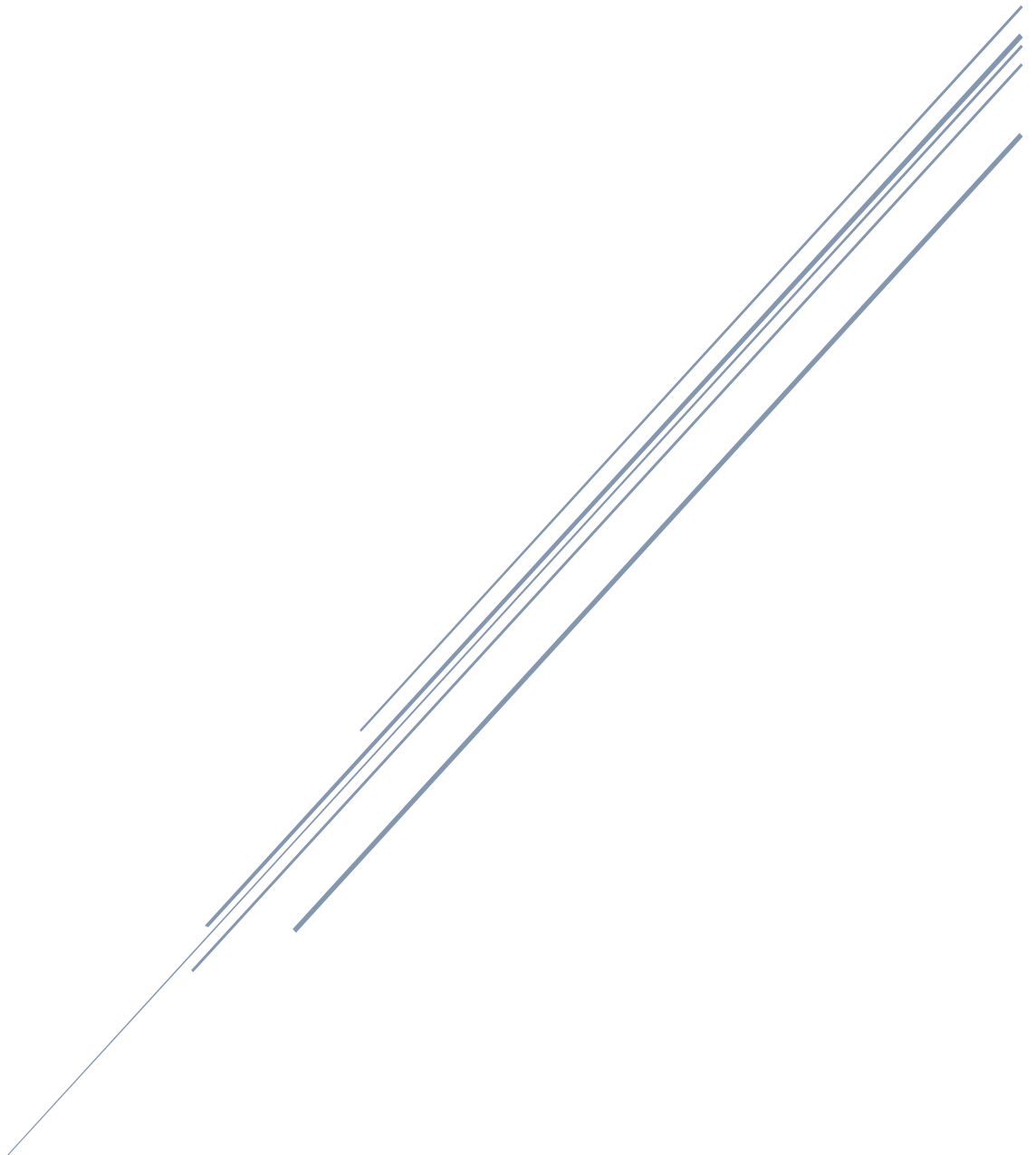


BACHELOR OF ARTS (HONS) (SOCIOLOGY)-ODL

PROGRAMME PROJECT REPORT (PPR)



School of Social Sciences

PPR of BA in Sociology approved by 39th Academic Council (vide memo no.: Reg/0322 dated 14.03.2023) for delivery of programme through Open Distance Learning mode.

i. Programme's mission and objectives:

In general, as ODL is concerned, our main objective is to democratize education as a resource and provide every citizen, irrespective of gender, caste and creed, easy and affordable access to quality education and particularly, in the paradigm of Social sciences. The basic philosophy of our aim is to "Reach the Unreached". The teaching-learning process of sociology is closely related to the study of society, social structure, social policy, role of government and non-governmental agencies, social theories etc. It broadly tries to understand the development of society as a whole. The mission and objective of the programme is to stimulate the prospective learners to get acquainted with the theories, interpretations, procedure of evaluation as well as research methodology related to sociology as a discipline.

ii. Relevance of the program with HEI's Mission and Goals:

The aim of NSOU is, as already stated, 'to reach to the unreached'. The University provides quality education in a flexible manner to serve those who are still beyond the arena of the higher education institutions through open and distance mode of learning. The relevance of the present programme, that is, B.A. in Sociology honours is appropriate with the NSOU's mission and goal. The course is designed in such a way so that it can offer updated knowledge in the subject following the latest regulations of all the appropriate statutory bodies of government (both state and union). In order to spread the study of Sociology in an optimum level, the programme is conducted in both Bengali and English languages though the learners who have the liberty to write either in Bengali or in English in the examinations.

iii. Nature of prospective target group of learners:

Primarily, class XII pass outs predominantly from WBBHSE, and of late a certain section of students passing out of ISC and CBSE boards. There being no specific cut off marks in keeping with the philosophy of Open Learning, all students who have passed Higher Secondary level are allowed entry to the programme.

Besides, target group of learners are people from different age groups who wishes to pursue higher education and enhance their knowledge in the discipline to seek for a better career and lead a responsible life. The learners are from different socio-economic background and are located in different parts of the state of West Bengal and also from neighbouring other states. In compliance with the ultimate objective of distance education to reach the unreached, special care is taken to include learners from marginalised sections of the society, backward caste and tribes.

This makes for a very heterogeneous learner group.

iv. Appropriateness of programme to be conducted in Open and Distance Learning and/or Online mode to acquire specific skills and competence:

Traditionally, sociology is understood to be cultivating those academic fields of study that employ a scientific method to explore the relation between society and man. Social Sciences at Netaji Subhas Open University break from this narrow tradition to provide students with a progressive, innovative and truly interdisciplinary learning environment. Our programmes and courses are to be conducted for capacity building of the learners as general competence, job orientation, skill development in the respective field, contributing to the social development, research ability and to acquire the specific skill of administrative knowledge in respect of governance, leadership, and management. This is done with a purpose that the learners culminate the necessary knowledge and skills so that they can excel in both the professional world and academic sphere.

