



GOVERNMENT OF WEST BENGAL

OFFICE OF THE PRINCIPAL

*Rani Indira Debi Government Girls' College*

formerly Jhargram Raj College (Girls' Wing)

P.O.- Jhargram Dist.- Jhargram PIN- 712507

Website: [www.jrcgw.ac.in](http://www.jrcgw.ac.in) Email: [jrcgirlswing@gmail.com](mailto:jrcgirlswing@gmail.com) Tel: 03221299907

**UNDERGRADUATE DEPARTMENT OF SOCIOLOGY**

**B.A. Sociology (Hons) CBCS Syllabus Model Preference-**

**Vidyasagar University (With effect from**

**2023-24)**

<b>PROGRAMME OUTCOME (PO)</b>	
<b>PO A</b>	Broaden mental horizon with introduction in the divergent Sociological perspectives and the structures and processes of Social Interaction and Socialization.
<b>PO B</b>	Gain insights in the fundamental concepts in Sociology and learn to look at social phenomenon & processes in a Sociological manner.
<b>PO C</b>	Develop critical thinking, analytical abilities and articulation skills.
<b>PO D</b>	Development of multicultural aptitude towards gender sensitization and human rights that in turn make them sensible and sensitive towards societal problems.
<b>PO E</b>	Acquire knowledge of the techniques and tools of Social research that train them to translate their understanding of different Sociological concepts and perspectives into practice.
<b>PO F</b>	Prepare the graduates to appear for various competitive examinations, placement interviews or choose Post Graduate programmes of their choice while developing them into mature and responsible citizen of the country.

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PROGRAMME SPECIFIC OUTCOME (PSO)	
PSO A	➤ To acquire a thorough grasp of the different aspects of social concepts and theories and how it affects socialization and social interaction.
PSO B	➤ To develop proficiency in sociological research methodologies, to effectively design and implement robust social research projects.
PSO C	➤ To attain expertise in utilizing social statistics to analyze and interpret social data effectively, thus aiding in formulating evidence-based conclusions.
PSO D	➤ To examine the societal constructs of gender, gendering and other social hierarchy and inequality and their shaping of personal and collective experiences. It aims to develop a profound understanding of gender dynamics and other humanitarian issues.
PSO E	➤ Enable students with the competencies to thoughtfully analyze and propose remedies to present-day societal challenges, with an emphasis on advancing social justice and parity.

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**Programme Specific Outcome for 4-Year Undergraduate Programme in Sociology Honours 2023-24  
Based on CCFUP, 2023 & NEP, 2020 under Vidyasagar University COURSE OUTCOME (CO)**

TABLE I

SEMESTER	COURSE CODE & TITLE	PROGRAMME SPECIFIC OUTCOME
Sem -I	Major-1 Introduction to Sociology-I	After the completion of the course the students have gained knowledge about the following: <ul style="list-style-type: none"><li>• The students were introduced to the discipline of Sociology and were informed about its multiple perspectives. In the process, they became aware of the distinctiveness of Sociology and other Social Sciences.</li><li>• Students learned the basic concepts in Sociology.</li><li>• Students were taught the structures and processes of Social Interaction and Socialization. Students gained a deeper understanding of Berger and Luckman's perspective on Social Constructions of Reality.</li></ul>

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<b>Sem-II</b>	<b>Major-2 Sociology of India-I</b>	<ul style="list-style-type: none"><li>• The students were taught the three fundamental approaches to studying Indian society. They are the Colonial Discourse, the Nationalist Discourse, and the Subaltern Critique.</li><li>• The students were familiarized with various concepts and institutions in Indian society. A few of them are caste, tribe, agrarian classes, family, and the sociological reading of the associated processes such as Sanskritization, assimilation, and socialization.</li></ul>
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TABLE II

