

UNIVERSITY OF GOUR BANGA

SYLLABUS

FOR

UG

MAJOR IN SOCIOLOGY (UNDER NEP 2020)

(As per Curriculum and Credit Framework for Undergraduate Programs
FYUGP or Four years UNDER GRADUATE PROGRAMS)

W.E.F.: 2024

Programme Outcome:

By choosing this programme, the learner should be able to:

- a. get a holistic understanding of society;
- b. identify similarities and differences between societies and cultures;
- c. describe the past and look at possible future scenarios
- d. explain complex phenomena through its underlying structure.

The aim is making the students self -reliant with necessary proficiency for a wide variety of career with entrepreneurial skills and placement.

The discipline also empowers the students to appear for various competitive examination or research problem of their choice.

It enables the students to acquire the knowledge with human values forming the base to deal with various problems in life with courage and humanity.

The students will acquire in depth knowledge in the field of social, Literature and humanities.

Practical training/ exposure through field visit, Research project , expert lectures, demonstration, workshop and seminar gives hand-on experience to student

Job Opportunities: Students will have the opportunity to join professional career in Sociology and allied fields. Sociology provides an intellectual background for students considering career, social services, public policy, government service, non-governmental organizations, or academia. This programme lays foundation for further study in Sociology, Social work, Rural Development, Social Welfare and in other allied subjects.

SEMESTER DISTRIBUTION OF COURSES

Sem I	Discipline Specific Course/Major/Core: 4 Credit	Interdisciplinary Minor course: 4 Credit	Multidisciplinary Course: 3 Credits	Ability Enhancement Course: 3 Credits	Skill Enhancement Course: 3 Credits	Value added Course: 3 Credits	Apprenticeship/Internship: 2 Credits
Sem II	Discipline Specific Course/Major/Core: 4 Credit	Interdisciplinary Minor course: 4 Credit	Multidisciplinary Course: 3 Credits	Ability Enhancement Course: 2 Credits	Skill Enhancement Course: 3 Credits	Value added Course: 3 Credits	Apprenticeship/Internship: 2 Credit
Sem III	Discipline Specific Course/Major/Core: 4 Credit	Interdisciplinary Minor course: 4 Credit	Multidisciplinary Course: 3 Credits	Ability Enhancement Course: 2 Credits	Skill Enhancement Course: 3 Credits	Value added Course: 3 Credits	Apprenticeship/Internship: 2 Credits
Sem IV	Discipline Specific Course/Major/Core: 4 Credit	Discipline Specific Course/Major/Core: 4 Credit	Discipline Specific Course/Major/Core: 4 Credit	Discipline Specific Course/Major/Core: 4 Credit	Interdisciplinary Minor course: 4 Credit	Ability Enhancement Course: 2 Credits	Apprenticeship/Internship: 2 Credits
Sem V	Discipline Specific Course/Major/Core: 4 Credit	Discipline Specific Course/Major/Core: 4 Credit	Discipline Specific Course/Major/Core: 4 Credit	Discipline Specific Course/Major/Core: 4 Credit	Interdisciplinary Minor course: 4 Credit	Apprenticeship/Internship	
Sem VI	Discipline Specific Course/Major/Core: 4 Credit	Discipline Specific Course/Major/Core: 4 Credit	Discipline Specific Course/Major/Core: 4 Credit	Discipline Specific Course/Major/Core: 4 Credit	Interdisciplinary Minor course: 4 Credit	Apprenticeship/Internship: 2 Credits	
Sem VII	Discipline Specific Course/Major/Core: 4 Credit	Discipline Specific Course/Major/Core: 4 Credit	Discipline Specific Course/Major/Core: 4 Credit	Discipline Specific Course/Major/Core: 4 Credit	Interdisciplinary Minor course: 4 Credit	Apprenticeship/Internship: 2 Credits	
Sem VIII	Discipline Specific Course/Major/Core: 4 Credit	Interdisciplinary Minor course: 4 Credit	Research Project/Dissertation: 12 Credits				

SEMESTER I

DISCIPLINE SPECIFIC COURSE/MAJOR

(CORE) I

4 CREDITS

PAPER CODE: SOCDSC-IO1

{ Course Pre-requisite(s): Mention only course titles from the curriculum that are needed to be taken by the students before registering for this course. Course Outcomes (COs): At the end of the course the student should be able to: (Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course) 1. Understand the nature and role of Sociology in a changing world 2. Comprehend the uniqueness of sociological imagination in the study of real world 3. Recognise different perspectives of perceiving the workings of social groups 4. Differentiate between sociology's two purposes - science and social reform 5. Express one's understanding of current social issues in oral and written forms}

PAPER CODE: SOCDSC 101

PAPER NAME:

INTRODUCTION TO SOCIOLOGY-I

(**Lectures:** 3 hours per week; Total lectures to be conducted: 45hours + 1 hour Tutorial/week to be conducted: 15 Tutorials to be conducted)

1. Fundamentals of Sociology

Total Lectures: 10 Hours

Definition; Nature and Scope; Sociology and other Social Sciences (History, Economics, Political Science, Education, Social Anthropology; Psychology); Sociology and common sense: Relationship, Similarities and Distinctions; Growth and development of Sociology as a discipline: Role of Enlightenment, French and Industrial Revolutions in shaping the Discipline

2. Concepts

Total Lectures: 5 Hours

Society, Community, Institution, Association, Social group, Norms and Values, Folkways and Mores: Definitions, characteristics, Types, functions of each and comparisons

3. Individual, Culture and Society

Total Lectures: 10 Hours

Meaning of Culture; Characteristics and Functions of Culture; 'Man in Society', 'Society in Man'; Culture and Personality; Socialization: Concept, Agency, Importance. The concept of self. Formation of self in society: Theories of Cooley, Mead and Piaget.

4. Social Institutions: Evolution and Progress

Total Lectures: 20 Hours

a) Family: Definition, Origin, Features, Functions, Forms

Recent changes in family structure worldwide, Alternatives to family: Step parenting, single-parent family, cohabitation, gay-parent family; Changes in functions of families; Families in India: Extended, Joint and Nuclear families: Forms and functions; Changes in Indian family system after independence

Kinship Importance; Kinship terminologies, Typologies, Functions, Descent, Clan, Kinship in North and South India

b) Marriage: Definition, Marriage and promiscuous relationship, Marriage as an institution, Forms of marriage, Rules of marriage: Exogamy, Endogamy; Marriage selection in cyber-age; Marriage in India; Dissolution of Marriages: Divorce and Remarriage in India.

c) Political and Economic Institutions: Non-state forms of power, Concept of state: Characteristics and Types of Governments. Concept of civil society; Forms of Economic Institutions: Property, Exchange, Reciprocity, Gift exchange, Market, Recent manifestations.

d) Religions Institutions: Definition of Religion, Forms of religion, Religion as an institution. Religion and Magic; Magic and Science

References:

Haralambos, M.- (1998) Sociology : Themes and Perspectives , OUP, New Delhi

Jayaram , N. – (1998) Introductory Sociology , Macmillan India

Mukherjee , R. – (1998) Systematic Sociology , Sage

Oommen , T.K. & Venugopal , C.N. – (1993) Sociology , Eastern Book Co.

Dube , S.C. – (1992) Understanding change : Anthropological Sociological Perspectives, Vikash Publication House, New Delhi.

Smelser, N.J. – (1993) Sociology, Prentice Hall of India Pvt. Ltd. New Delhi

Giddens Anthony – (2009) Sociology, Polity Press, London

Beteille, Andre – (2002) Sociology Essays on Approach and methods, OUP , New Delhi

Gupta Dipankar (Ed.)- Social Stratification, OUP

Davis, K.-(1996) Human Society, Macmillan

Goode William, J. – (1998) The Family, Prentice Hall, New Delhi

Johnson, Harry A, Sociology, Allied Publishers, 1967

Bottomore, T. B., Sociology, Revised Edition Blackie and son (India) Ltd.

Broom A and Selznick P, Sociology New Work, 1962

Herskovitzs, Melville J Cultural Anthropology, Calcutta: Oxford and IBH Publishing Co. 1985

Dasgupta, S., Poulomi Saha (ed) An, Introduction to Sociology, Pearson, 2012

Jayaram, N., 2005, Introductory Sociology, Macmillan India Ltd.