The course is traditional and prepares learners of the University to step out in the competitive job market, at par with students who take the course from Conventional University departments. The

students at this University are rather better trained to equip themselves with modes of ICT, through using online student support services, audio-visual lectures above the use of printed SLMs, and thus in every way ready to face the challenges of the twenty-first-century scenario.

v. Instructional Design:

Introduction: As the state and national level, the higher educational institutions are expected to provide quality education, education for all, strategic plans for an institution that defines targets and measures of the programmes to be achieved by the institution. Apart from physical infrastructure, administrative policy and code of behaviour, sociology is actively engaged in its academic development and research based rigour. The programme aims at cultivating critical, interdisciplinary approaches to the study of social relations, social structures, social identities and social phenomena. That is to say, our courses and programs ground their analysis of social practices and relations in and across a range of disciplines and fields of study. The Programme has been designed its curriculum, several learning resource materials, and Feedback system through the BOS and/or a subject expert committee. Learning Material through print-media named Self-Learning Materials (SLMs) is developed with the approach of self-explanatory, self-contained, self-motivating and self-evacuating followed by the UGC guideline.

With the physical infrastructure, administrative policy and code of behaviour provided by the mother institution, Department of Sociology is actively engaged in its academic development which reflects a sustained dedication to critical, interdisciplinary approaches to the study of social relations, political structures, socio-political identities and political phenomena. The Department takes every care to prepare the Learning Materials in printed form popularly known as the Self-Learning Materials (SLM) with the approach of self-explanatory, self-contained, self-motivating and self-evacuating following the guidelines offered by the University Grants Commission through its notifications. The details of the Programme both at Under graduate and post graduate level are given below:

a. Course Structure: (Please see the detailed table below):

SEM	CODE	Course Name	Credit	Study Hours	TE Full Marks	Assig. Full Marks	Total Marks	
1 st Year	I	CC-SO-01	Introductory Sociology- I	6	180	50	20	70
		CC-SO-02	Sociology of India - I	6	180	50	20	70
		AE-BG-11	* Bengali	2	60	50	20	70
		AE-EG-12	* English					
		GE-01: # Refer	Table below	6	180	50	20	70
	II	CC-SO-03	Introduction to Sociology - II	6	180	50	20	70
		CC-SO-04	Sociology of India - II	6	180	50	20	70
		AE-ES-21	Environmental Studies	2	60	50	20	70
		GE-02: # Refer	Table below	6	180	50	20	70
		2 nd Year	III	CC-SO-05	Political Sociology	6	180	50
CC-SO-06	Sociology of Religion			6	180	50	20	70
CC-SO-07	Sociology of Gender and Sexuality			6	180	50	20	70
GE-03: # Refer	Table below			6	180	50	20	70
SE-SO-11	ICT in Education			2	60	50	10	60
IV	CC-SO-08		Economic Sociology	6	180	50	20	70
	CC-SO-09		Sociology of Kinship	6	180	50	20	70
	CC-SO-10		Social Stratification	6	180	50	20	70
	GE-04: # Refer		Table below	6	180	50	20	70
	SE-SO-21		Reading and Reflecting on Text	2	60	50	10	60
3 rd Year	V	CC-SO-11	Sociological Thinker - I	6	180	50	20	70
		CC-SO-12	Research Methods - I	6	180	50	20	70
		DS-SO-11	Urban Sociology	6	180	50	20	70
		DS-SO-21	Agrarian Sociology	6	180	50	20	70
		CC-SO-13	Sociological Thinkers - II	6	180	50	20	70
	VI	CC-SO-14	Research Methods - II	6	180	50	20	70
		DS-SO-31	Sociology of Work	6	180	50	20	70
		DS-SO-41	¥ Environmental Sociology	6	180	50	20	70
		DS-SO-42	¥ Indian Sociological Traditions					

GE combination list:

Subject	SEM-I: GE-01	SEM-II: GE-02	SEM-III: GE-03	SEM-IV: GE-04
History	GE-HI-11: EASTERN INDIA (WITH SPECIAL REFERENCE TO BENGAL): (EARLIEST TO 1203/1204)	GE-HI-21: EASTERN INDIA (WITH SPECIAL REFERENCE TO BENGAL): (1203/1204-1757)	GE-HI-31: EASTERN INDIA (WITH SPECIAL REFERENCE TO BENGAL): (1757-1947)	GE-HI-41: MAKING OF CONTEMPORARY INDIA GE-HI-42: MAKING OF CONTEMPORARY WORLD
Political Science	GE-PS-11: Nationalism in India	GE-PS-21: Feminism: Theory and Practice	GE-PS-31: Gandhi and the Contemporary World	GE-PS-41: Understanding Ambedkar GE-PS-42: United Nations and Global Conflicts
Bengali	GE-BG-11: বাংলার সমাজ ও সাংস্কৃতিক পরিচয়	GE-BG-21: বাংলা সাহিত্যের ইতিহাস (আধুনিক যুগ)	GE-BG-31: ভাষা, ছন্দ ও অলঙ্কার	GE-BG-41: আধুনিক বাংলা সাহিত্যঃ নির্বাচিত পাঠ

* Learners have to choose any one from AE-BG-11: Bengali or AE-EG-12: English as Ability Enhancement Compulsory Course 1

Learners have to choose any one subject from GE combination list, accordingly group courses of GE-1, 2, 3 & 4 will be fixed for Semester-I, II, III & IV respectively. If there is 2 option available for GE course 4 in Semester IV, candidate have to choose any one option.

¥ Learners have to choose any one for Discipline Specific course 4 learner have to choose one course from DS-SO-41: Environmental Sociology or DS-SO-42: Indian Sociological Traditions.