<b>Sem-I</b>	<b>SEC- 01 Application of Statistics in Sociology using MS Excel &amp; SPSS</b>	<ul style="list-style-type: none"><li>• Students learnt a brief overview including its definition, history and its use in social research.</li><li>• Students drew an understanding of a few of the basic concepts in Social Statistics</li><li>• Students learnt Sampling, its uses and types.</li><li>• Students were taught Frequency Distribution, Graphical techniques and Measures of Central Tendency using MS Excel.</li><li>• Students learnt Coding and Tabulation using MS Excel.</li></ul>
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<b>Sem-II</b>	<b>SEC-02 Framing Questionnaire and Conducting Interview</b>	<ul style="list-style-type: none"><li>• This programme gives in depth insights into the ways in which interview and questionnaire methods can be applied to conduct sociological research</li><li>• Students have learnt about the ways in which they should prepare before conducting an interview and administering a questionnaire.</li><li>• Different types of questionnaires and the ways of framing them have also been sufficiently dealt with.</li><li>• Similarly, students have been given thorough idea about the different types of interview method and the ways of preparing an interview schedule.</li><li>• Students have gained comprehensive knowledge about the processes of data recording, data processing, and interpretation in Questionnaire and interview method. Students have learnt to comparatively analyze the benefits and limitations of applying questionnaire and interview method.</li></ul>
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Sem-I	MI 1	
	Indian Society: Images and Realities	<ul style="list-style-type: none"><li>• The students have gained knowledge about India as a civilization dating back to the time of Mohenjodaro.</li><li>• The students have been made aware of the richness of India's culture with its focus on unity in diversity.\</li><li>• Special lessons have been imparted on the British rule where India was turned into a raw material producing colony resulting in massive drainage of wealth.</li></ul>
	1. Ideas of India	<ul style="list-style-type: none"><li>• The students have been informed about the destruction of the Indian silk, cotton and ship building industries which ultimately resulted in India being treated as a colony.</li><li>• The transformation of India from a colony to nation state has been well documented in the subsequent lectures. The rise of nationalism and the birth of the modern nation state in a country rife with diversity has formed the major part of the lectures.</li></ul>
	2. Institution and Processes	<ul style="list-style-type: none"><li>• The students have learnt about villages as a little republic with major focus on self-sustainability.</li><li>• The students have attended lectures on the structure of the Indian villages and the changing nature of the same, the formation of market and the rise of agribusiness.</li><li>• Lectures have been delivered on caste as a social process exclusive to India as a nation. Students have learnt about the features of the caste system and its intricacies, the way caste is located within the wider society and the way it influences other social processes.</li><li>• As a part of understanding the core institutions, students have learnt about the family as the nucleus of the society. The students have learnt about the joint family system and its</li></ul>

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	3. Critiques	<p>transition into nuclear ones with the urbanization.</p> <ul style="list-style-type: none"><li>• Critical appreciation has always formed the crux of the lesson imparted and is discernable in the lectures on critical understanding of the caste system in India</li><li>• Students have been made aware of the critical take on the caste system as is visible in the works of B R Ambedkar who played a major role on highlighting the ills of the system and tried to remedy the situation by following Buddhism as an alternative to Brahmanical tyranny.</li><li>• The students have learnt to have critical take on gender roles and the construction of gender. The students have learnt the concept of gender performativity and the fact that sex like gender is also a social construct.</li><li>• The students have learnt to criticize the existing gender roles in order to create a more gender just society.</li></ul>
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<b>Sem II</b>	<b>MI 2</b>	<ul style="list-style-type: none"><li>• The students learnt about the violence against women, men and transgenders. At the end of the course the students have learnt to locate violence within the wider society and have also learnt the ways to theoretically situate the same.</li><li>• The students have also learnt the varied forms of violence and the ways to address the issues. In this course the students have been made aware of the violence embedded in various societal structures.</li><li>• The students have been taught to study violence in the context of caste, race and creed. Caste-based understanding of the violence has helped the students understand the concept of intesectionality to a great extent. The students have been made aware of domestic violence and the</li></ul>
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		<p>various legal recourse to be resorted to in case of facing domestic violence.</p> <ul style="list-style-type: none"><li>• Harassment of women at workplace also formed a part of the course. With the expectation that the students will eventually enter the job market, they have been made aware of the pitfalls of the job world and ways to navigate the tricky terrain.</li><li>• Sexual Violence: The students have formed a perspective regarding sexual violence like molestation and rape. They have also been given information regarding the legal ways when faced with violence of sexual nature.</li></ul> <p>The course has been designed to inform the Students about the existing public polies and legal measures that can be taken to combat gender violence like PWDA 2005 IPC sections like 375 etc.</p>
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<b>Sem-II</b>	<b>MDC-02 Gender Studies</b>	<ul style="list-style-type: none"><li>• The students have gained thorough understanding on the concepts of gender, sex, sexuality, patriarchy, family and gendered division of labour in the private and public sphere.</li><li>• This course helped students to critically engage with the concept of gender as a socio-cultural construct.</li><li>• Students have gained insights into the socially, historically and culturally constructed nature of masculinity and femininity.</li><li>• Students have gained significant idea about the prevalence of gender discrimination and stereotypes in family and workplace.</li><li>• Students have been given a comprehensive overview on the trajectory of women's movement in India.</li><li>• The students have been introduced to the idea of intersectionality, i.e. the ways in which gender identity</li></ul>
		<p>intersects with caste, class, race, sexuality, religion, and disability.</p> <ul style="list-style-type: none"><li>• Students have learnt to interrogate the control mechanisms and surveillance systems to regulate gender identities and sexualities.</li><li>• The students have also acquired an understanding of the nature of gender violence in the form of domestic abuse, sexual harassment at workplace, rape, and cyber-crime.</li></ul>