Guha, K., Basic Principles of Sociology, Kalyani Publishers, New Delhi

Majumder, T.N. and D.N. Madan, 2008, An Introduction to Social Anthropology, Asia Publishing House

Inkeles, A., 1999, What is Sociology?, Penguin Book.

Chattopadhyay, K., 2014, The Sociology of Family Life. Booksway, Kolkata.

Chattopadhyay, K., 2013, Samajtotter Itibritta, Sangathan Anusandhaner Nana Prasangha.

Berger P., Invitation to Sociology

Giddens A., (ed), Human Society, Polity Press

Kindly note: Examples for Pedagogy: Group discussions, Role play, micro project, field visit
Suggested Activities

(Not to be limited to these): Sociology as a Science 1. A discussion can be conducted on Common sense explanation Vs Sociological Explanation on topics like reasons for poverty, literacy level, health status, divorce, arranged or love marriage and students can present their ideas. 2. Students can be asked to identify the differences between methods of study adopted in subjects like Physics or Chemistry in comparison with Sociology, list them and present 3. Students can be asked to find the common methods of study adopted in subjects like Botany or Zoology and Sociology and find commonalities or differences 4. Issues like social status, economic inequality, sharing of natural resources, language issues etc. can be assigned to group of students for discussion and presentation on how they can be analysed from different sociological perspectives (Functional vs Conflict, Functional Vs Symbolic Interaction, Feminist Vs Functional for example) 5. Students can be encouraged to share their views on ideal qualities of a woman or man in India and it can lead to a discussion on how these qualities are socially constructed rather than inborn/natural/god given

Culture and Socialisation 1. Students can be encouraged to observe social norms in two different social environments - one familiar and another unfamiliar. It is necessary that the social environments should be sufficiently public in nature and they can spend time observing and noting how people act, behave, how social space is maintained etc. They can note down different types of norms like obedient behaviour, authority, friendly behaviour etc. and write down the basis for their conclusion. Observation should be of at least 45-60 minutes duration 6. A discussion/assignment can be given to compare and contrast the ideas of melting pot principle of the USA and unity in diversity principle of India. 7. An exercise can be conducted to stimulate thinking and discussion among students about the relationship between the way they dress and acculturation. For example, they can identify the changes in how men and women dress since last 75 years and differences in the level of acculturation and possible reasons for these differences. 8. Drama or role play can be enacted to illustrate the changing social values in the areas of social interaction (breakdown of caste barriers, for example), changes in relationship between women and men, or increasing importance of values like liberty, equality, fraternity and such other issues 9. Students can discuss in small groups about the use of cell phones among the youth and relate it to consumer culture. They can focus on issues like - increasing use of cell phones, increasing dependence on them, frequent exchange of old phones to new and the reasons for such behaviour. Other commodities like branded dress, computers, fashion products etc. can be

taken up depending on the situation. It can also be used to introduce concepts like conspicuous consumption, traditional culture, anti-consumers, brand indifference etc to encourage further studies

10. Issues like gaming, online community, social media usage - their impact on identity and privacy in the life of modern youth can be taken up for discussion and presentation. Students can share their experiences related to the above topics and how it defines their personality

11. Is there any difference between online world and real world? Should one use same set of rules and norms while interacting with friends, elders, younger ones in the online/real world? Can one be rude, harassing in the online world? Does the violence in online gaming, for example, a mirror of our real life expectations? Is there any difference between writing an Email/ paper application to ask for job interview? These are some examples for discussing about Netiquette.

12. To understand the theories of socialisation, students can share their experiences related to - how they choose a new dress? Criteria used to buy a

Page 21 of 82 Sociology B A Model vehicle or consumer good like cell phone, write a report by observing and reporting on differences in expected behaviour of a six months child and one year old child.

SEMESTER II

PAPER CODE: SOCDSC 201

CREDIT: 4

PAPER NAME: INTRODUCTION TO SOCIOLOGY-II

(**Lectures:** 3 hours per week/ Total lectures to be conducted: 45 hours + 1 hour Tutorial/week to be conducted: 15 Tutorials to be conducted)

1. Social Structure: Social Relationship:

10 hours

Definition of a Social Structure; Components of Social Structure; Social Structure and Social System; Social status: Definition and types, Status and Role , Multiple roles , Role – set , Role- conflict, Status- set , Status sequence. Social Interaction: Definition and Importance in society; Social Relationships: Definition, Components and functions.

2. Social Control:

5 Hours

Meaning, Nature, Purpose and Formal and Informal Agency: Law, Religion, Education, Mass media as agencies of social control; Values, Sanctions etc

3. Social Stratification, Inequality and Hierarchy:

10 hours

Meaning and Characteristics of Social Stratification; Differentiation and Stratification; Theories of Stratification: Marx, Weber; Forms of social Inequality: Caste, class, Power and Gender; Formation of Social hierarchies in India: Rural and Urban Class Structures, Middle Class in rural and Urban India; Caste and Class, Caste and Politics

Social mobility: Nature, forms of Social mobility, Social Mobility in India: Caste and Class Structures; Migration in India

4. Social process and Social Change:

20 Hours

Social processes: Cooperation, Competition, Conflict, Accommodation, Assimilation

Social change: Concept; Growth, Evolution and Progress, Factors of Social change, Theories of social change: Marx, Durkheim, Weber; Concept of Cultural lag; Social changes in India: Legislative, Social, Demographic, Economic and Cultural changes since Independence

References:

- Haralambos, M.- (1998) Sociology : Themes and Perspectives , OUP, New Delhi
- Jayaram , N. – (1998) Introductory Sociology , Macmillan India
- Mukherjee , R. – (1998) Systematic Sociology , Sage
- Oommen , T.K. & Venugopal , C.N. – (1993) Sociology , Eastern Book Co.
- Dube, S.C. – (1992) Understanding change: Anthropological Sociological Perspectives, Vikash Publication House, New Delhi.
- Smelser, N.J. – (1993) Sociology, Prentice Hall of India Pvt. Ltd. New Delhi
- Giddens Anthony – (2009) Sociology, Polity Press, London
- Beteille, Andre – (2002) Sociology Essays on Approach and methods, OUP, New Delhi
- Gupta Dipankar (Ed.)- Social Stratification, OUP
- Davis, K.-(1996) Human Society, Macmillan
- Goode William, J. – (1998) The Family, Prentice Hall, New Delhi
- Johnson, Harry A, Sociology, Allied Publishers, 1967
- Bottomore, T. B., Sociology, Revised Edition Blackie and son (India) Ltd.
- Broom A and Selznick P, Sociology New Work, 1962
- Herskovitzs, Melville J Cultural Arthropology, Calcutta: Oxford and IBH Publishing Co. 1985
- Dasgupta, S., Poulomi Saha (ed) An, Introduction to Sociology, Pearson, 2012
- Jayaram, N., 2005, Introductory Sociology, Macmillan India Ltd.
- Guha, K., Basic Principles of Sociology , Kalyani Publishers, New Delhi
- Majumder, T.N. and D.N. Madan, 2008, An Introduction to Social Anthropology, Asia Publishing House

Inkeles, A., 1999, What is Sociology, Penguin Book.

Chattopadhyay, K., 2014, The Sociology of Family Life. Booksway, Kolkata.

Chattopadhyay, K., 2013, Samajtotter Itibritta, Sangathan Anusandhaner Nana Prasangha.