Course Legend: CC – Core Courses, AECC – Ability Enhancement Compulsory Courses, GEC – Generic Elective Courses, SEC – Skill Enhancement Courses, DSEC – Discipline Specific Elective Courses

b. Detailed Syllabus: (Learners are advised to check the relevant Self Learning Materials (SLM's) for actual distribution of Modules and Units. All courses have been designed in keeping with UGC (Open and Distance Learning and Online Programmes) Regulations, 2020 regarding the minimum number of Units)

SEM	Course Title	Textual Syllabus
	Introductory Sociology-I (SO-CC-01)	Module I. Sociology: Discipline and Perspective Unit-1: Thinking Sociologically Unit-2: Emergence of Sociology. Unit-3: Emergence of Social Anthropology Unit-4: Sociology as a Science. Unit-5: Sociological Imagination. Unit-6: Sociology and Common sense. Unit-7: Applied Sociology
		Module: II: Sociology and Other Social Sciences Unit-8: Sociology and Social Anthropology. Unit-9: Sociology & Psychology Unit-10: Sociology & History Unit-11: Sociology & Political Science Unit-12: Sociology & Economics Unit-13: Interrelationship among Social Sciences/ Cultural Studies
		Module: III: Basic Concepts Unit-14: Individual Unit-15: Group Unit-16: Associations Unit-17: Institutions Unit-18: Culture Unit-19: Society Unit-20: Social Change.
Sociology of India – I (CC-SO-02)	Module I. India: An Object of Knowledge Unit-1: The Colonial Discourse Unit-2: The Nationalist Discourse Unit-3: The Subaltern Critique	
	Module II. Indian Society: Concepts and Institutions Unit-4: Caste: Concept and Critique Unit-5: Varna & Jati Unit-6: Jajmani system Unit-7: Dominant Caste Unit-8: Caste Mobility: Sanskritization	
	Module III: Social groups in India I: Social groups in India I: Urban Rural and Tribal	

SEM	Course Title	Textual Syllabus	
		Urban Rural and Tribal	Unit-9: Agrarian Classes Unit-10: City and urban life Unit-11: Industry and Labor Unit-12: Tribe: Profile and Location
		Module IV: Social groups in India II: Urban Rural and Tribal	Unit-13: Tribes: Culture, economy and polity. Unit-14: Village: Structure and Change Unit-15: Village Solidarity Unit-16: Kinship: Principle and Pattern
		Module V. Religion, Tradition and Modernity	Unit-17: Religion and Society Unit-18: Religion as an institution Unit-19: Relation between Magic, Science and Religion Unit-20: Religion and Globalization/Social Conflict
II	Introduction to Sociology II (CC-SO-03)	Module I: Plural Sociological Perspectives and Functionalism	Unit – 1: The Nature and Task of Sociological Perspectives Unit – 2: Functionalism: General arguments Unit – 3: Contributions of Parsons and Merton Unit – 4: Critical Overview.
		Module II. Interpretive Sociology	Unit – 5: General Arguments Unit – 6: Contributions of Weber
		Module IV: Conflict Perspective	Unit – 7: General Arguments; Unit – 8: Contributions of Dahrendorf Unit – 9: Contributions of Coser Unit – 10: Critical Overview
		Module V: Exchange Theory	Unit – 11: Basic Arguments. Unit – 12: Contributions of Homans &Blau: Critical Appraisal.
		Module VI: Structuralism	Unit – 13: General arguments Unit – 14: Contributions of Levi Strauss
		Module: VII: Interactionism	Unit – 15: General Arguments Unit – 16: Contributions of Mead Unit – 17: Contributions of Blumer Unit – 18: Critical Overview
		Module VIII: Feminist Perspective	Unit – 19: General Arguments; Unit – 20: Stages of Development of Feminism; Unit – 21: Varieties of Feminist Sociology
	Sociology of India – II (CC-SO-04)	Module I: Ideas of India	Unit – 1: Gandhi and Ambedkar Unit – 2: Gandhi on Harijan Unit – 3: Ambedkar: Dalit &Hindu Society Unit – 4: Indological and Ethnographic Approaches
		Module II: Resistance, Mobilization and Change	Unit – 5: Dalit Politics Unit – 6: Changing Nature of Dalit Politics: Caste & Religious Minorities. Unit – 7: Scheduled Castes, Other Backward Classes & Minorities. Unit – 8: Mobility and Change in Rural and Urban India Unit – 9: Middle Class Phenomenon: Role & Significance Unit – 10: Women’s Movement: Chipko and Gulab Gang

SEM	Course Title	Textual Syllabus
		Unit – 11: Peasant Movements: Tebhaga and Naxalbari/Farmer’s Movement Unit – 12: Ethnic Movements: Pre and Post Unit – 13: Disaster management: Man-Made (Bhopal Disaster) and Physical (Tsunami).
		Module III: Challenges to Civilization, State and Society Unit – 14: Communalism: Factors Unit – 15: Communalism: Control measures Unit – 16: Secularism: Concept/Definition Unit – 17: Secularism and its Challenges Unit – 18: Nationalism: Concept, Growth and Challenges Unit – 19: Regionalism: Issues and Challenges Unit – 20: Terrorism: Causes and Consequences
III	Political Sociology (CC-SO-05)	Module I: Basic Concepts Unit – 1: Political Sociology: Emergence, Nature and Scope Unit – 2: Power and Authority: Meaning and Types of Influence. Unit – 3: Power Distribution and Resistance. Unit – 4: State, Governance and Citizenship Unit – 5: Citizenship and Rights Unit – 6: Civil Society Unit – 7: Elites and the Ruling Classes: Nature and Types
		Module II: Political Systems Unit – 8: Segmentary: Meaning and Characteristics Unit – 9: Totalitarian: Meaning and Characteristics Unit – 10: Democratic: Meaning and Characteristics.
		Module III: Everyday State and Local Structures of Power in India Unit – 11: Caste, Class and Patriarchy. Unit – 12: Local Governance: Panchayat System and Municipalities.
		Module IV: Culture and Power Unit – 13: Political Culture---Classification: Civic Culture. Unit – 14: Power---Forms of Power
		Module V: Socialization, Participation and Development Unit – 15: Political Socialization: Agencies. Unit – 16: Interest Groups and Pressure Groups Unit – 17: Political Party Unit – 18: Military in Politics. Unit – 19: Political Participation and Electoral Process Voting Behavior. Unit – 20: Political Change and Development
		Module. I: Social and Religious Unit-1: Formulating Religious Unit-2: Asceticism and Accumulation Unit-3: State, Religion and Emancipation Unit-4: Religious and Solitude
	Sociology of Religion (CC-SO-06)	Module II: Elements of Religious Unit-5: Sacred, Myth, Ritual Unit-6: Totemism Unit-7: Rationality
		Module III: Techniques of Religious Unit-8: Prayer Unit-9: Craft Unit-10: Body
		Module IV: Religion and Society: Unit-11: Social Functions of Religion: Contemporary Trends Unit-12: Religious Charisma: The Sociology of the Religious Sects Unit-13: Religious Congregations and their Social Role.

