# NEP PG

# 1-YEAR CURRICULUM

# M.A. SOCIOLOGY PROGRAMME

### SUBJECT CODE = SOC

FOR POSTGRADUATE COURSES UNDER RANCHI UNIVERSITY, RANCHI

Implemented w.e.f.
Academic Session 2026-27 Onwards

# UNIVERSITY DEPARTMENT OF SOCIOLOGY
## Ranchi University, Ranchi - 834008 (Jharkhand)
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Ref. Scr/.23213/25                                    Date 26.09.2025

**Members of Board of Studies of NEP PG Syllabus as per Guidelines of the Ranchi University, Ranchi**

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   Associate Professor and HOD, University Department of Sociology, Ranchi University, Ranchi.

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   Associate Professor, University Department of Sociology, RU

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   Assistant Professor, University Department of Sociology, RU

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2. Dr.Pramil Kumar Panda, Associate Professor (Sociology), Xavier Institute of Social Service, Ranchi

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Member Secretary

Chairperson
HEAD OF THE DEPARTMENT
DEPARTMENT OF SOCIOLOGY
RANCHI UNIVERSITY, RANCHI-8

## Approval by the Members of the NEP Implementation and Monitoring Committee of Ranchi University, Ranchi

The prepared Curriculum of the Master's Degree has been approved by the NEP Implementation and Monitoring Committee of R.U., duly forwarded by the Head of the Department; it will be offered to the Students of the 1-year and 2-year Postgraduate Programme. It is implemented from the 1st Semester of the Academic Session 2025-26 and onwards.

Raj Km Singh
10/9/25

10/9/25

10/9/25

Anushka Rani
10|09|25

10/9/25

10/9/25

10/9/25

10/9/25

10/09/2015

Choudhary
10/09/2025

10/09/25

**Member Secretory**

## Table of Content

**HIGHLIGHTS OF NEP PG CURRICULUM**

CREDIT OF COURSES

The term 'credit' refers to the weightage given to a course, usually in terms of the number of instructional hours per week assigned to it. The workload relating to a course is measured in terms of credit hours. It determines the number of hours of instruction required per week over a semester (minimum 15 weeks).

a) One hour of teaching/ Lectures or two hours of laboratory /practical work will be assigned per class/interaction.
   **One credit for Theory**     = 15 Hours of Teaching
   **One credit for Practicum**   = 30 Hours of Practical work
   **One credit for Internship**  = 02 Weeks of Practical experience

b) For credit determination, instruction is divided into three major components:
   **Hours (L)** – Classroom Hours of one hour duration.
   **Tutorials (T)** – Special, elaborate instructions on specific topics of one hour duration
   **Practical (P)** – Laboratory or field exercises in which the student has to do experiments or other practical work of a two-hour duration.

   **Internship – For the Exit option after 1$^{st}$ year of the 2-year P.G. Programme for the award of P.G. Diploma, Level 6.5,** Students can either complete two 4-week internships worth 2 credits each or one 8-week internship for all 4 credits. This practical experience connects academic learning with real-world applications, offering valuable exposure to professional environments in their fields of study

PG CURRICULUM

1. The PG Curriculum will be either of 1-year duration for students who studied the four-year UG Programme (FYUGP) or a 2-year duration for students who studied a three-year UG programme from a CBCS/LOCF/FYUGP Curriculum.
2. There is a flexible mode in the PG programme offered to the students of Ranchi University, Ranchi. The total credit for any semester will be 20 credits.
3. **One-year PG curriculum:** The Courses in the 1-year PG programme and the second year of the 2-year PG programme are the same.
   a. **Course work only**: There will be 5 courses at level 500 of 4 credits each in every semester for the coursework offered in the programme.
   b. **Course work and Research**: There will be 5 courses at the level 500 bearing 4 credits each in the first semester of a 1-year PG or in the third semester of a 2-year PG. Research work will be offered in the next semester for this mode of the programme. The eligibility for this mode is available in the NEP PG curriculum of Ranchi University, Ranchi.
   c. **Research work only**: The eligible student will be offered this mode to conduct extensive research under the supervision of a guide. Each semester will be equivalent to 20 credits. The selection of a candidate for the research mode will depend upon the eligibility of the student, availability of the guide and seat in the department/institution of Ranchi University, Ranchi.