Berger P., Invitation to Sociology

Giddens A., (ed), Human Society, Polity Press

SEMESTER III

SOC DSC 301

CREDIT: 4

(**Lectures:** 3 hours per week/ Total lectures to be conducted: 45 hours + 1 hour Tutorial/week to be conducted: 15 Tutorials to be conducted)

FOUNDATIONS OF WESTERN SOCIOLOGICAL THOUGHT

Credit: 4

1. A. Saint Simon: Concept of Industrial Society; Social regulation

B. Harriet Martineau

Morals and Manners; Religion; Methodology;

4 Hours

2. August Comte

Law of Three stages; Hierarchy of sciences; Positivism; Social Statics and Social Dynamics

4 Hours

3. Herbert Spencer

Organic Analogy; Evolutionism; Social Darwinism; Social Differentiation

4 Hours

4. Emile Durkheim

Division of Labour; Suicide; Religion; Methodology;

8 Hours

5. Karl Marx

Dialectics; Historical Materialism; Capitalism; Class and class struggle; Alienation; Revolution

8 Hours

6. Max Weber

Social Action; Ideal Type; Concept of Power; Protestant Ethic and the Spirit of Capitalism
8 Hours

7. Vilfredo Pareto

Types of Action; Circulation of Elites
4 Hours

8. Georg Simmel

Concept of Modern Society; Social Relationships and culture; Philosophy of Money
5 Hours

References:

- Aron, Raymond – (1967) Main Currents in Sociological Thoughts (2 Vols.), Penguin Books
- Barnes, H.E. – (1959) Introduction to the History of Sociology
- Coser, L.A. –(1979) Masters of Sociological Thought . Oxford University Press
- Abraham & Morgan – Sociological Thought. Oxford University & Press
- Abraham .1982. Modern Sociological Theory, An Introduction. Oxford University.
- Ritzer George and Douglas J. Goodman – (1996) Sociological Theory. Mc Graw Hill
- Zeitlin, Irving – Ideology and the Development of Sociological Theory
- Turner Jonathan H. 2003, The Structure of Sociological Theory, Thomson Wadsworth, Chennai
- Henry Morgan, Human Society
- Bottomore and P. Goode (ed) Reading of Marxist Sociology, Oxford: Clarendon.
- Haralambos and R.M Heald, Sociology: Themes and perspective, Oxford University Press
- Mead, Mind , Self and Society , Chicago University Press
- Parsons, The Structure of social Action, New York: Mac Graw-Hill
- Bannerji, A., Historical Materialism and Political Analysis: K.P. Baghi
- Makhon Jha , An Introduction to Anthropological Thought , Vikas Publishing House
- Behura Anthropoligal Thought and Theories: Institute of Social Research and Applied Anthropology, Calcutta.
- Spencer, H., Principles of Sociology

Pedagogy: Field work, micro projects, group discussion, role play, written/oral presentation by students

Suggested Activities: Students can be made to sit in groups and discuss about the hierarchy of sciences that is seen in today's India - importance attached to Science, Technology, Engineering and Medicine (STEM) courses vis a vis social sciences and humanities using data from Ministry of Education (AISHE Survey results) 2. Group discussion/role play on the coexistence of religion and science of modern Indian by way of students' identifying such instances in their daily life 3. Presentation by students on consequences of accepting social

evolution theory and its implication on welfare schemes 4. Group discussion on how modern societies can be categorised in comparison with Spencer's typology. Teachers may help the students through preparation and distribution of a hand-out (limited to one typed page) or a brief introductory lecture before group discussion or presentation by students and encourage them to actively discuss, take notes and present group's ideas by rotation. It is preferable to form separate groups frequently so that students will have a chance to interact with as many as possible. Students can be encouraged to interact with a cross section of workers like industrial labourers, artisans, folk artists etc. and present their life experience to understand the relevance of economic determinism and alienation and present it as an assignment/presentation before their friends Students can be shown/encouraged to see movies which help in the understanding of concepts of alienation and struggle and present their ideas in the form of presentation/written assignments within 500-750 words Students can be shown/encouraged to see movies which help in the understanding of group dynamics. Movies having very common themes of one male lead actor-two female lead actors or vice versa, entry of third person in the life of couple or friends etc. can be used present their ideas in the form of presentation/written assignments within 500-750 words Ask the students to imagine themselves as one of the above thinkers and write an application to the post of professor in a university by giving brief bio-data, contributions to the field of sociology, their strengths, criticism of their work and answer to their critics. This can either be an individual activity or group activity

SEMESTER IV
SOC DSC 401
CREDIT 4
**FOUNDATIONS OF INDIAN SOCIOLOGICAL
THOUGHT**

(**Lectures:** 3 hours per week; Total lectures to be conducted: 45 hours + 1 hour Tutorial/week to be conducted: 15 Tutorials to be conducted)

Course Pre-requisite(s): Mention only course titles from the curriculum that are needed to be taken by the students before registering for this course. **Course Outcomes:** After completing this course, the students will be able to - 1: explain the foundational Concepts & Principles of IKS. 2: explain the historical development and evolution of Indian Intellectual traditions. 3: explain the knowledge key texts, thinkers, and schools of thought 4: analyze the interdisciplinary nature of Indian knowledge, integrating philosophy, spirituality, science, arts, and literature through the study of IKS. 5: explain the holistic and multidimensional nature of Indian Thought.

1. **A.** Development of Sociology in India— An Overview; Social and Intellectual context in the development of Schools of Sociological traditions in India: Bombay School; Lucknow School
B. Contributions of Benoy Kumar Sarkar- Positivism, Personality, Progress, Interpretation of Indian Tradition
C. Contribution of G S Ghurye: Approach to Sociology, Caste and Tribe, Dynamics of culture and society **15 Hours**
2. **A.** Contributions of D P Mukerji: Personality, Methodology, Interpretation of tradition and social change in India, Middle-class in India
B. Contributions of NK Bose: Approach to the study of society, Structure of Hindu society, Concept of tribal absorption, Study of Calcutta
C. Radhakamal Mukerjee: Society and Values; Social Ecology **15 Hours**
3. **A.** Irawati Karve: Fieldview; Kinship Organization
B. A. R. Desai: Marxist Interpretation of Indian Society; Agrarian Economy

C. M. N. Srinivas: Concept of caste; Sanskritization and Westernization; Fieldwork
 D. Ramkrishna Mukherjee: Rural Economy and Society; Sociology of Indian
 Sociology; Sociology and Society; Scientific Method
 E. Leela Dube: Woman and Kinship; Construction of Gender **15 Hours**

References

Bannerji, A., Historical Materialism and Political Analysis : K.P. Baghi
 Makhon Jha , An Introduction to Anthropological Thought , Vikas Publishing House
 Behura Anthropological Thought and Theories : Institute of Social Research and Applied
 Anthropology, Calcutta.
 Duttagupta, S., Marxian Rastachinta(Bengali) Pochimbanga Rastro Pustak Parsad
 Bose, N. K., The Structure of Hindu Society, Orient Longman, Kolkata(1975)
 Srinivas, Social Change in Modern India, Allied Publications.1966
 Gore , Education Modernization in India, Rawat Publication, Jaipur,1982
 Singh , Modernization of Indian Tradition, Thomson Press, Delhi-197
 Madam T.N 1995 Pathways, Approaches for the study of Society in India in Delhi, OUP
 Aron Raymond- (1967) Main Currents in Sociological Thoughts (2 Vols.), Penguin
 Books
 Bhattacharya, S. K., 1979 Indian Sociology: Role of Benoy Kumar Sarkar
 Nagla, B. K., 2008, Indian Sociological Thought, New Delhi Publication
 Dhanagore, 2011, Themes & Perspectives in Indian Sociology, Rawat Publications

SEMESTER IV

SOCDESC 402

CREDIT: 4

INDIAN SOCIETY

(**Lectures:** 3 hours per week; Total lectures to be conducted: 45 hours + 1 hour Tutorial/week to be conducted: 15 Tutorials to be conducted)

{Course Pre-requisite(s): Mention only course titles from the curriculum that are needed to be taken by the students before registering for this course. Course Outcomes (COs): At the end of the course the student should be able to: (Write 3-7 course outcomes. Course outcomes are statements of observable student actions that serve as evidence of knowledge, skills and values acquired in this course) 1. Identify the new forms taken by institutions of family and marriage 2. Understand the role played by religion in modern world 3. Sensitise the students to the conflicting norms of secularism and living by one's religious beliefs 4. Appreciate the role of education and challenges in making education accessible to all 5. Recognise the social nature of economy and work 6. Grasp the opportunities offered by democracy and the threats it faces 7. Undertake micro research work and communicate effectively; To acquire knowledge about Indian society and its characteristics. – To acquire knowledge about basic foundation of Indian social structure. – To know about weaker classes. – To acquire knowledge about minorities – will be able to understand about casteism}

India as a Plural Society: Bases of Unity; Sources of Diversity; Unity and Diversity, Nation building in India **6 Hours**