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**Programme Specific Outcome for 3-Year Undergraduate Programme in Sociology General 2023-24  
Based on CCFUP, 2023 & NEP, 2020 under Vidyasagar University COURSE OUTCOME (CO)**

**TABLE II**

SEMESTER	COURSE CODE & TITLE	PROGRAMME SPECIFIC OUTCOME
<b>Sem -I</b>	<b>Major-1 (Disc. A-1) Introduction to Sociology</b>	<ul style="list-style-type: none"><li>• The students acquired knowledge about the nature and scope of Sociology. They were familiarized with the emergence of sociology across Europe and America for centuries.</li><li>• Students understood the distinctiveness of Sociology and other Social Sciences.</li><li>• Students developed an understanding of the fundamental concepts, social processes, and institutions of society.</li></ul>
<b>Sem-II</b>	<b>Major-2 (Disc.-B1) Same as Major-1</b>	Same as above

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<b>Sem-I</b>	<b>SEC- 01 Application of Statistics in Sociology using MS Excel &amp; SPSS</b>	<ul style="list-style-type: none"><li>• Students learnt a brief overview including its definition, history and its use in social research.</li><li>• Students drew an understanding of a few of the basic concepts in Social Statistics</li><li>• Students learnt Sampling, its uses and types. Students were taught Frequency Distribution, Graphical techniques and Measures of Central Tendency using MS Excel. Students learnt Coding and Tabulation using MS Excel.</li></ul>
<b>Sem-II</b>	<b>SEC-02 Framing Questionnaire and Conducting Interview</b>	<ul style="list-style-type: none"><li>• This programme gives in depth insights into the ways in which interview and questionnaire methods can be applied to conduct sociological research</li><li>• Students have learnt about the ways in which they should prepare before conducting an interview and administering a questionnaire.</li><li>• Different types of questionnaires and the ways of framing them have also been sufficiently dealt with.</li><li>• Similarly, students have been given thorough idea about the different types of interview method and the ways of preparing an interview schedule.</li><li>• Students have gained comprehensive knowledge about the processes of data recording, data processing, and interpretation in questionnaire and interview method.</li><li>• Students have learnt to comparatively analyze the benefits and limitations of applying questionnaire and interview method.</li></ul>

