Politics and Society in India	CO3, CO4
3B	Everyday State, Governance and Politics	CO3, CO4
3C	Political Identities: Nation, Gender, Religion and Ethnicity	CO3, CO4
Unit 4	**Citizenship and Society**	
4A	The Promise of Citizenship	CO4
4B	Political Socialization and Conversations	CO4
4C	Party system and electoral process	CO4

Unit 5	**Civil Society**	
5A	Politics of the Governed	CO4
5B	Caste and Civil Society in India	CO4
5C	Question of Human Rights	CO4
Mode of examination	**Theory**	
Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

Readings Text book/s	Unit 1:
	Foucault, M., 'The Subject and Power', in K. Nash ed.Readings in Contemporary political Sociology, Oxord: Blackwell Publishers, 2000, pp. 8-26 or Foucault, Michel. "The Subject and Power." Critical Inquiry, vol. 8, no. 4, 1982, pp. 777–795. JSTOR, www.jstor.org/stable/1343197. Accessed 21 Apr. 2020.
	Weber, Max, The Theory of social and Economic Organization, New York : The Free press, 1947 (pp. 324-33, 341-45 and 358-63). Sartori, Giovanni, From the Sociology of Politics to Political Sociology, in S.M. Lipset ed., Politics and the Social Science, New York: OUP, 1969
	Nordlinger, Eric. A, 'Political sociology: Marx and Weber' in Nordlinger ed. Politics and Society, New Jersey: Prentice Hall, 1970
	Martin, Roderick, The Sociology of Power: Problems of Definition and Measurement, Delhi: Ambika, 1978 (esp. chapter 3 : The Sociology of Power: Problems of Definition and Measurement)
	Unit 2A:
	Rudolph, Lloyd I, and Susanne Hoeber Rudolph, 1987. In Pursuit Of Lakshmi. Chicago: University of Chicago Press. Introduction, Chapter 1 & 7. pp. 1-59, 211-219
	Vanaik, A. 2000, 'The Social Character of the Indian State', in Z. Hasan (ed.), Politics and the State in India, New Delhi: Sage, pp.89-107
	Unit 2B
	Bailey, F.G. 1968, 'Para-Political Systems', in M. J. Schwartz (ed.), Local level Politics: Social and Cultural Perspectives, London: University of London Press, pp.281-94
	Gould, H. A. 1971, 'Local government roots of contemporary Indian politics', Economic and Political Weekly, vol.6 (7),

pp.457-64

Unit 2C:

Gaventa, John, Power and Powerlessness: Quintessence and Rebellion in an Appalachian Valley, Chicago: University of Illinois Press, 1980 (Chpt 1: Power and Participation)

Skocpol, Theda: State and Revolution: Old Regimes and Revolutionary Crises in France, Russia, and China, Theory and Society, Vol. 7, No. ½

Miliband, Ralph, State Power and Class Interest, New Left Review, 138, March/April, 1983, pp. 57-68

Scott, James C., Weapon's of the Weak: Everyday forms of Resistance, Yale Univ. Press, 1990

Unit 3A

Chatterjee, Partha, 1997. State and Politics in India. Delhi: Oxford

University Press, Introduction: A Political History of Independent India. pp. 1- 39

Brass, Paul R, 1998. 'India: Democratic Progress and Problems' in Slig S. Harrison et al (ed.) India and Pakistan: The First Fifty Years. Woodrow Wilson Center Press, pp. 23-44

Spencer, Jonathan, 2007. Anthropology, Politics and the State: Democracy and Politics in South Asia. Cambridge: Cambridge University Press, Chapter 2. Locating the Political. pp. 19-47

Kaviraj, Sudipta. 1991. 'On State, Society and Discourse in India', in James Manor (ed.) Rethinking Third World Politics, London: Longman. Pp. 72-99

Unit 3B:

Corbridge, Stuart et. al., Seeing the State: Governance and Governmentality in India (esp. Section 1: The State and the Poor), Cambridge: Cambridge Univ. Press, 2005

Hansen, T.B., 'Governance and Myths of State in Mumbai', in Fuller, C.J & V. Benei, Everyday state and Society in Modern India, Delhi: Social Science Press, 2000, pp. 31-67

Fuller, C.J & John Harriss, 'For An Anthropology of the Modern Indian State' in Fuller and Benei eds., Everyday state and Society in Modern India, Delhi: Social Science Press, 2000

Sasanka Perera.(1999). *Stories of Survivors: Socio-political Contexts of Female Headed Households in Post-terror Southern*

Sri Lanka, Women's Education and Research Centre (Colombo, Sri Lanka), Vikas Publishing House.