Caste, Class, Tribe and Religion: Evolution of each; Changing Importance, Changes in each in Indian Society, Agrarian class structure; Disintegration of caste system? Scheduled Castes and Scheduled Tribes: Emergence; Impact of changes; Adivasi consciousness; Interrelationships between caste, class and religion **10 Hours**

Family, Marriage and Kinship: Changing forms, Changing Functions of each; Weakening of gender and age stratification - democratisation of relationships: between spouses, parent-children; step-parenting; Changes in caregiving of children and elderly; Changes in age of marriage, marriage decision making

and regional variations; Violence within family in India; Disintegration and Debates in family and Marriage **15 Hours**

Villages in India: Changes in Villages after independence; Village Panchayat: Emergence, Evolution, Structure, Function, Leadership; Caste Panchayat: Emergence and Relevance **9 Hours**

Rural Ecology and Economy: changing environment; changing landscapes; Markets, Economic institutions in rural and urban India **5 Hours**

References:

Beattie, John (1964), Other Cultures: Aims, Methods and Achievements in Anthropology, London:

R.K.P. Beteille (1974), Six Essays in Comparative Sociology, New Delhi: OUP.
Fox, Robn (1973), Encounter with Anthropology, England: Penguin Books Ltd.

Godelier, Maurice (1973), Perspectives in Marxist Anthropology, London: Cambridge University Press.

Harris, Marvin (1972), The Rise of Anthropology, London: Routledge and Kegan Paul. Keesing,

Roger, M. (1976), Cultural Anthropology: A Contemporary Perspective, America: Holt Remmhart and Winston.

Kuper, Adam (1977), Social Anthropology of Redcliff Brown, London: Routledge and Kegan Paul.

Madan, T.N. and D.N. Majumdar (1980), An Introduction to Social Anthropology, Delhi: Asia Publishing House.

Mandelbaum, D.G. (1974), Society in India, Bombay Popular Prakash an.

Manners and Kaplan (1968), Theories in Anthropology, Chicago Aldine Publishing Co. Pritchard,

Evans (1972), Social Anthropology, London: Routledge and Kegan Paul.

Dube, S.C. (1967), The Indian Village, New Delhi: National Book Trust.

Ghurye, G.S. (1957), Caste and Class in India, Bombay: Popular Book Depot.

Karve, Irawati (1961), *Hindu Society: An Interpretation*, Poona: Deccan College.

Prabhu, P.H. (1979): *Hindu Society: An Interpretation*, Poona: Deccan College.

Sharma, K.L. (2001), *Social Inequality in India*, New Delhi: Rawat Publications.

Srinivas, M.N. (1960), *India's Villages*. Bombay: Asia Publishing House.

Srinivas, M.N. (1970), *Social Change in Modern India*, Berkeley, California: University Press.

Srinivas, M.N. (1991), *India: Social Structure*, Delhi: Chaman Offset Printers.

Singh, Yogendra. (1983), *Modernization of Indian Tradition: A Systematic Study of Social Change*, New Delhi: Thompson Press.

Parvathmamma , *Scheduled Castes at the Cross Roads*.

Rajni Kothari (ed.). 1970. *Caste in Indian Politics*. New Delhi: Orient Longman.

Ahuja, R. 1993. *Indian Social System*. Jaipur: Rawat Publications.

Dube, S.C. 2005. *Indian Society*. New Delhi: National Book Trust.

Oommen, T.K. 1984. *Social structure and politics: studies in independent India*. Delhi: Hindustan Pub.

Singh, Y. 2003. *Culture Change in India Identity and Globalization*. Jaipur: Rawat Publications.

Xaxa, V. 1999. 'Tribes as Indigenous People of India', *Economic and Political Weekly*, 34(51), 3589–3595

Ministry of Tribal Affairs, Govt. of India. 2005. 'Draft National Policy on Tribals,' *Australian Indigenous Law Reporter*, Vol. 9, No. 2:103-108

Sarkar, S., S. Mishra, H. Dayal and D. Nathan. 2006. 'Development and Deprivation of Scheduled Tribes', *Economic and Political Weekly*, Vol. 41, No. 46: 4824-4827

Shah, A. M. 1968. 'Changes in the Indian Family: An Examination of Some Assumptions.' *Economic and Political Weekly*, Vol. 3, no. 1/2: 127–34

Shah, A.M. 1996. 'Is the Joint Household Disintegrating?' Economic and Political Weekly, Vol. 31, No. 9: 537-542

Suggested Activities Example: Family and Marriage (1) NFHS data related to any state can be used to illustrate the change in family size over a period of time. Similarly, reports cited in Suggested Internet Resources can be used to involve students in analysis of secondary data (2) Students can interview a small sample of 10-15 persons, in the neighbourhood of their residence and elicit answers for two questions: (a) Between arranged and love marriages, which do they prefer? (b) Reason for their answer to (a). Different groups of students are assigned to interview people of different age groups. Students should collate the data they have collected and present it as a small project report. Seasonal unemployment is very common for agricultural labourers. How do labourers cope with this situation and the problems they encounter can be documented by students. Migration from rural rural to urban areas is increasing. Experience of these migrant labourers can be reported as case study <https://supplychaindigital.com/supply-chain-2/indias-bpo-marketcould-reach-dollar250-billion> Every rural/urban area has its own elected local body. Students can find out the difference between government and governance by documenting how people's representatives are elected (government) and the level of adherence to rules and regulations by these representatives and bureaucrats (governance) by doing social audit of public infrastructure like roads, availability/supply of water, response to complaints by public etc.

SEMESTER IV

SOCDESC 403

CREDIT 4

SOCIAL RESEARCH I

(**Lectures:** 3 hours per week; Total lectures to be conducted: 45 hours + 1 hour Tutorial/week to be conducted: 15 Tutorials to be conducted)

Course Objectives: 1. This course focuses on doing sociology through forms other than the written; in particular, the oral, aural, and the visual. 2. It introduces students to film techniques as a form and method of description and argument and enables a comparison between film and the written mode of ethnography.

Course Outcomes: 1. This course will prepare the students for the challenges of doing sociological fieldwork and observing real-world spheres through the mode of filmmaking. It enables them to build on the graduate attributes of disciplinary knowledge, critical thinking, research-related skills, scientific reasoning, reflective thinking and multicultural competence. 2. A key learning outcome of the course is to introduce students to the skills and sensitivity needed to engage with the social world. Through ethnographic fieldwork and filmmaking, as they grasp the knowledge of technical, the meaning-making of social remains crucial in the SEC programme. An understanding of the diversity of gender, culture, class, caste, sexuality, and religion is fundamentally reflected as they produce films on multiple issues. Through teamwork and extensive discussions, students encounter and learn the importance of decision-making, ethics, communication skills, and planning.

1. Social Research: Meaning and Definition; Importance of Social Research in Sociology; Link between Research and Theory **6 Hours**
2. Types of Social Research; Stages of Social Research; Inductive and Deductive Social Research **4 Hours**
3. Research Design: Meaning; Features; Importance; Descriptive and Exploratory Research Designs **5 Hours**
4. Sampling: Population; universe; Sample; Sources of Data: Primary and Secondary; Types and Methods of Sampling **10 hours**
5. Techniques of data collection: Observation, Interview and Questionnaire: Definition, Meaning, types and Characteristics of each **20 Hours**

References:

Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.

Bailey, Kenneth D. (1982), Method of Social Research, New York: The FreePress, Second Edition.

Blalock, Hubert M. (1970), Social Statistics. New York: Tata Mc-Graw-Hill. Champion, Dean. J. (1981), Basic Statistics for Social Research New Delhi:Macmillan Publishing New York.

Dooley, David (1998), Social Research Methods, Prentic-Hall of India, NewDelhi.

Gupta, S.P. (2002), Statistical Methods, New Delhi: Sultan Chand and Sons Publication.

Kothari, C.R. (1988), Research Methodology, Willey Publishers, New Delhi. Moser, S.C. and G. Kalton (1971), Survey Methods in Social Investigation, London:Heinmann.

Seltiz, Claire et al (1959), Research Methods in Social Relation, New York:Henry Holt and Co. Srinivas,

M.N. and A.M. Shah (1979), Fieldworker and The Field, New Delhi: Oxford University Press.