SEM	Course Title	Textual Syllabus	
			Unit-14: The Religious Ideas Unit-15: Religious Fundamentalism and Religious Pluralism
		Module V: Religion and Polity:	Unit-16: Diversity in Religion and Identity: Class, Caste and Gender. Unit-17: Religion and the State Unit-18: Religion and Politics Unit-19: Religion and Public Welfare. Unit-20: Religion and Market
	Sociology of Gender and Sexuality (CC-SO-07)	Module I: Gender as a Social Construct	Unit – 1: Gendering Sociology: An Overview Unit – 2: Gender, Sex and Sexuality Unit – 3: Gender Stereotyping and Socialization Unit – 4: Gender in Modern Bengali Literature: Tagore and Mahashweta Devi. Unit – 5: Production of Masculinity and Femininity
		Module II: Gender: Differences and Inequality	Unit – 6: Gender Discrimination and Patriarchy Unit – 7: Family, Work: Sites of Inequality Unit – 8: Class and Caste: Sites of Inequality Unit – 9: Third Gender Unit – 10: Sexual Violence
		Module III: Gender, Power and Resistance	Unit – 11: Power and Subordination Unit – 12: Resistance and Movements Unit – 13: Gender and the State Unit – 14: Women in the Labour Market Unit – 15: The Feminist Movements in Bengal: Connections with the Global
		Module IV: Gender and the Mass Media	Unit – 16: Projection of Gender in the Mass Media: Print and Electronic Unit – 17: The Evolution of Images of Gender and Sexuality in Hindi cinema. Unit – 18: Social Media and the Changing Femininity Unit – 19: Regionalism and the Feminist Perspectives: The case of Bengali Cinemas Unit – 20: Gender and Advertisement: Print and Electronic
	VI	Economic Sociology (CC-SO-08)	Module I: Perspectives in Economic Sociology
Module II: Forms of Exchange			Unit – 3: Reciprocity and Gift Unit – 4: Exchange and Money
Module III: Systems of Production, Circulation and Consumption			Unit – 5: Hunting and Gathering Unit – 6: Domestic Mode of Production Unit – 7: Feudalism Unit – 8: Capitalism Unit – 9: Socialism Unit – 10: Peasant and the Land Revenue System in India. Unit – 11: Land Reforms in India. Unit – 12: Rural Indebtedness and Suicide of Farmers Unit – 13: Mode of Production Debate.

SEM	Course Title	Textual Syllabus	
		Module IV: Some Contemporary Issues in Economic Sociology	Unit – 14: Development and Under-development: Rostow, Frank and Wallerstein Unit – 15: Globalisation and the Third World: Education, Health and Migrant Labour.
		Module V: Economy and Culture	Unit – 16: Sociology of Economic life: Principal Perspectives. Unit – 17: Economic Institutions: Division of Labour, Property & Market. Unit – 18: Economy as a Social System: Max Weber & Talcott Parsons. Unit – 19: Modernization and Development Unit – 20: Globalization, Culture and Culture Industry
	Sociology of Kinship Module I. (CC-SO-09)	Module I: Introduction:	Unit – 1: Descent Unit – 2: Consanguinity, Unit – 3: Filiation Unit – 4: Incest Taboo Unit – 5: Affinity Unit – 6: Family Unit – 7: Residence
		Module II: Approaches:	Unit – 8: Descent Unit – 9: Feminist and Gendered approach to Kinship.
		Module III: Family, Household and Marriage	Unit – 10: Changing Structure and Functions of Marriage Unit – 11: Family and Household Unit – 12: Types of Family: Extended, Joint, Nuclear and single parent family. Unit – 13: Changing Structures and Functions of Family: Future of Family. Unit – 14: Choice and Regulations in Marriage.
		Module IV: Re-Casting Kinship	Unit – 15: Relatedness: Types of Kin Relationships: Lineal and Collateral. Unit – 16: Kinship and Gender Unit-17: Marriage Migration Unit – 18: Re-imagining Families: Lesbian, Gay, Bisexual, Transgender and Queer and Live-in Relationships. Unit – 19: New Reproductive Technologies Unit – 20: Newer Ties of Kinship: Adoption and Surrogacy.
	Social Stratification (CC-SO-10)	Module I: Introducing Stratification and its Theories:	Unit – 1: Meaning and Forms Unit – 2: Marx: Class Unit – 3: Max Weber: Class, Status and Power Unit – 4: Functionalism: Talcott Parsons and Robert K. Merton Unit – 5: Functionalism: Davis and Moore. Unit – 6: Neo-Functionalism: Jeffrey Alexander Unit – 7: Pierre Bourdieu: Social Capital Unit – 8: Feminist Theory: Patriarchy
		Module III: Identities and Inequalities	Unit – 9: Caste Unit – 10: Race: Prejudice and Discrimination Unit – 11: Ethnicity. Unit – 12: Linguistic Groups Unit – 13: Feminism and Gendered Stratification
		Module IV: Mobility and Reproduction	Unit – 14: Meaning, Forms and Nature Unit – 15: Institutionalised Practices: Education

SEM	Course Title	Textual Syllabus
		<p>Module V: Migration and Inequality</p> <p>Unit – 16: Migration: Forms and causes Unit – 17: Refugees and Immigrants Unit – 18: Development Induced Displacees Unit – 19: Women, Children and Migration. Unit – 20: Migration and State.</p>
V	Sociological Thinker I (CC-SO-11)	<p>Module I: Origin & development of sociology as a distinct discipline</p> <p>Unit – 1: Enlightenment Unit – 2: French and American Revolutions. Unit – 3: Industrial Revolution. Unit – 4: Contributions of Montesquieu Unit – 5: Contributions of St. Simon Unit – 6: Auguste Comte: Positivism Unit – 7: Law of Three Stages</p>
		<p>Module II: Karl Marx</p> <p>Unit – 8: Materialist Conception of History Unit – 9: Capitalist Mode of Production Unit – 10: Alienation</p>
		<p>Module III: Max Weber</p> <p>Unit – 11: Social Action Unit – 12: Ideal Types Unit – 13: Religion & Economy Unit – 14: Bureaucracy</p>
		<p>Module IV: Emile Durkheim</p> <p>Unit – 15: .Methodology: Social Fact Unit – 16: Collective Conscience and forms of Laws Unit – 17: Individual & Society: Division of Labour Unit – 18: Sacred and Profane Unit – 19: Totemism Unit – 20: Suicide</p>
	Research Methods – I (CC-SO-12)	<p>Module I: The Logic of Social Research</p> <p>Unit – 1: Relationship between Theory and Research Unit – 2: Concept, Conceptualization and Operationalization Unit – 3: Hypothesis Unit – 4: Objectivity and Reflexivity</p>
		<p>Module II: Methodological Perspectives I</p> <p>Unit – 5: The Positivist Method Unit – 6: Interpretative Method Unit – 7: Humanist Method</p>
		<p>Module III: Methodological Perspectives II</p> <p>Unit – 8: The Comparative Method Unit – 9: Feminist Method</p>
		<p>Module IV: Research Design and Data</p> <p>Unit – 10: Research Design Unit – 11: Steps of Research Design</p>
		<p>Module V: Tools and Techniques of Data Collection</p> <p>Unit – 12: Types of Data Unit – 13: Observation Unit – 14: Questionnaire Unit – 15: Interview</p>
		<p>Module VI: Modes of Enquiry</p> <p>Unit – 16: Quantitative Research Unit – 17: Qualitative Research Unit – 18: Analyzing Data: Quantitative and Qualitative Unit – 19: The Mixed Method Unit – 20: ICT in Research</p>