Unit 4A

Anderson, Benedict, Imagined Communities (intro)

Anupama Roy, Cities, Residual Citizens, and Social Citizenship in Mapping Citizenship in India. 2010.

Meena Gopal. 'Towards Greater Civility: Public Morality and Transversal Queer/Feminist Politics in India', South Asia: Journal of South Asian Studies

Unit 4B:

Papori Bora (2015) Speech of the Nation and Conversations at the Margins of the Nation-State, Interventions, 17:5, 669-685, DOI: 10.1080/1369801X.2014.984618

Fazal, Tanweer, Nation-state and Minority Rights in India, London: Routledge, 2015 (esp. Chapter 2)

Unit 4C:

Chandra, Kancha, The Transformation of Ethnic Politics in India: The Decline of Congress and the Rise of the BahujanSamaj Party in Hoshiarpur, The Journal of Asian Studies, Vol. 59, No. 1 (Feb., 2000), pp. 26-61

Jafferelot, C. , Introduction, in Jafferelot and S. Kumar eds., Rise of the Plebeians: The Changing Face of Indian Legislative Assemblies, Delhi: Routledge, 2009

Unit 5A

Chatterjee, Parth. (2006). *The Politics of the Governed:Reflections on Popular Politics in Most of the World*. Columbia University Press, (Select Chapters)

Unit 5B

Suryakant Waghmore & Hugo Gorringe (2019) Towards Civility? Citizenship, Publicness and the Politics of Inclusive Democracy in India, South Asia: Journal of South Asian Studies, 42:2, 301-309, DOI: 10.1080/00856401.2019.1573714

Suryakant Waghmore. (2013). Civility against Caste: Dalits Politics and Citizenship in Western India. Sage Publications London/Delhi. (Select Chapters)

Unit 5C

Nandini Sundar.(2016) The burning Forest: India's war in Bastar

		Delhi: Juggernaut. (Select chapters)
Other References		The final list of readings will be distributed by the course instructor in the first week of the semester

POs COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
CO1	1	1	2	2	1	1	3	3	1	2	1
CO2	2	1	3	1	1	2	1	2	1	3	2
CO3	3	2	3	2	1	3	2	1	3	1	1
CO4	1	1	1	1	3	1	2	2	1	1	1

School: SHSS		Batch: 2020-22
Program: MA in Sociology		Current Academic Year: 2021-22
Branch		Semester: IV
1	Course Code	
2	Course Title	**Gender, Sexuality and Society- II**
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
5	Course Type	Core
6	Course Objective	1. To understand social construction of gender and sex 2. To understand what challenges of non-conformity to gender norms 3. To understand the inequalities and graded hierarchies produced by intersecting structures of caste, gender, ethnicity and race in society 4. To acquaint students with parliamentary debates and social reforms around gender and sexuality in India.
7	Course Outcomes	CO1: Students will be able to explain how both gender and sex are socially constructed. CO2: Students will demonstrate ability to critically analyze media/"common sense" understandings of gender in relation to caste, ethnicity and race CO3: Student will be able to connect sociological theories to the social world and personal experiences CO4: Use an intersectional perspective in explaining social phenomena
8	Course Description	Gender is inherent to everyday experiences and actions of all individuals. We either live with our assigned gendered identities or seek to challenge them but none can bypass these identities. This course focuses on understanding the social construction of gender. Key concepts and approaches to gender will be examined. As C. Wright Mills argues biography and history are important to understand any social phenomena, this course will take students through an explorative journey from self to the society. It will equip students with a critical perspective to understand the formulation of gender in context of caste, ethnicity, race and sexuality in society.