Young, P.V. (1988), Scientific Social Surveys and Research, New Delhi Prentice Hall.

SEMESTER IV

SOC DSC 404

CREDIT: 4

SOCIAL CHANGE

(**Lectures:** 3 hours per week; Total lectures to be conducted: 45 hours + 1 hour Tutorial/week to be conducted: 15 Tutorials to be conducted)

Course outcome: 1. Critically analyze historical and contemporary social movements and their tactics, strategies, aims, and results, and to think deeply about the role of power, injustice, freedom, and agency in bringing about social change. 2. Define and explain key concepts in the sociological and interdisciplinary study of social change and social movements. 3. Participate in current debates around social movements. 4. Apply and evaluate social change and social movement concepts. 5. Actively engage in close readings of both scholarly texts around social movements, as well as other primary sources such as speeches, communiques, articles, from people involved in activism and movements. 6. Develop your writing skills and critical/creative thinking, and to use your emerging familiarity with the course concepts and readings to analyze others' arguments and to articulate your own arguments and analysis

1. Social Change: Concept, Features, Patterns: Linear and Cyclical **5 Hours**
2. Evolution, Progress, Development, Growth, Movement; Revolution: Concept/Meaning, Features; Social movement in India: Dalit Movement, Women's Movement, Students Movement, Working Class Movement: Evolution, Leadership and Organization **10 Hours**
3. Processes of Change in India I: Sanskritization, Westernization, Modernization, Secularization: Concept, Features, Impact **15 Hours**
4. Processes of Change in India II: Urbanization, Industrialization, Globalization: Concept, Features and Impact **15 Hours**

References

W F Ogburn: Social change

Raymond Boudon: Theories of social change: A critical appraisal –

John McLeish: The theory of social change-

Yogendra Singh: Social change in India

MSA Rao: Crisis and resilience - Social movement and Social Transformation

T K Oommen: Protest and change

Ghanshyam Shah: Studies in social movement - Social movements in India-

Dube, S.C. (1967), The Indian Village, New Delhi: National Book Trust.

Ghurye, G.S. (1957), Caste and Class in India, Bombay: Popular Book Depot.

Karve, Irawati (1961), Hindu Society: An Interpretation, Poona: Deccan College.

Prabhu, P.H. (1979): Hindu Society: An Interpretation, Poona: Deccan College.

Sharma, K.L. (2001), Social Inequality in India, New Delhi: Rawat Publications. Srinivas,

M.N. (1960), India's Villages. Bombay: Asia Publishing House. Srinivas,

M.N. (1970), Social Change in Modern India, Berkeley, California: University Press.

Srinivas, M.N. (1991), India: Social Structure, Delhi: Chaman Offset Printers.

Mandelbum, D.G. (1990), Society in India, Berkeley: University of California Press, Vol. I Parts 24 & 4.

Singh, Yogendra. (1983), Modernization of Indian Tradition: A Systematic Study of Social Change, New Delhi: Thompson Press.

UNIVERSITY OF GOUR BANGA

SYLLABUS

FOR

SOCIOLOGY MINOR

2023

UNDER NEP 2020

SEMESTER I

MnC-1

CREDIT: 4

Introduction to Sociology

SUBJECT: A

1. Sociology as a discipline; Nature and scope; Sociology and Social Sciences: Philosophy, History, Political Science, Social Anthropology and Economics

2. Concepts: Definitions, features and Types

Society, Community, Institutions, Associations, social groups and social Structure

Norms and values, status and role, folkways and mores

3. Culture and Society

Culture: definition and elements; Individual and culture; Culture and civilization; Culture and society; Socialization

4. Social Process:

Cooperation; Completion; Conflict; Accommodation; Assimilation

5. Social Control and Social Change

Meaning, Nature and Purpose; Agencies of social control; Social Change: Concept and Factors

References

Haralambos, M.- (1998) Sociology : Themes and Perspectives , OUP, New Delhi

Jayaram , N. – (1998) Introductory Sociology , Macmillan India

Mukherjee , R. – (1998) Systematic Sociology , Sage

Oommen , T.K. & Venugopal , C.N. – (1993) Sociology , Eastern Book Co.

Dube , S.C. – (1992) Understanding change : Anthropological Sociological Perspectives,
Vikash Publication House, New Delhi.

Smelser, N.J. – (1993) Sociology, Prentice Hall of India Pvt. Ltd. New Delhi

Giddens Anthony – (2009) Sociology, Polity Press, London

SEMESTER II

MnC-2

Credit: 4

Introduction to Sociology

SUBJECT: B

1. Sociology as a discipline; Nature and scope; Sociology and Social Sciences: Philosophy, History, Political Science, Social Anthropology and Economics

2. Concepts: Definitions, features and Types

Society, Community, Institutions, Associations, social groups and social Structure

Norms and values, status and role, folkways and mores

3. Culture and Society

Culture: definition and elements; Individual and culture; Culture and civilization; Culture and society; Socialization

4. Social Process:

Cooperation; Completion; Conflict; Accommodation; Assimilation

5. Social Control and Social Change

Meaning, Nature and Purpose; Agencies of social control; Social Change: Concept and Factors

References

Haralambos, M.- (1998) Sociology : Themes and Perspectives , OUP, New Delhi

Jayaram , N. – (1998) Introductory Sociology , Macmillan India

Mukherjee , R. – (1998) Systematic Sociology , Sage

Oommen , T.K. & Venugopal , C.N. – (1993) Sociology , Eastern Book Co.

Dube , S.C. – (1992) Understanding change : Anthropological Sociological Perspectives,
Vikash Publication House, New Delhi.

Smelser, N.J. – (1993) Sociology, Prentice Hall of India Pvt. Ltd. New Delhi

Giddens Anthony – (2009) Sociology, Polity Press,London

SEMESTER III

MnC-3

CREDIT 4

OPTION FOR MINOR SUBJECTS A/B WILL BE PROVIDED TO STUDENTS

Indian Social Structure

1. Family

Definition, features; Changes in structure and functions of family

2. Marriage

Definition; As a social Institution

Forms; Rules of Marriage; Changes in Marriage practices

3. Kinship and Unilineal Descent:

Meaning; Kinship usages; Unilineal descent groups – clan, lineage, phratry, moiety

4. Social Stratification:

Meaning and Characteristics; Forms of Stratification – caste, class, power, gender

Changes in caste and class; Social mobility – concept and type

5. Social change and Social Progress

Meaning and nature; Factors of social change; Directions of change and progress

Changes in India historically: pre- colonial and post- colonial; Legislative measures

References:

Oommen, T.K. & Venugopal, C.N. – (1993) Sociology, Eastern Book Co.

Dube, S.C.- (1992) Understanding change : Anthropological Sociological perspectives, Vikash Publication House, New Delhi

Samir Dasgupta , Poulami Saha (ed) An, Introduction to Sociology , Pearson 2012

D.C. Bhattacharya , Sociology , Vijaya Publishing House , 2008

N. Jayram 2005, Introductory Sociology , Macmillan India Ltd.

Krishna Guha , Basic Principles of Sociology, Klyani Publisher, New Delhi(to be printed)

C.N. Shankar Rao, 2011 Sociology Primary Principles, S. Chand and company

T.N. Majumder and D.N. Madan, 2008, An Introduction to Social Anthropology, Asia Publishing House

Rajat Suvra Mukherjee(ed) 2012. Society and Religion. Pearson New Delhi , Kolkata

Anadi Kumar Mahapatra Bharatiyo Samaj

Ahuja Ram – Society In India , Rawat Jaipur

Ahuja Ram – Indian Social System, Rawat Jaipur

Madelvaum , David G. 2003, Society in India (Vols. I + II) Bombay popular

SEMESTER: IV

MnC-4

Credit: 4

MINOR SUBJECT OPTED IN SEMESTER III WILL BE CONTINUED

Rural and Urban Sociology

1. Rural Society:

Features of Rural Society; Caste, Varna, Jati, jajmani system, Class in Rural society

2. Urban Society:

Feature of Urban Society; Process of Urbanization; Towns and sites of pilgrimage

Towns and Urban centres in colonial India; Metropolis

3. Rural Urban Continuum

Rurbanization, fringes, suburbs, towns, cities, Border areas

Impact of globalization on rural and urban societies in India

References:-

A.R. Desai- Rural Sociology, Popular Prakshan, Bombay

Dr. Hans Raj-(2000) Rural Sociology, Subject Publications

S.L. Doshi and P.C. Jain-(1999) Rural Sociology, Rawat Publications

J.B. Chitambar- Introductory Rural Sociology, Wiley Eastern Ltd.