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<b>Sem-I</b>	<b>MI 1</b>  Indian Society: Images and Realities  4. Ideas of India	<ul style="list-style-type: none"><li>• The students have gained knowledge about India as a civilization dating back to the time of Mohenjodaro.</li><li>• The students have been made aware of the richness of India's culture with its focus on unity in diversity.\</li><li>• Special lessons have been imparted on the British rule where India was turned into a raw material producing colony resulting in massive drainage of wealth.</li><li>• The students have been informed about the destruction of the Indian silk, cotton and ship building industries which ultimately resulted in India being treated as a colony.</li><li>• The transformation of India from a colony to nation state has been well documented in the subsequent lectures.</li></ul>
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	<p>5. Institution and Processes</p> <p>6. Critiques</p>	<p>The rise of nationalism and the birth of the modern nation state in a country rife with diversity has formed the major part of the lectures.</p> <ul style="list-style-type: none"><li>• The students have learnt about villages as a little republic with major focus on self-sustainability.</li><li>• The students have attended lectures on the structure of the Indian villages and the changing nature of the same, the formation of market and the rise of agribusiness.</li><li>• Lectures have been delivered on caste as a social process exclusive to India as a nation. Students have learnt about the features of the caste system and its intricacies, the way caste is located within the wider society and the way it influences other social processes.</li><li>• As a part of understanding the core institutions, students have learnt about the family as the nucleus of the society. The students have learnt about the joint family system and its transition into nuclear ones with the urbanization.</li></ul> <ul style="list-style-type: none"><li>• Critical appreciation has always formed the crux of the lesson imparted and is discernable in the lectures on critical understanding of the caste system in India</li><li>• Students have been made aware of the critical take on the caste system as is visible in the works of B R Ambedkar who played a major role on highlighting the ills of the system and tried to remedy the situation by following Buddhism as an alternative to Brahmanical tyranny.</li><li>• The students have learnt to have critical take on gender roles and the construction of gender. The students have learnt the concept of gender performativity and the fact that sex like gender is also a social construct.</li></ul>
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		<ul style="list-style-type: none"><li>• The students have learnt to criticize the existing gender roles in order to create a more gender just society.</li></ul>
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<b>Sem II</b>	<b>MI 2</b>	<ul style="list-style-type: none"><li>• The students learnt about the violence against women, men and transgenders. At the end of the course the students have learnt to locate violence within the wider society and have also learnt the ways to theoretically situate the same.</li><li>• The students have also learnt the varied forms of violence and the ways to address the issues. In this course the students have been made aware of the violence embedded in various societal structures.</li><li>• The students have been taught to study violence in the context of caste, race and creed. Caste-based understanding of the violence has helped the students understand the concept of intersectionality to a great extent. The students have been made aware of domestic violence and the various legal recourse to be resorted to in case of facing domestic violence.</li><li>• Harassment of women at workplace also formed a part of the course. With the expectation that the students will eventually enter the job market, they have been made aware of the pitfalls of the job world and ways to navigate the tricky terrain.</li><li>• Sexual Violence: The students have formed a perspective regarding sexual violence like molestation and rape. They have also been given information regarding the legal ways when faced with violence of sexual nature. The course has been designed to inform the Students about the existing public policies and legal measures that can be taken to combat gender violence like</li></ul>
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		PWDA 2005 IPC sections like 375 etc.
<b>Sem-II</b>	<b>MDC-02 Gender Studies</b>	<ul style="list-style-type: none"><li>• The students have gained thorough understanding on the concepts of gender, sex, sexuality, patriarchy, family and gendered division of labour in the private and public sphere.</li><li>• This course helped students to critically engage with the concept of gender as a socio-cultural construct.</li><li>• Students have gained insights into the socially, historically and culturally constructed nature of masculinity and femininity.</li><li>• Students have gained significant idea about the prevalence of gender discrimination and stereotypes in family and workplace.</li><li>• Students have been given a comprehensive overview on the trajectory of women's movement in India.</li><li>• The students have been introduced to the idea of intersectionality, i.e. the ways in which gender identity intersects with caste, class, race, sexuality, religion, and disability.</li><li>• Students have learnt to interrogate the control mechanisms and surveillance systems to regulate gender identities and sexualities.</li><li>• The students have also acquired an understanding of the nature of gender violence in the form of domestic abuse, sexual harassment at workplace, rape, and cyber-crime.</li></ul>

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