SEM	Course Title	Textual Syllabus	
VI	Sociological Thinkers II (CC-SO-13)	Module I. Orientation to Post Classical Theories	Unit – 1: Talcott Parsons: Action Systems Unit – 2: Robert Merton: Relative Functionalism Unit – 3: Claude Levi-Strauss: Structuralism
		Module II. Interactionism	Unit – 4: G. H. Mead Unit – 5: Blumer
		Module III. Phenomenology & Ethnomethodology	Unit – 6: Phenomenology: Basic Arguments. Unit – 7: Ethnomethodology: Basic Arguments. Unit – 8: Contributions of Schutz Unit – 9: Contributions of Garfinkel. Unit – 10: Contributions of Goffman
		Module IV: Social Construction of Reality: Basic Arguments	Unit – 11: Peter L. Berger & Thomas Luckmann Unit – 12: Society as Objective Reality: Institutionalization Unit – 13: Society as Subjective Reality: Socialization
		Module V: Critical Social Theory	Unit – 14: Max Horkheimer Unit – 15: T.W. Adorno Unit – 16: Herbert Marcuse Unit – 17: Pierre Bourdieu
		Module VI: Post-Modern Sociology	Unit – 18: Basic Arguments. Unit – 19: Foucault: Power/Knowledge Unit – 20: Baudrillard: Hyper-reality.
	Research Methods – II (CC-SO-14)	Module I: Doing Social Research	Unit – 1: Human Inquiry and Science Unit – 2: Paradigms, Theory, and Research Unit – 3: The Ethics and Politics of Social Research
		Module II: The Structuring of Inquiry	Unit – 4: Research Design Unit – 5: Reliability in Social Research Unit – 6: Validity in Social research Unit – 7: Indexes, Scales, and Typologies Unit – 8: The Logic of Sampling
		Module III: Modes of Observation:	Unit – 9: Experiments Unit – 10: Survey Research Unit – 11: Field Research: Ethnography Unit – 12: Unobtrusive Research Unit – 13: Evaluation Research
		Module IV: Statistical Methods:	Unit – 14: Levels of Measurement Unit – 15: Frequency Distribution Unit – 16: Graphical and Diagrammatic Presentation of Data Unit – 17: Measures of Central Tendency (Simple Arithmetic Mean, Median and Mode). Unit – 18: Measures of Dispersion (Standard Deviation, Variance and Covariance). Unit – 19: Writing the Research Report Unit – 20: Bibliography and Citation.

General Elective Course (GEC):

Course Title	Textual Syllabus	
Indian Society. (GE-SO-11)	Module-I: Ideas of India: Civilization, Colony, Nation and Society	Unit 1: Dynamics of Indian Civilization: An Overview Unit 2: Religious, Linguistic and Cultural Plurality: Unity in Diversity. Unit 3: Great Tradition and Little Tradition. Unit 4: Nation Building: Issues and Challenges

Course Title	Textual Syllabus	
	Module-II: Institutions and Processes	Unit 5: Village, Town and Region Unit 6: Religion: Its functions Unit 7: Family: Concept, Types and Functions Unit 8: Gender: Types, Roles and Functions Unit 9: Ethnic Groups and their Distinctions.
	Module-III: Kinship and Marriage	Unit 10: Kinship and Marriage: Meanings and Types Unit 11: Changes in Kinship and Marriage: Nature & Factors. Unit 12: Relevance of Marriage, Family and Kinship today.
	Module-IV: Social Stratification in India	Unit 13: Varna, Caste and Jati: Changing Dimensions Unit 14: Bourgeoisie, Working Class and Middle Class Unit 15: Scheduled Castes, Scheduled Tribes and Other Backward Classes. Unit 16: Religious Minorities and Ethnic groups: Issues and Problems
	Module- V: Social Change	Unit 17: Social Mobility Unit 18: Sanskritization Unit 19: Urbanization Unit 20: Westernization
Population and Society (GE-SO-21)	Module-I. Introducing Population Studies	Unit 1: Social Demography-Nature & Scope Unit 2: Approaches to study of Demography
	Module-II: Theories of Population	Unit 3: Pre-Malthusian theories of Population Unit 4: Malthusian theory of Population Unit 5: Theory of optimum Population Unit 6: Marxist theory of Population; Unit 7: Theory of Demographic transition.
	Module-III: Population, Social Structure and Processes	Unit 8: Population Size and Growth, Population Explosion Unit 9: Fertility and Reproduction: Determining Factors
	Module-IV: Mortality, Morbidity and Health	Unit 10: Mortality – Trends, Levels and Determinants in India Unit 11: Health, Sanitation and Morbidity: Issues and Problems.
	Module-V: Migration	Unit 12: Migration: Types and Problems Unit 13: Politics of Migration Unit 14: Migration, Integration and Assimilation: Issues and Problems Unit 15: Displacement and Rehabilitation: Problems and Policies
	Module-VI: Population, Development and Environment	Unit 16: Population Growth, Environment and Sustainable Development: The Inter-relationship. Unit 17: Human Development Index. Module VII: Population Dynamics and Development Unit 18: Population as Constraints and Resources for Development Unit 19: Population Programmes and Policies Unit 20: Women Empowerment: It's Demographic Consequences
Gender and Violence (GE-SO-31)	Module-I:	Defining Gendered Violence? Unit-1: Social Construction of Gender