Syllabus Outline		CO Mapping
Unit 1	**Understanding Gender: Concepts**	

1A	Gender: Biology or Social Construction:	CO1
1B	Gender Roles and Gender Relations: Social Construction of Femininity and Masculinity	CO1, CO3
1C	Patriarchy; Patriarchy and genders	CO1, CO3
Unit 2	**Graded Hierarchies**	
2A	Gender and Caste: (Are all women equal in caste system? Are all men superior to women? Are some women socially more powerful than men? Are men and women socially powerful than queers?)	CO3, CO4
2B	Gender and Race: (does race impact relations of gender? Black women, women/people of colour, Are some women racially more powerful than men)	CO3, CO4
2C	Gender, Ethnicity and Religion	CO3, CO4
Unit 3	**Sexuality in Indian Society**	
3A	Ritual Prostitution: Devadasis and Caste System	CO3, CO4
3B	Prostitution and Sex Work Debates	CO3, CO4
3C	Challenging Heterosexuality: Queer identities	CO3, CO4
Unit 4	**State, Violence and Gender**	
4A	State and Gender Violence: Rape/Sodomy as weapon of war	CO3, CO4
4B	Gender, Sexuality and Violence: rape as caste atrocity	CO3, CO4
4C	Social reform and Parliamentary Debates on Homosexuality	CO3, CO4
Unit 5	**Culture Industry and Gender**	
5A	Diaspora, Music and Gender	CO2,CO4
5B	Caste and gendered bodies in Films	CO2,CO4
5C	Gender and Bodies in Mythologies	CO2,CO4
Mode of examination	Theory	

Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

Readings Text book/s	V. Geetha (2002) Gender, Kolkotta: Stree (pp 38-51) V. Geetha. (2007). Patriarchy. Stree: Kolkata Lerner Gerda (1987) Creation of Patriarchy (Women and History), London: Oxford University Press (chapter Six on Veiling the

Woman).

Bhasin Kamala (2000) Understanding Gender, New Delhi: Zubaan.

Chakravarti Uma (2003) Gendering Caste: Through a Feminist Lens

O'Hanlon, Rosalind. (2000) A Comparison Between Women and Men: Tarabai Shinde and the Critique of Gender Relations in Colonial India. Delhi, Oxford University Press.

Oakely, Ann. (1972). Sex, Gender and Society, Harper & Row Publications, London

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Other References	The final list of readings will be distributed by the course instructor in the first week of the semester										

POs COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4
CO 1	1	2	3	1	2	1	1	1	2	1	1
CO 2	1	3	2	2	1	1	1	3	1	1	3
CO 3	2	1	2	2	3	2	1	2	2	2	2
CO 4	1	2	2	3	3	1	2	1	2	3	3

School: SHSS		Batch: 2020-22
Program: MA in Sociology		Current Academic Year: 2021-22
Branch: Sociology		Semester: IV
1	Course Code	
2	Course Title	**Human Rights and Social Justice**
3	Credits	5
4	Contact Hours (L-T-P)	4-1-0
5	Course Type	Discipline Specific Elective
6	Course Objective	1. To make students aware citizens by enhancing their knowledge of Human Rights and Social Justice 2. To provide basic knowledge and understanding for future research
7	Course Outcomes	After completion of coursework CO1: Student will have knowledge about Human rights CO2: Student will have understanding of social justice CO3: Student will have understanding of human rights of various vulnerable groups CO4: Student will be able to demonstrate knowledge about alternatives/measures for upholding of Human Rights
8	Course Description	The course will introduce the basics of Human Rights and Social Justice. It will enable them to link their Sociological knowledge with study of Globalization, Liberal Capitalism and inequalities, contradictions, imbalances and injustice thereof

Syllabus Outline		CO Mapping
Unit 1	**Human Rights**	
1A	Definition, Characteristics, Theories (Classical, Marxist, Neo Marxist and Liberal)	CO1
1B	Forms of Human Rights (Civil Rights, Democratic Rights and Human Rights)	CO1
1C	Human Rights from Third World Perspective: UDHR	CO1
Unit 2	**Social Justice**	
2A	Understanding Social Justice	CO2
2B	Forms of Social Justice	CO2
2C	Society in absence of Social Justice	CO2, CO3
Unit 3	**Constitution, Rights, and Social Justice**	
3A	Constitution and Rights with special reference to Class, Caste, Tribe, Minorities and Gender	CO3