A.R. Desai-(1979) Rural India in Transition

Ram Ahuja, 2009, Sociology In India- Concepts, Theories & Recent Trends,Rawat Publications

G.K. Lieten, 1992, Continuity & change in Rural West Bengal, Sage Publicfations

Daniel Thorner-1956, Agrarian Structure,Allied Publishers

Paulin Kolenda, 1997, Caste in Contemporary India ,Rawat Publication

W.H. Wiser-1936, The Hindu Jajmany System,Lakhnow Publishing House

Sunil Sen, 1979, Agrarian Relations in India (1793-1947) people's Publishing House,New Delhi.

SEMESTER V

MnC-5

Credit: 4

Foundation of Sociological Thought

Western Sociological Thought

1. A. Comte: The Law of three stages of Development, Social statics and Social Dynamics, Hierarchy of Sciences
2. Emile Durkheim: Division of labour; Suicide; Religion; Social fact
3. Karl Marx: Historical Materialism; Class and class struggle
4. Max Weber: Social action; Authority; Protestant Ethic and spirit of capitalism

Indian Sociological Thought

1. Benoy Sarkar- Personality, Progress
2. D.P. Mukherjee- Personality, Progress, Indian Tradition
3. G. S. Ghurye- Caste, Tribe
4. M.N. Srinivas- Dominant caste, Sanskritization

References:

- Aron, Raymond- (1967) Main Currents in Sociological Thoughts(2vols),Penguin Books
- Barnes, H.E.-(1959) Introduction to the History of Sociology
- S.K. Bhattacharya, 1979 Indian Sociology Role of Benoy Kumar Sarkar
- B.K.Nagla, 2008, Indian Sociological Thought, New Delhi Publication
- D.N. Dhanagare, 2011, Themes & Perspectives in Indian Sociology, Rawat Publications
- T.N. Madan, 2008, Pathways
- Turner Jonathan H. 2003, The Structure of Sociological Theory, Thomson Wadsworth, Chennai
- Abraham & Morgan- Sociological Thought

SEMESTER VI

MnC- 6

Credit: 4

Shall be drafted later

Semester VII

MnC- 7

Credit: 4

Shall be drafted later

SEMESTER VIII

MnC -8

Credit: 4

Shall be drafted later

Construct the Curriculum of Multidisciplinary Course (MDC)

(based on the following Parameters & Conditions)

Paper: -I

Semester -I

Credit: 3

Paper Name: ...Popular Culture, Mass media and Society

Parameters and Conditions to Construct MDC Curriculum:

5.1.3 Courses from Other Disciplines (Multidisciplinary) (9 credits):

All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) in the proposed major and minor stream under this category.

i. *Natural and Physical Sciences:* Students can choose basic courses from disciplines such as Natural Science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental Sciences, etc.

ii. *2. Mathematics, Statistics, and Computer Applications:* Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor disciplines. The course may include training in programming software like Python among others and applications software like STATA, SPSS, Tally, etc. Basic courses under this category will be helpful for science and social science in data analysis and the application of quantitative tools.

iii. *Library, Information, and Media Sciences:* Courses from this category will help the students to understand the recent developments in information and media science (journalism, mass media, and communication)

iv. *Commerce and Management:* Courses include business management, accountancy, finance, financial institutions, fintech, etc.,

v. *Humanities and Social Sciences:* The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology, etc. will enable students to understand the individuals and their social behaviour, society, and nation. Students be introduced to survey methodology and available large-scale databases for India. The courses under humanities include, for example, Archaeology, History, Comparative Literature, Arts & Creative expressions, Creative Writing and Literature, language(s), Philosophy, etc., and interdisciplinary courses relating to humanities. The list of Courses that can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Women's and Gender Studies, etc. will be useful to understand society.

Multidisciplinary UG Programmes: In the case of students pursuing a multidisciplinary programme of study, the credits to core courses will be distributed among the broad disciplines such as Life sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc., For example, a student who opts for a UG program in Life sciences will have the total credits to core courses distributed across Botany, Zoology and Human biology disciplines.

Communication Skills: Complex problem-solving: The graduates should be able to demonstrate the capability to:

- solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.

Critical Thinking: Critical thinking: The graduates should be able to demonstrate the capability to:

- apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs, and the reliability and relevance of evidence,
- identify relevant assumptions or implications; and formulate coherent arguments,
- identify logical flaws and holes in the arguments of others,
- analyze and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.

Analytical reasoning / thinking: Analytical reasoning/thinking: The graduates should be able to demonstrate the capability to:

- evaluate the reliability and relevance of evidence;
- identify logical flaws in the arguments of others;
- analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and address opposing viewpoints.

Responsible Major Disciplines for Curriculum Development of the MDC Paper -I :.....

Curriculum of Multidisciplinary Course (MDC) -101 for UG Program

Title of the Course:	Popular culture, Mass Media and Society
MDC Paper Code:	MDC 101
Semester = I	
(45 L)/Credit = 3	
Objectives of the Course:	i) Provide an understanding of different types of media and forms of communication ii) Provide a basic understating of relationship between media and society iii) Analyse the changes in media, society and culture
Learning Outcomes of the Course	i) Students will be able to understand different types of media and forms of communication ii) Students will be able to comprehend the basic conceptions related to Media, Culture and Society iii) Students will be able to understand interface between media, popular culture and humanities and social sciences
<u>Course Content</u>	
Module: -1	i) Social Interaction and Everyday Life (15L) The study of everyday life: Features, Sociology of everyday life ii) Types of communication Verbal and Non-verbal communication; iii) Popular culture, High culture, Low culture. iv) Cultural studies as an interface between humanities and social sciences; v) Mass communication: Definition, Emergence; Modern technology and Mass Communication
Module: -2	i) Mass Media (15L) Emergence of Mass Media in the West; ii) Nature, characteristics and functions of mass media. iii) Mass Media and Mass Society, Impact of Mass media on society iv) Media: printing and publications, electronic media, radio, Television, cyberspace, virtual communication, internet, blogging. v) Media House: Emergence and Evolution in India; Globalizationa nd its effect on Media and communication
Module: -3	i) Advertising (15L) Definition; Emergence; Functions, Types ii) Ethics in Advertising iii) Role of Advertisement in Marketing, iv) Current Issues in Advertising,

	v) Women in Advertisement; Children in Advertisement
Suggestive Readings:	<p>i) Aggarwal, Bir Bala. 2002. Media and Society First Edition, Concept Publishing Company Pvt. Ltd.</p> <p>2) Curran James, Gurevitch Michael, 1991, Mass Media and Society. London.</p> <p>3) Dey, Sayan and Ratnamala, V Media Culture Society.</p> <p>4) Giddens, Anthony. 1997. Sociology. Third Edition, New York: Polity Press.</p> <p>5) Hodgkinson, Paul. 2016. Media, Culture and Society: An Introduction. SAGE</p> <p>6) Keval.J Kumar, 1994, Mass Communication in India, 4th Edition, JAICO</p> <p>7) Mohapatra, Subas. 2017. Society and Culture in India: A Reader. The Orient Blackswan</p> <p>8) Nick, Stevenson, 1995. Understanding media cultures: social theory and mass communication, London: Sage.</p> <p>9) Terhi Rantanen 2005. The media and globalization, New Delhi: Sage.</p> <p>10) Williams, Raymond, 1983. Keywords: a vocabulary of culture and society, New York: OUP</p>
Method of Assessment, Measurement, & Evaluation:	
Method of Internship, Apprenticeship, Project, Community Engagement:	Apart from the conventional blackboard teaching, other modes of teaching that will be adopted are power points, group discussions, quizzes, class tests, problem-solving, and assignments

Construct the Curriculum of Multidisciplinary Course (MDC)