Course Title	Textual Syllabus	
		Unit-2: Gender Discrimination and Inequality Unit-3: Gender Stereotypes: Facilitators of Violence Unit-4: Gendered Violence: Meaning
	Module-II: Structural and Situated Violence	Unit-5: Caste, Gender and Violence: dynamics of power and violence Unit-6: Structural and Situated Violence Unit-7: Domestic Violence: Causes and Consequences Unit-8: Divorce, Separation, Desertion and Abandonment: Basic Concepts Unit-9: Workplace Harassment
	Module-III: Sexual Violence	Unit-10: Sexual Violence: Nature and Concept Unit-11: Rape and Molestation Unit-12: Infanticide and Foeticide Unit-13: Child Abuse Unit-14: Consequences, Treatment and Prevention Unit-15: Feminist perspective on Sexual Violence
	Module-IV: Addressing Gendered Violence: Politics and Public Policy	Unit-16: Gender-Motivated and Gender Differentiated Violence Unit-17: Policy Making Process: Gender as an Agency Unit-18: National Laws and Policies Unit-19: International Laws Unit-20: Role of Civil Society.
Sociology of Social Movements (GE-SO-41)	Module-I: Contextualizing Social Movements	Unit -1: Conceptualizing Social Movements and its Types: Old and New Unit -2: Social Movements: Emergence and Coalescence Unit -3: Social Movements: Bureaucratization and Decline
	Module-II: Theories of Social movement	Unit -4: Marxist Theory of Social Movements Unit -5: Collective behavior Theory Unit -6: Relative deprivation Theory Unit -7: Resource mobilization Theory Unit -8: Structural Strain Theory Unit -9: Political Process Theory
	Module-III: Ideology, Participation and Mobilization: Case studies	Unit -10: Naxalbari Movement in West Bengal Unit -11: The Women's Movement: The Manipuri Naked Women's Movement Unit -12: Jan-Lokpal Bill: Anti-Corruption Movement of Anna Hazare. Unit -13: Singur Movement
	Module-IV: Contemporary Movements in India	Unit -14: Environmental movements in India: Chipko and Narmada Bachaon Andolan Unit -15: Human Rights Movement Unit -16: Farmers' Movement Unit -17: Women's Movement Unit -18: Disability Rights' Movement Unit -19: Student Movement Unit -20: LGBT Movement References and Suggested Readings
Rethinking Development (GE-SO-42)	Module-I: Unpacking Development	Unit – 1: Conceptualizing Development Unit – 2: Development and Underdevelopment Unit – 3: Human Development: Indicators Unit – 4: Participatory development: Gender and Development GAD; Grassroots initiatives: SHG and NGO Unit – 5: Private–Public Partnership-PPP

Course Title	Textual Syllabus	
	Module-II: Theorizing Development	Unit – 6: Modernization Theory Unit – 7: Dependency Theory Unit – 8: World System Theory Unit – 9: Post-Development Theory
	Module-III: Developmental Regimes in India	Unit – 10: Slow Growth 1947-1974 and Moderate Growth 1975-1990: Historical overview Unit – 11: Mixed Economy and Planned Economy: Problems and Consequences Unit – 12: The New Economic Policy, 1991: Changing Growth Rate Unit – 13: Growth-Development Debate
	Module-IV: Issues in Developmental Practice	Unit – 14: Sustainable Development Unit – 15: Developmental Inequality: Caste, Tribe and Gender Unit – 16: Developmental Inequality: Class, Religious Minorities Unit – 17: Development: Displacement, Relocation and Rehabilitation Unit – 18: Civil Society and Public Policy on Development Unit – 19: Decentralisation of Development: Panchayat & Municipality Unit – 20: Corporate Social Responsibility CSR.

Discipline Specific Elective Course (DSEC):

Course Title	Textual Syllabus	
Urban Sociology (DS-SO-11)	Module I: Introducing Urban Sociology	Unit -1: Urban Sociology: Nature and Scope Unit -2: Urban, Urbanism and the City
	Module II: Perspectives in Urban Sociology	Unit -3: Ecology Unit -4: Political Economy Unit -5: Network Unit -6: City as Culture
	Module III: Urban Social Dynamics	Unit -7: Urban in the census Unit -8: Urban Citizen Unit -9: Dynamics of Urbanization in the Hill Areas
	Module IV: Global Flows and Rural- Urban Connections	Unit -10: Rural-Urban Continuum Unit -11: Public Spaces in the Globalizing Cities: Issues and Challenges
	Module V: Decentralization and Urbanization	Unit -12: Directed Decentralization in Urban Spaces Unit -13 Public Transport: The case of JNNURM.
	Module VI: Crime in Urban Spaces	Unit -14: Underworld and the Police Unit -15: Communalism and Violence in Cities: Some Case Studies. Unit -16: Digitization and Crime.
	Module VII: Movements and Settlements	Unit -17: Migration and Urbanization Unit -18: Problems of Slums and Squatting Unit -19: Urban Community: Attributes and Types.
	Module VIII: Politics of Urban Space	Unit -20: Culture and Leisure Unit -21: Caste, Class and Gender
Agrarian Sociology (DS-SO-21)	Module I: Agrarian Societies and Agrarian Studies	Unit -1: Agrarian Societies Unit -2: Agrarian Studies

Course Title	Textual Syllabus	
	Module II: Key Issues in Agrarian Sociology	Unit -3: The Agrarian Question Unit -4: The Moral Economy Unit -5: Agrarian Commodity Systems
	Module III: Themes in Agrarian Sociology of India	Unit -6: Labor and Agrarian Class Structure Unit -7: Markets, Land Reforms and Green Revolution: Impact of WTO on Indian agriculture Unit -8: Agrarian Movements Unit -9: Agrarian Realities: Caste, Gender and Religion.
	Module IV: Recent Issues in Agrarian Sociology	Unit -10: Prospects of Contract Farming and Corporate Farming Unit -11: Genetically modified crops: Challenges.
	Module V: Dispossession without Development: Neoliberal India	Unit -12: Land Grabs in Neoliberal India: Land Wars and development Unit -13: State Funded Land Brokerage Unit -14: The Politics of Dispossession of Land.
	Module VI: Agrarian Crisis	Unit -15: Agricultural Credit and Indebtedness Unit -16; Agrarian Transition, Agrarian Crisis and Farmers' Suicide
	Module VII: Ending agrarian poverty: Some Strategies	Unit -17: India's milk revolution Unit -18: Micro Finance: Empowering Women through Self-Help Groups Unit -19: Computerizing Land Records for Farmers' Access Unit -20: E-Choupals and Rural Transformation: Marketing in Rural Societies
	Sociology of Work (DS-SO-31)	Module I: Interlinking Work and Industry
Module II: Forms of Industrial Culture and Organization.		Unit-3: Industrialism. Unit-4: Post-Industrial Society Unit-5: Information Society. Unit-6: Occupations and Professions in Industrial society.
Module III: Dimensions of work.		Unit-7: Alienation Unit-8: Gender and Work. Unit-9: Unpaid Work and Forced Labor. Unit-10: Workplace of the Future. Unit-11: Labor Market Unit-12: Labor Union.
Module IV: Work in the Informal Sector.		Unit-13: Meaning and Definition of Informal Sector. Unit-14: Workers in Informal Economy. Unit-15: Displacement, Migration and work. Unit-16: Globalization and Work.
Module V: Risk, Hazard and Disaster		Unit-17: Child Labor. Unit-18: Industrial Tragedies and their Social Effects: A Case Study Bhopal Gas Tragedy. Unit-19: Man- made and Natural Disasters -- Effects on Work and Employment. Unit-20: Government Policies and Protective Laws on Labor.
Environmental Sociology (DS-SO-41)	Module I: Envisioning	Unit 1: Definition & Meaning of Environmental sociology. Unit 2: Realist Theory. Unit 3: Constructionist Theory.