3B	New Rights: Environment, Education, Prisoner's and women's rights, rights of children, RTI, Transgenders and sex-workers	CO3
3C	Rights of the Accused & Prisoners	CO3
Unit 4	**Human Rights Concerns**	
4A	Police Atrocities and Custodial Torture (Study select case studies)	CO3
4B	Violence against Women and Children	CO3
4C	Human rights during Communal Violence	CO3
Unit 5	**Human Rights and Civil Society**	
5A	India and Civil Society	CO4
5B	Global Civil Society	CO4
5C	Use of Social Media for Advocating Human Rights	CO4
Mode of examination	Theory	

Weightage Distribution	CA	MTE	ETE
	30%	20%	50%

Readings Text book/s	1. Avatthi Ramaiah, The Withering Social Justice in India: A Case for Diversity, 2. Pogge T. (2004), Pogge T. 'Responsibilities for Poverty-Related Ill Health', Ethics & International Affairs, 16.2: 71-79.. 3. Desai, A.R.: Repression and Resistance in India: Violation of Democratic Rights of the Working Class, Rural Poor, Adivasis and Dalits, Bombay Popular Prakashan, 1990. 4. Desai, A.R.: Violation of Democratic Rights in India, Vol. I, Bombay Popular Prakashan, 1986. 5. Miller D. , (1999), 'Justice and Global Inequality', in A. Hurrell and N. Woods (eds.) (1999), Inequality, Globalization and World Politics, Oxford: Oxford University Press. 6. Nagel T., (2005), 'The Problem of Global Justice', Philosophy & Public Affairs 33: 113-47 7. Oliver Menderlsohn: The Rights of the Subordinated People and Upendra Baxi 8. Kalaiah A. B., Edited by Subramanya T. R., Human Rights in International Law. 9. Robertson, A. H., (1972) Human Rights in the World, Manchester University Press 10. G. Haragopal : Political Economy of Human Rights. 11. Henkin Louis. (1978) The Rights of Man Today, Stevens and Sons, London. 12. Balkrishnan Pulapre, Globalization, Growth and Justice, EPW, XXXVI, July 26, 2003, pp-3166-3172 13. Bardhan Pranab, 'Social Justice in the Global Economy', EPW, XXXVI, Feb 3-10, 2001, pp-467-480 14. Sengupta Arjun, 'Right to

Development as a Human Right', EPW, XXXVI, July 7, 2001, pp-467-480

15. Stephen Marks, Introduction to "The Right to Development: A Primer", Sage Pub., New Delhi, 2003, pp25

16. Nilsen Alf Gunvald,(2005) Social Movements from above and below at the Dawn of the New Millennium : Whose Rights? Whose Justice? Paper for the "Navigating Globalization" conference, Paper for the "Navigating Globalization" conference, NTNU, Trondheim, Norway 17. UNDP, Human Development Reports (all)

18. Burawoy Michael, (2006) A PUBLIC SOCIOLOGY FOR HUMAN RIGHTS, Introduction to Judith Blau and Keri Iyall-Smith, Public Sociologies Reader,Rowman and Littlefield Pub.

19. Walzer, Michael. "Idea of Civil Society." Dissent (Spring 1991): 293-304. 20. Dermot Groome, The Handbook of Human Rights Investigations (Northborough, MA: Human Rights Press, 2001)

21. Richard Falk, Human Rights Horizons: The Pursuit of Justice in a Globalizing World (New York: Routledge, 2000).

22. Priscilla Hayner, Unspeakable Truths: Confronting State Terror and Atrocity (New York: Routledge, 2001).

23. Jogdand P.G. et.el (Ed), (2008) Globalisation and Social Justice, Rawat Pub. Jaipur

Other References	The final list of readings will be distributed by the course instructor in the first week of the semester

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

School: SHSS	Batch: 2020-22
Program: MA in Sociology	Current Academic Year: 2021-22
Branch : Sociology	Semester: IV

1	Course Code	
2	Course Title	**Dissertation**
3	Credits	5
4	Contact Hours (L-T-P)	
5	Course Type	Compulsory

Mode of examination	Practical/Viva	
Weightage Distribution	Viva	Final Project
	30%	70%