(based on the following Parameters & Conditions)

Paper: -II

Semester -II

Credit: 3

Paper Name: **Gender Equity and Gender Equality**

Parameters and Conditions to Construct MDC Curriculum:

5.1.3 Courses from Other Disciplines (Multidisciplinary) (9 credits):

All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) in the proposed major and minor stream under this category.

i. *Natural and Physical Sciences:* Students can choose basic courses from disciplines such as Natural Science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental Sciences, etc.

ii. *2. Mathematics, Statistics, and Computer Applications:* Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor disciplines. The course may include training in programming software like Python among others and applications software like STATA, SPSS, Tally, etc. Basic courses under this category will be helpful for science and social science in data analysis and the application of quantitative tools.

iii. *Library, Information, and Media Sciences:* Courses from this category will help the students to understand the recent developments in information and media science (journalism, mass media, and communication)

iv. *Commerce and Management:* Courses include business management, accountancy, finance, financial institutions, fintech, etc.,

v. *Humanities and Social Sciences:* The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology, etc. will enable students to understand the individuals and their social behaviour, society, and nation. Students be introduced to survey methodology and available large-scale databases for India. The courses under humanities include, for example, Archaeology, History, Comparative Literature, Arts & Creative expressions, Creative Writing and Literature, language(s), Philosophy, etc., and interdisciplinary courses relating to humanities. The list of Courses that can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Women's and Gender Studies, etc. will be useful to understand society.

Multidisciplinary UG Programmes: In the case of students pursuing a multidisciplinary programme of study, the credits to core courses will be distributed among the broad disciplines such as Life sciences,

Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc., For example, a student who opts for a UG program in Life sciences will have the total credits to core courses distributed across Botany, Zoology and Human biology disciplines.

Communication Skills: Complex problem-solving: The graduates should be able to demonstrate the capability to:

- solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.

Critical Thinking: Critical thinking: The graduates should be able to demonstrate the capability to:

- apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs, and the reliability and relevance of evidence,
- identify relevant assumptions or implications; and formulate coherent arguments,
- identify logical flaws and holes in the arguments of others,
- analyze and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.

Analytical reasoning / thinking: Analytical reasoning/thinking: The graduates should be able to demonstrate the capability to:

- evaluate the reliability and relevance of evidence;
- identify logical flaws in the arguments of others;
- analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and address opposing viewpoints.

Responsible Major Disciplines for Curriculum Development of the MDC Paper -II

!.....

Curriculum of Multidisciplinary Course (MDC) -201 for UG Program

Title of the Course:	Gender Equity and Gender Equality
MDC Paper Code:	MDC 201
Semester = II	
(45 L)/Credit = 3	
Objectives of the Course:	<p>i) An understanding of the basic concepts related to Gender, the norms and the processes that shape Gender perceptions and the importance of Gender equity and equality</p> <p>ii) A comprehension of the various indicators of Gender inequality, and the institutions and processes that sustain it.</p> <p>iii) An awareness of the various Conventions, constitutional and legal provisions for Gender equity</p>
Learning Outcomes of the Course	<p>i) Have an understanding of the various concepts related to Gender, social norms and processes that foster gender inequality, and the importance of gender equity and equality.</p> <p>ii) Be equipped with the knowledge of various international conventions, Constitutional and legal provisions available for bringing about greater Gender equity and equality</p> <p>iii) Be aware of the concept, measurement and indicators of gender equity and gender equality and appreciate the value and importance of gender data and gender audit</p>
<u>Course Content</u>	
Module: -1	<p>i) Understanding Gender Equity (15L): Sex, Gender, Sexuality, Patriarchy, Gender Stereotypes</p> <p>ii) Gender Equity –Meaning and Definition; Gender Equality –Meaning and Definition; Gender Equity and Gender Equality - Relationship; The importance of Gender Equity and Gender Equality in society</p> <p>ii) Socialisation, Internalisation of Gender values</p> <p>iii) Gender Bias: Definition, Meaning, Impact</p> <p>iv) Devaluation and Marginalisation of women in society</p>
Module: -2	i) Gender Equity and Legal provisions (20 L): International Conventions -

	<p>CEDAW, Millennium Development Goals (MDG's), Sustainable Development Goals (SDG's)</p> <p>ii) Constitutional Rights of Women in India (Relevant articles of Fundamental Rights and Directive Principles), Protective Legislation for Women in India – The Dowry Prohibition Act, 1961; Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013; Protection of Women from Domestic Violence Prevention Act, 2005</p> <p>iii) Emergence of National Commission for Women - –Composition, Powers and Functions; West Bengal State Commission for Women – Composition, powers and functions</p> <p>iv) All Women's Police stations, Vigilance Cell, Legal Aid, Family courts, ChildLine, Service Providers and HelpLines for Women and Children</p>
Module: -3	<p>i) Towards Measuring Gender Equity and Equality (10L): Gender Empowerment measure (GEM) – Meaning and Indicators</p> <p>ii) Global Gender Gap Index – Meaning and Indicators</p> <p>iii) , Gender Disaggregated Data - Meaning and importance,</p> <p>iv) Gender Audit -Meaning and importance</p>
Suggestive Readings:	<p>i) Human Development Reports, 2018, UNDP</p> <p>3. Kamal Shankar Srivastava, Women in Indian Constitution and Human Rights, Ranchi, A.P.H. Pub., 2007</p> <p>4. Mohini Chatterjee, Feminism and Gender Equality, Jaipur, Aavishkar Pub., 2005</p> <p>5. Flavia Agnes, Sudhir Chandra and Monmayee Basu, Women and Law in India, New Delhi: OUP, 2016.</p> <p>6. Shailly Sahai. Social Legislation and Status of Hindu Women, Jaipur: Rawat, 1986.</p> <p>7. Alka Singh, Women in Muslim Personal Law, Jaipur: Rawat 1991.</p> <p>8. Devaki Jain and Pam Rajput, Narratives from Women's Studies Family – Recreating Knowledge, New Delhi: Sage, 2003</p> <p>9. H.M. Hemalatha, Mahila Adhyayana 1 mattu 2, Mysore: DVK Murthy, 2004</p> <p>10. R. Indira, Mahila Mattu Kautimbika Himse, Mysore: Srimati Yashoda Rana Trust, 2000</p> <p>11. Kishori Nayak K., ed., Gender Equity, Mangalagangothri, Centre for Women's Studies, Mangalore University, 2007</p> <p>12. Neera Desai and Maithreyi Krishna Raj, Women and Society in India, Delhi: Ajantha, 1987.</p>

	<p>13. Alfred D'Souza, ed., Women in Contemporary India, Delhi: Ajantha, 1997.</p> <p>14. Maria Mies, Indian Women and Patriarchy, Delhi: Concept, 1980</p>
Method of Assessment, Measurement, & Evaluation:	
Method of Internship, Apprenticeship, Project, Community Engagement:	<p>Apart from the conventional blackboard teaching, other modes of teaching that will be adopted are power points, group discussions, quizzes, class tests, problem-solving, and assignments</p>

Construct the Curriculum of Multidisciplinary Course (MDC)

(based on the following Parameters & Conditions)

Paper: -III

Semester -III

Credit: 3

Paper Name: ENVIRONMENT AND SOCIETY

Parameters and Conditions to Construct MDC Curriculum:

5.1.3 Courses from Other Disciplines (Multidisciplinary) (9 credits):

All UG students are required to undergo 3 introductory-level courses relating to any of the broad disciplines given below. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education. Students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class) in the proposed major and minor stream under this category.

i. *Natural and Physical Sciences:* Students can choose basic courses from disciplines such as Natural Science, for example, Biology, Botany, Zoology, Biotechnology, Biochemistry, Chemistry, Physics, Biophysics, Astronomy and Astrophysics, Earth and Environmental Sciences, etc.

ii. *2. Mathematics, Statistics, and Computer Applications:* Courses under this category will facilitate the students to use and apply tools and techniques in their major and minor disciplines. The course may include training in programming software like Python among others and applications software like STATA, SPSS, Tally, etc. Basic courses under this category will be helpful for science and social science in data analysis and the application of quantitative tools.

iii. *Library, Information, and Media Sciences:* Courses from this category will help the students to understand the recent developments in information and media science (journalism, mass media, and communication)

iv. *Commerce and Management:* Courses include business management, accountancy, finance, financial institutions, fintech, etc.,

v. *Humanities and Social Sciences:* The courses relating to Social Sciences, for example, Anthropology, Communication and Media, Economics, History, Linguistics, Political Science, Psychology, Social Work, Sociology, etc. will enable students to understand the individuals and their social behaviour, society, and nation. Students be introduced to survey methodology and available large-scale databases for India. The courses under humanities include, for example, Archaeology, History, Comparative Literature, Arts & Creative expressions, Creative Writing and Literature, language(s), Philosophy, etc., and interdisciplinary courses relating to humanities. The list of Courses that can include interdisciplinary subjects such as Cognitive Science, Environmental Science, Gender Studies, Global Environment & Health, International Relations, Political Economy and Development, Sustainable Development, Women's and Gender Studies, etc. will be useful to understand society.