Course Title	Textual Syllabus	
	Environmental Sociology.	Unit 4: Realist-Constructionist Debate.
	Module II: Different Approaches.	Unit 5: Treadmill of Production. Unit 6: Ecological Modernization. Unit 7: Risk Unit 8: Eco-Feminism & Feminist Environmentalism. Unit 9: Political Ecology.
	Module III: Environmental Movements in India	Unit 10: History of Environmental Movements in India. Unit 11: Recent Trends in Environmental Movements in India: Issues and Challenges. Unit 12: Forest-based Movements--Chipko. Unit 13: Water-based Movements-- Narmada. Unit 14: Anti-Mining and Seeds Unit 15: Emerging trends of Environmental Movement in India. Unit 16: Global Warming, Policy Making & Sustainable Development in India.
	Module IV: Major Environmental Issues in India.	Unit 17: Air-Pollution. Unit 18: Water-Pollution & Ground-Water Depletion Unit 19: Deforestation. Unit 20: Use of Plastic & E-Waste. Unit 21: Medical Waste Pollution & Health Risk.
Indian Sociological Traditions (DS-SO-42)	Module I: Emergence of Sociology and Recent Trends in India	Unit-1: Bhudev Mukhopadhyay: Search for Order and Harmony in Indian Society Unit-2: Patrick Geddes: Urban Sociology. Unit-3: Benoy Kumar Sarkar—Positivism and Sociology of Progress. Unit-4: Indian Sociology: Classical and Recent Trends in India Unit-5: An Overview: The Sociological Perspectives in India
	Module II: Radhakamal Mukerjee	Unit-6: Personality, Society and Values. Unit-7: Social Ecology.
	Module III: D.P.Mukerji	Unit-8: Tradition & Modernity. Unit-9: Middle class.
	Module IV: Nirmal Kumar Bose	Unit-10: Caste-Tribe Continuum Unit-11: Calcutta: A Premature Metropolis
	Module V: Irawati Karve	Unit-12: Kinship Organisation. Unit-13: Group relations in village community.
	Module VI: M N Srinivas	Unit-14: Sanskritisation and Westernization Unit-15: Dominant Caste.
	Module VII: Ramkrishna Mukherjee	Unit-16: Sociology of Indian Sociology Unit-17: Family Module X: G.S. Ghurye Unit-18: Caste & Race. Unit-19: Sociology of Conflict & Integration
	Module XI: Andre Béteille	Unit-20: Caste, Class and Power. Unit-21: Backward Classes in Contemporary India.

c. Duration of the programme:

The minimum duration of the Programme is 3 (three) years from the date of registration. The registration is valid for a period of maximum 6 (six) years.

d. Faculty & Support Staff requirement:

Sl. No.	Faculty	Name of the Faculty	Work at (HQ/RC)	Number
1	Associate Professor	Dr. Kumkum Sarkar	RC - 1	1
2	Assistant Professor	Dr. Srabanti Choudhuri	RC - 1	1
3	Assistant Professor	Sri Anupam Roy	RC - 1	1

e. Support Staff:

Sl. No.	Office Staff (Designation)	Work at (HQ/RC)	Number
1	Junior Assistant	RC - 1	1
2	Junior Assistant Cum Typist	HQ - 1	1

f. Instructional Delivery Mechanisms:

Mode of Delivery/ Types	Delivery Mechanisms	Provided (Yes/No)	Detailed Information (Please Mention the Activity Hour)
Face to Face Mode	PCP	Yes	Provided at LSC. For 6 Credits Theory Courses 9 counselling sessions of 2 hours each (Total 18 hrs); for 2 Credits Ability/Skill Courses 3 counselling sessions of 2 hours each (Total 6 hrs)
	Tutorials/ Special Classes/ Remedial Classes/ ECP	Yes	Provided online by NSOU faculty @ 6 hrs for each 6 Credits Course; Offline remedial classes once every semester at RC's (6 hrs for each 6 Credits Course)
	Seminar/ Research Colloquium	No	
Self-Learning	SLMs	Yes	All Courses are designed within the range of Units specified by relevant regulations. 20 hours of self- study time is envisaged for each SLM
	Reference Books	Yes	All Units have suggested reading lists. Additionally, faculty at LSC (during PCP) & NSOU faculty (at online sessions) guide learners regarding Reference Books
ICT/ Digital Wellness of students	Online (Web driven/Mobile App)	Yes	Learners have access to institutional Learning Management System (LMS)
	Offline DVD/SD Card/USB Drive	No	
	Telecommunications	No	
Blended	Smart Classrooms	Yes	Arrangements are available both at RC's and at LSC's
	Flipped Learning	No	Will come into effect in a phased manner from the upcoming session with the development of NSOU MOOC

vi. Procedure for admissions, curriculum transaction and evaluation:

University frames its policy related to admission entry criteria, method of admission, conduction of admission through the Admission Committee (statutory body) following the guideline of the UGC (Open and Distance Learning and Online Programmes) Regulations, 2020 and Department of Higher Education, Govt. of West Bengal. Admissions are conducted entirely through Online mode centrally by the University.

Information Circulation Policy:

All information related to the programme like admission policy, eligibility, fee structure, course curriculum, medium of instruction, method of instruction, evaluation method, SLMs etc. are transacted through prospectus, brochure, official notification etc.

Learner Support Services:

Learner support services are provided by the University at three level of functioning of the Open University architecture i.e. Learner Support Centre (LSC), Regional Centre and Head Quarter.

Following the UGC (Open and Distance Learning and Online Programmes) Regulations, 2020 LSCs are provide various learner support services in order to facilitate the acquisition of teaching-learning experience for its enrolled learners throughout at various phases of learners' study life cycle. LSC also main contact points for access by the learners, responsive and facilitating information centres, arranging contact sessions and other operations like processing of assignments etc.