PROMOTION CRITERIA

**One Year Post-graduation programme having coursework only:**
   i. Each course shall be of **100 marks,** having two components: **30 marks for Sessional Internal Assessment (SIA), conducted by the Department/College and 70 marks shall be assigned to the End Semester University Examination (ESUE), conducted by the University**.
   ii. The marks of SIA shall further break into 20 for Internal Written Examinations, 05 for Written Assignment/ Seminar presentation and 05 for overall performance of a student, including regularity in the classroom lectures and other activities of the Department/College.
   iii. The Requisite Marks obtained by a student in a particular subject will be the criterion for promotion to the next Semester.
   iv. There shall be two written internal examinations, each of 1 hour duration and each of 20 marks, in a semester, out of which the '**better of the two**' shall be taken for computation of marks under SIA.

v.    If a student failed to secure pass marks in the Mid Semester Examination, he/she has to reappear in Mid & End Semester Examinations, of the following year.

vi.   In case a student fails to secure pass marks in End Semester Examination, then he/she has to appear only in the End Semester Examination of the following session within the period of Upper Limit of Two Years and the Marks of the Mid Semester will be carried for the preparation of the result.

vii.  Students' final marks and the result will be based on the marks obtained in the Mid Semester and End Semester Examination taken together.

viii. The pass marks in the programme will be 45% of the total marks obtained in each Core/ Elective/ Other Courses offered.

ix.   In absolute terms of marks obtained in a course, **a minimum of 28 marks is essential in the ESUE** and **a minimum of 17 marks is to be secured in the SIA** to clear the course. In other words, a student shall have to pass separately in the ESUE and in the SIA by securing the minimum marks prescribed here.

x.    Every candidate seeking to appear in the ESUE shall be issued an Admit Card by the University. **No candidate will be permitted to appear in the examination without a valid admit card.**

xi.   A candidate shall be permitted to proceed in the next Semester (2nd), **provided he/she has passed at least 3 courses out of 5 courses** in the respective semester in theory and practical/ project courses taken together.

xii.  A student will have to clear all his/her papers within a maximum of Two Years of duration to qualify for the degree.

However, it will be necessary to procure pass marks in each of the papers before completion of the programme.

VALUE-ADDED COURSES

1.  The Value-added course will be of **2 credits** to be covered during the first semester.
2.  The End Semester University Examination (ESUE) of this course will comprise 50 objective-type questions of 1 mark each.
3.  ESUE shall be OMR-based and the correct option is to be marked by a black ballpoint pen.
4.  For the **50 Marks Examination,** the student will be provided **two hours** to mark their responses.
5.  Students are not allowed to choose or repeat courses already undergone at the undergraduate level in the proposed major and minor streams.
6.  The performance in this course will not influence the SGPA or CGPA of the PG Programme wherein the student is registered to obtain the Master's Degree. However, it will be mandatory to secure minimum pass marks in the course before exiting the Programme.
7.  If a student fails to secure the minimum pass marks in this course in the first semester, he/she must reappear in the examination of the said course with the following batch of the next session.
8.  The student may appear in the examination of the said course further if they could not clear the course in the following attempt, subject to the date of validation of the Registration.

The existing Regulations of the PG Curriculum of Ranchi University, Ranchi, shall guide the Regulations related to any concern not mentioned here.

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COURSE STRUCTURE FOR **'PG COURSEWORK/ COURSEWORK WITH RESEARCH/ RE**

Table 1: Credit Framework for One Year Postgraduate Programme [Total Credits = 40]

| Academic Level | Level of Courses | Semester | Coursework Level 400 | Coursework Level 500 | Research Preparedness |
|---|---|---|---|---|---|
| **YEAR 1** | | | | | |
| **Level 6.5** | **Coursework** | **III** | --- | **4+4+4+4+4** | --- |
| | | **IV** | --- | **4+4+4+4+4** | --- |
| **OR** | | | | | |
| **Level 6.5** | **Coursework + Research** | **III** | --- | **4+4+4+4+4** | --- |
| | | **IV** | --- | --- | **20** |
| **OR** | | | | | |
| **Level 6.5** | **Research** | **III** | --- | --- | **20** |
| | | **IV** | --- | --- | --- |
| | | | | | |