School: SHSS		**Batch : 2020-2022**	
Program:		**Current Academic Year: 2021-22**	
Branch:		**Semester: IV**	
1	Course Code		
2	Course Title	**Universal Human Values and Professional Ethics**	
3	Credits	4	
4	Contact Hours (L-T-P)	3-1-0	
	Course Type	General Elective	
5	Course Objective	1. To understand the importance of value education and professional ethics for higher education students 2. To help the students appreciate the essential complementarily between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity, which are the core aspirations of all human beings 3. To know the importance of self-exploration as the ideal way for value education. 4. To understand the harmony at various levels. 5. To understand how to implement holistic understanding on professional ethics.	
6	Course Outcomes	CO1: The student will be able to state the importance of value education and how self-exploration is the ideal method to understand the values and adopt it in our professional life. CO2: The student will be able to comprehend that 'I' and 'Body' are two realities, and most of their desires are related to 'I' and not body, while their efforts are mostly centered on the fulfilment of the needs of the body assuming that it will meet the needs of 'I' too. CO3: The student will be able to intrepret the importance of harmony in the self, family and the society for mutual fulfilment. CO4: The student will be able to analyze the importance of harmony among human beings, other living beings and entire nature for universal equilibrium and mutual co-existence. CO5: The student will be able to assess the ethical approach in profession for continuous happiness and sustained prosperity.	
7	Course Description	The course intends to facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of Existence	
8	Outline syllabus		CO Mapping
	Unit 1	**Purpose of Value Education**	
	A	The need, basic guidelines, content and process for Value Education. Present condition of world.	CO1
	B	Concept of 'Natural Acceptance' and Experiential Validation- as the mechanism for self exploration; Continuous Happiness and Prosperity- A look at basic Human Aspirations	CO1

	C	Right understanding, Relationship and Physical Facilities- the basic requirements for fulfilment of aspirations of every human being with their correct priority	CO1
	Unit 2	**Understanding co-existence of Self & Body**	
	A	Human being as a co-existence of the sentient 'I' and the material 'Body'	CO1, CO2
	B	The needs of Self ('I') and 'Body'; Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer)	CO1, CO2
	C	The characteristics and activities of 'I' and harmony in 'I' ; Understanding the harmony of I with the Body: Correct appraisal of Physical needs, meaning of Prosperity in detail	CO1, CO2
	Unit 3	**Understanding Undivided Society**	
	A	Values in human-human relationship; Trust and Respect as the foundational values of relationship	CO2, CO3
	B	Understanding the meaning of Trust; Difference between intention and competence; The meaning of Respect; Difference between respect and differentiation; the other salient values in relationship	CO2, CO3
	C	Harmony in the society (society being an extension of family; Visualizing a universal harmonious order in society - from family to world family	CO2, CO3
	Unit 4	**Understanding Self-regulation in Nature**	
	A	The harmony in the Nature	CO3, CO4
	B	Interconnectedness and mutual fulfilment among the four orders of nature recyclability and self-regulation in nature	CO3, CO4
	C	Understanding Existence as Co-existence of mutually interacting units in all-pervasive space	CO3, CO4
	Unit 5	**Professional ethics**	
	A	Ability to utilize the professional competence for augmenting universal human order	CO4, CO5
	B	Ability to identify the scope and characteristics of people-friendly and eco-friendly production systems,	CO4, CO5
	C	Ability to identify and develop appropriate technologies and management patterns for above production systems.	CO4, CO5
	Mode of examination	Theory	
	Weightage Distribution	CA — 30%	MTE — 20%	ETE — 50%	
	Text book/s*	R.R Gaur, R Sangal, G P Bagaria, "A foundation course in Human Values and professional Ethics", Excel books, New Delhi	
	Other References	1. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. 2. A.N. Tripathy, 2003, Human Values, New Age	

International Publishers.
3. PL Dhar, RR Gaur, Science and Humanism,
Commonwealth Purblishers.