University has constituted Learner's Facilitation Centre (LFC) at each Regional Centres to provide various support services. Beside that University has also provided learners support services through web based platform/ telephone/ email/ instant messaging services.

Transaction of Curriculum and Academic Planner:

Department of Sociology also held regular Personal Contact Programme (PCP), organise occasional additional lectures and special lectures to substantiate the study materials with further mechanisms of direct teaching in the mode of discussions and presentations of oratory. In doing so, the department takes every care to provide the students ample opportunities to intimate their difficulties, if any, personally in their PCP or through email to their faculties. This support the student who usually coming from a conventional background with the comfort of not being alienated with the system yet motivates them, who gradually learn to develop the capabilities in carrying out the academic task individually the process of the evaluation and curriculum transaction criteria are decided in the BOS. Along with the Personal Contact Programme, the Department has also developed Audio-Video Lectures (AVL) for the learners. Besides, the AVL the faculty members of the Department has further made short audio clips (MUKTAK) discussing the major themes of the syllabus to facilitate the learners as an additional resource materials.

Curriculum transaction is through Online and or Offline modes as detailed above and all academic activities are conducted following the programme is following the below mentioned activity planner during the academic session:

Name of the Activity	Tentative months schedule (specify months) during Year			
	From (Month)	To (Month)	From (Month)	To (Month)
Admission	Jun	Jul	NA	NA
Distribution of SLM	Jul	Aug	NA	NA
Contact Programmes (counselling, Practical, etc.)	Aug	Oct	Jan	Mar
Assignment Submission	Oct	Nov	Mar	Apr
Evaluation of Assignment	Nov	Nov	Apr	Apr
Examination	Nov	Dec	May	Jun
Declaration of Result	Dec	Dec	Jun	Jun

Renewal/ Re-registration	NA	NA	Jun	Jul
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Evaluation:

Evaluation is on a 2-tier basis, divided into Assignment submission (online mode) and Term End Examinations (Offline mode). The weightage is as follows:

Assignment – 20 marks

Term End Examination – 50 marks

Total marks for each course – 70

Assignment / Internal Assessment/ Continuous Assessment / Formative Assessment: Assignment submission is the first interaction between the learner and the teacher. It has a very important role to play in the teaching-learning process in distance education. So, submission of Assignment is mandatory for all learners. The assignment responses reflect what the learners have understood and learnt. The assignment answer scripts are returned to the learners so that the assignment answers serve the purpose of providing feedback to the learners and inform them their strengths and weaknesses. Learners will be required to submit assignment for each course and the marks obtained on evaluation of those assignment courses will be entered into his/her individual record of performance. This will constitute 30% (maximum) of the Full marks in the course as per University Grants Commission (Open and Distance Learning Programmes and Online Programmes) regulations, 2020. All the Marks secured by the learners will be progressively entered into the result card. Every learner is required to submit the assignment courses before each Term-End Examination. In practical course of Science stream, there is no assignment.

Term-End Examinations: Minimum 70% of the total credit points of the course (except practical course where it is 100%) would be reserved for Term-End Examination as per University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020. Minimum qualifying marks in each course is 30% (Term End Examination Marks + Assignment Marks).

Waive of Programme Fee:

University waive of full course fee for transgender learners.

vii. Requirement of the laboratory support and Library Resources:

Library facility is one of important services in any higher educational institution. In addition to the Self Learning Materials (SLMs) and other learning resources the University provides library facility to all of its registered learners. The Library Department, Netaji Subhas Open University is located at Kalyani Campus.

Further, to cater to the needs of huge number of registered students, the University needs unlimited libraries to provide educational support to everyone. To cope with the situation, the University has initiated the process of setting up a strategic partnership with the existing network of Public Libraries that are available in the State of West Bengal to offer educational support to our learners all over the State. This initiative taken by NSOU is the first of its kind in the country.

viii. Cost estimate of the programme and the provisions:

Total course fee is Rs. 9,900/- (Excluding Examination and Studentship Renewal Fees). An approximate distribution of expenditure is given below to get prior view:

Assigned Head	Sub Head	% of Expenditure
Development	SLM Preparation and Development Cost	7
	SLM Printing	44
Maintenance & Programme Delivery	Maintenances Grant	15
	Counselling/ PCP/ Lab Counselling	15
	Delivery Charges	4
	Other Overhead Expenses	8

ICT Support	Admission Processing	1
	ICT Support Services	5
	Computer Training	1

ix. Quality assurance mechanism and expected programme outcomes:

University is supported with a strong group of Board of Studies (BOS) members. All highly competent and esteemed professors have constantly supported this programme to cater to equitable quality education. They are engaging their self in time-to-time reviewing of syllabus. They do moderation and in such a way this BOS is responsible to check and maintain the quality of this program. NSOU has constituted the “Centre for Internal Quality Assurance (CIQA) as per UGC (Open and Distance Learning and Online Programmes) Regulations, 2020 to ensure the delivery of high quality programmes to its learners.

Board of Studies (BOS): Board of Studies ensure quality of the Curriculum of Bachelor’s Degree Programme in Sociology as per University norms. BOS plays a vital role as the following

- ✓ Curriculum review and development of quality Self Learning Materials (SLMs) in print under Choice Based Credit System (CBCS) system. The curriculum is reviewed regularly to ensure that it is up-to-date and relevant to the needs of learners.
- ✓ Learner’s assessment and evaluation process through a variety of methods, including exams, assignments. This helps to ensure that Learners are meeting the learning outcomes of the Programme.

Expected Programme outcomes:

After earning a graduate degree in Sociology one can opt for careers in various areas, one such being advocacy and social change. Our learners may look for non-profit organizations and government agencies dedicated to social change. Some of such potential organizations are Amnesty International, Green Peace, etc.

- ✓ There are many career opportunities in the healthcare field that are suitable for Sociology graduates. Our learners can work as community support specialists, behavioral interventionists, patient advocate etc. with well- known organizations.
- ✓ Yet another superb area for career launching can be Non-profit organizations which offer a wide range of jobs in sociology. Most of the jobs in this area either involve working directly with people to help them overcome their choking problems through case management or by supervisory programs.
- ✓ Another lucrative zone for professional specialization in sociology includes getting uniquely qualified to conduct research on human populations. These jobs typically involve developing and conducting evaluations of programs, surveys and polls, as well as analyzing trends in data collections.
- ✓ State departments, nonprofits, and other organizations have numerous opportunities for those with an interest in families and youth. Sociology offers unique perspectives and approaches to these people-orientated, outcome changing careers.
- ✓ Finally, HSO, helps learners choose professions according to their taste and customization keeping of course their individual and social priorities in mind.