Multidisciplinary UG Programmes: In the case of students pursuing a multidisciplinary programme of study, the credits to core courses will be distributed among the broad disciplines such as Life sciences,

Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc., For example, a student who opts for a UG program in Life sciences will have the total credits to core courses distributed across Botany, Zoology and Human biology disciplines.

Communication Skills: Complex problem-solving: The graduates should be able to demonstrate the capability to:

- solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.

Critical Thinking: Critical thinking: The graduates should be able to demonstrate the capability to:

- apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs, and the reliability and relevance of evidence,
- identify relevant assumptions or implications; and formulate coherent arguments,
- identify logical flaws and holes in the arguments of others,
- analyze and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.

Analytical reasoning / thinking: Analytical reasoning/thinking: The graduates should be able to demonstrate the capability to:

- evaluate the reliability and relevance of evidence;
- identify logical flaws in the arguments of others;
- analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and address opposing viewpoints.

Responsible Major Disciplines for Curriculum Development of the MDC Paper -III

!.....

Curriculum of Multidisciplinary Course (MDC) -301 for UG Program

Title of the Course:	Environment and Society
MDC Paper Code:	MDC 301
Semester = III	
(45 L)/Credit = 3	
Objectives of the Course:	<p>i) This course is designed to allow students to reflect on the 'environment' as an object of sociological inquiry. It would orient them to the core debates of environmental sociology, different approaches within the sub-discipline and how these approaches may be used to understand environmental issues and movements in India.</p> <p>ii) The aim is to convey the fact that since environmental issues in contemporary times have come to assume utmost significance representing a complex interplay of several factors that are material, ideal and social in character; these linkages need to be analyzed from a sociological standpoint as they play out in our societies in varied forms</p> <p>iii) The themes running throughout this paper highlight the interactive and unfinished character of causality in environmental sociology, the central role of social inequality in environmental conflicts, the important influence of democratic institutions, the connect between the local and the global and finally the role played by the community at large.</p>
Learning Outcomes of the Course	<p>i) . An understanding of dynamic between natural and social worlds from a sociological perspective.</p> <p>ii) A grasp of fundamental principles and core theoretical debates of the discipline</p> <p>iii) An ability to contribute from a sociological stand point to any research endeavors or public policy conversations that assess causes, effects and possible solutions of environmental issues and problems.</p>
<u>Course Content</u>	
Module: -1	<p>i) Environmental Sociology (15 L): Emergence of Environmental Sociology, Nature and Scope;</p> <p>ii) Definition and Characteristics/Features: Nature, Ecology, Biodiversity, Environmentalism, Environmental Justice</p> <p>iii) Global warming, climate change – MNCs & international policies to curb environmental pollutions</p>

	<p>iii) Environmental movements in India, environmental policies in India after Independence</p> <p>v) Definition and features of Environmental conservation - Necessity and Challenges</p>
Module: -2	<p>i) Theoretical beginnings (15 L): Ulrich Beck, Anthony Giddens</p> <p>ii) Anthropocentrism, Deep Ecology,</p> <p>iii) P. Geddes: The Concept of city, The Outlook Tower and other Experiments , Gandhi: Approach to conservation of resources, Sarvadaya, Radhakamal Mukherjee: Ideas on Ecology and Environment</p> <p>iv) Eco-feminism : origin, Evolution, critique</p> <p>v) Eco-Marxism: Marxism and Environment</p>
Module: -3	<p>i) Environment and Development (15L): Issues: Deforestation, extinction of species, impact of developmental projects - dams, roads, rails, SEZs</p> <p>ii) Concerns: Exploitation of natural resources, impact of environmental degradation, need for sustainable development</p> <p>iii) Environmental protection – Chipko Movement, Protests in Kerala: Silent Valley, Plachimada, Kathikoodam, Narmada Bachao</p>
Suggestive Readings:	<p>Arnold, David and Guha, Ramchandra, (eds.), Nature, Culture and Imperialism, Oxford University Press, New Delhi, 1955.</p> <p>Bostrom, M and Davidson, D J, Environment and Society- concept and challenge, Palgrave, Switzerland, 2018, doi.org/10.1007/978-3-319-76415-3</p> <p>Chawla, S. A Textbook of Environmental Studies, Tata McGrawHill Education Private Limited, New Delhi, 2012</p> <p>Cudworth, Erika, Environment and Society, Routledge, New York, 2003</p> <p>Dunlap, R E and Catton, W R, Handbook of Environmental sociology, Greenwood Press, London, 2002</p> <p>Gadgil Madhav and Guha, Ramchandra, The Fissured Land: An Ecological History of India, Oxford University Press, New Delhi, pp. 69-110, 1992</p> <p>Gadgil, Madhav and Guha, Ramchandra, Ecology and Equity: The use and Abuse of Nature in Contemporary India, Oxford University Press, New Delhi, pp.9-191, 1996</p> <p>Gadgil, Madhav and Ramachandra Guha, 'Ecological Conflicts and Environmental Movements in India', Development and Change, Vol. 25, No.1, 1999</p> <p>Giddens Anthony, “Global Problems and Ecological Crises”, in Introduction to Sociology, 2nd Edition, W. W. Norton and Company, New York, pp. 384-389, 1996</p> <p>Guha, R, Environmentalism- A global history. Longman Pub, 2000</p> <p>Guha Ramachandra, “Forestry in British and Post-British India: A Historical Analysis”, Economic and Political Weekly, 29 October and 5-12 November issues (in two parts), pp.1882- 1896 and pp.1940-47, 1983</p> <p>Hannigan, John, Environmental sociology, Routledge, USA, 2006</p> <p>Jack, Jackson T.C.B, Environment and Society. In Abasiokong, E.M, Sibiri, E.A, Ekpenyong, N.S (eds.) Major Themes in Sociology: An Introductory Text, Mase Perfect Prints. Benin City pp. 579-602, 2017</p> <p>Joshi, D, Gandhiji on Environment, Mani Bhavan Gandhi Sangrahalaya, Mumbai, 2003</p> <p>Kumar De, Anil and Kumar De, Arnab, Environmental studies, New age International (P) Ltd. New Delhi, 2005</p>

	<p>Macionis, John C, “The Natural Environment and Society”, in Sociology 5th (Ed.), New Jersey: Prentice-Hall, pp. 591-612, 1995</p> <p>Omvedt, G, Reinventing Revolution-New social movements and the socialist traditions in India, M.E.Sharpe.in, New York, 1993</p> <p>Shiva Vandana and Gitanjali Bedi, Sustainable Agriculture and Food Security: The Impact of Globalisation, Sage Publications. New Delhi, 2002</p> <p>Shiva, Vandana, Staying Alive Women, Ecology and Survival in India, New Delhi: Kali for Women Press, pp. 1-37, 218-228, 1988</p> <p>Tellegen, E and Wolsink, Society and its environment-An Introduction, Routledge, New York, 2006</p> <p>UNDP, 1987, Sustainable Development: World commission On Environment and Abuse of Nature in contemporary India: New Delhi: OUP.</p>
Method of Assessment, Measurement, & Evaluation:	
Method of Internship, Apprenticeship, Project, Community Engagement:	<p>Apart from the conventional blackboard teaching, other modes of teaching that will be adopted are power points, group discussions, quizzes, class tests, problem-solving, and assignments</p>