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

School: SHSS		**Batch :**	
Program: M.A. in Sociology		**Current Academic Year:**	
Branch: Sociology			**Semester: IV**
1	Course Code		
2	Course Title	Computer Assisted Analysis	
3	Credits	2	
4	Contact Hours (L-T-P)	1-0-2	
	Course Type	SEC	
5	Course Objective	1. To gain a working knowledge of Microsoft Office Suite and usage of computers for enhancing their skills. 2. To understand computers for making reports, presentations and for research work	
6	Course Outcomes	CO1: The student will be able to demonstrate appropriate use of computers (hardware) and software applications. CO2: The student will be able to explain the concepts and is able to work in MS- Word efficiently. CO3: The student will be able to calculate with the help of formulas and functions in MS-Excel and SPSS for Computing Data. CO4: The student will be able to select the design and create presentations using application software like MS-Powerpoint.	
7	Course Description	As digitization is touching our lives in almost all spheres and due to this computer is omnipresent. This is a course that has been designed with the basic user in mind, someone who wants to learn more about computers. It begins with basic concepts and builds intermediate skills with knowledge about various computer softwares. Practical, hands-on tutorials enable students to develop their skills step by step.	
8	Outline syllabus		Outline syllabus
	Unit 1	**Computer Organization**	
	A	Number systems and character representation, binary Arithmetic, Concept of File and Folder in a computer, Primary, Secondary, Auxiliary memory, RAM, ROM, cache memory, cookies, hard disks, optical disks, System Software: Operating system, Translators, interpreter, compiler, Overview of operating system, function of operating system. Microsoft Windows and the different versions	CO1, CO3
	B	Microsoft Word- Introduction to word Processing; Working with word document, Opening an existing document/creating a new document; Saving, Selecting text, Editing text, Finding and replacing text. Formatting	CO1, CO2

		Text, Perform Mail Merge in a word document; envelopes and labels in mail merge; How to convert table to text and Vice Versa. Formatting text, Bullets and numbering, Tabs, Paragraph Formatting, Page Setup, Inserting a table, wrap text, Insert a flow chart or shape in a word document	
	C	Using Mendeley for references, Easy bib, End Note etc.	CO1, CO2
	Unit 2	**Making Presentations**	
	A	What is importance of creating presentation? Opening a new presentation, inserting slides and formats, numbering of slides, slide sorter	CO1, CO4
	B	Slide Transition, slide show, setting up slide show using animation. Inserting picture, gifs and video in a powerpoint slide	CO1, CO4
	C	Changing position of slides in a presentation. Changing the design of slides. Inserting sound in powerpoint slide. How to print handouts from a powerpoint presentation?	CO1, CO4
	Unit 3	**Working with Spreadsheets**	
	A	Spreadsheet Concepts; Copying formulas, Operators, Cell referencing within formulas Common functions, Sum / Average/ Max / Min etc.	CO1, CO3
	B	Count / COUNTA / COUNTBLANK function. Presenting Chart Inserting Charts- LINE, PIE, BAR. How to change chart layout and other chart options	CO1, CO3
	C	Insert various Arithmetic Operators and Formulas, Logical Operations (If Function). Sorting and Filtering of data.	CO1, CO3
	Unit 4	**Computing Data**	
	A	Introduction to SPSS- How to enter data in Data view and Variable view	CO1, CO2
	B	Computing Mean and Standard Deviation, Reliability of Data	CO1, CO3
	C	Calculating Correlation	CO1, CO2, CO3
	Unit 5	**Overview of Emerging Technologies**	
	A	Bluetooth, Cloud computing, Big data, Artificial Intelligence	CO1, CO2, CO3, CO4
	B	Positive Use of Social Media like LinkedIn Analyze and Extract Data through Social Media Analytics Ecommerce and M-Commerce.	CO1, CO2, CO3, CO4
	C	Use of Portals like Swayam, NPTEL, Prabha, Coursera for MOOC courses, Google Scholar, Use of Job Portals	CO1, CO2, CO3, CO4
	Mode of examination	Practical	

Weightage Distribution	Internal Assessment	ETE	
	60%	40%	

Text book/s*	Pradeep K. Sinha; Priti Sinha; Information Technology; PHI	
Other References	R1: Poonam Yadav, Praveen Kumar; Computer Fundamentals R2: A. Goel, Computer Fundamentals, Pearson Education, 2010 R3: Microsoft Excel Bible by John Walkenbach, Wiley India R4: Field, A. (2013). Discovering Statistics using IBM SPSS Statistics. Sage Publications Ltd. R5: https://www.mendeley.com/guides/apa-citation-guide	

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