Note: **Every student has to take any one Value-added course of 2-credits compulsorily in the 1ˢᵗ Semester of**

**There is no provision of 'Exit' in the 1-Year PG Programme.**

Implemented from Academic Session 2026-27 & Onwards

## AIMS OF MASTER'S DEGREE PROGRAMME IN SOCIOLOGY

**The aim of Master's degree programme in Sociology is intended to provide:**

1. Provide advanced sociological knowledge, perspectives, and skills to a wide spectrum of learners, including those from remote and inaccessible regions.
2. Strengthen the foundation of students in classical and advanced sociological concepts and theories for a deeper engagement with the discipline.
3. Equip learners with methodological tools and research skills essential for analysing and interpreting social realities.
4. Develop critical insights into major social issues such as development, education, urbanization, migration, and transnational communities.
5. Promote an understanding of the growth and state of sociology in India, highlighting its historical trajectory, present status, and future directions.
6. Sensitize students to the issues and concerns of marginalized and larger sections of the population, encouraging socially responsible and inclusive scholarship.
7. Facilitate an appreciation of social processes and their inter-linkages with global, regional, and local manifestations.
8. Address emerging concerns of contemporary society in tune with the evolving needs of students and the cognitive strengths of the discipline.
9. Foster critical thinking, analytical ability, and reflexivity, enabling the application of sociological theories, concepts, and methods in diverse contexts.

PROGRAMME LEARNING OUTCOMES

**The broad aims of Master's degree programme in Sociology are:**

1.  Demonstrate advanced knowledge of sociological theories and concepts, both classical and contemporary, and apply them to understand social phenomena.
2.  Employ appropriate research methods and methodological tools to design, conduct, and interpret sociological research.
3.  Critically analyse key social issues and processes such as development, education, urbanization, migration, transnational communities, and the concerns of marginalized populations.
4.  Explain the evolution and current state of sociology in India, and situate it within the broader global disciplinary context.
5.  Interpret the interlinkages between local, regional, and global processes, and evaluate their implications for individuals, communities, and societies.
6.  Address contemporary and emerging societal concerns with a sociological perspective that integrates both theoretical and empirical insights.
7.  Exhibit critical thinking, analytical ability, and reflexivity in engaging with social realities and disciplinary debates.
8.  Demonstrate sensitivity towards social diversity and inclusivity, fostering values of equality, justice, and social responsibility.
9.  Apply sociological knowledge and skills in professional, academic, and policy contexts, contributing to teaching, research, administration, and social development initiatives.

**The Courses in One Year P.G. Programme and in the Second year of Two years P.G. Programme are Common.**

Table 2: Semester-wise Course Code and Credit Points

| Sem | Core, AE/ GE/ DC/ EC & Compulsory FC Courses | | | | Examination Structure | | |
|---|---|---|---|---|---|---|---|
| | Paper | Paper Code | Credit | Name of Paper | Mid Semester Evaluation (F.M.) | End Semester Evaluation (F.M.) | End Semester Practical/ Viva (F.M.) |
| I | Core Course | CCSOC311 | 4 | IKS and Sociology | 30 | 70 | ---- |
| | Skill Enhancement Course | ECSOC312 | 4 | A. Development Practice and NGO Management<br>B. Archival Practice: Sociology, Memory and Research | 30 | 70 | ---- |
| | Core Course | CCSOC313 | 4 | Indian Social Thinkers | 30 | 70 | ---- |
| | Core Course | CCSOC314 | 4 | Economic Sociology | 30 | 70 | ---- |
| | Core Course | CPSOC315 | 4 | Research Methods in Sociology | 30 | 70 | ---- |
| II | Elective | ECSOC411 | 4 | A. Food and Society/<br>B. Sociology of Media and Communication/<br>C. Industrial Sociology | 30 | 70 | ---- |
| | Elective | ECSOC412 | 4 | A. Sociology of Science and Technology/<br>B. Social Psychology/<br>C. Crime and Society | 30 | 70 | ---- |
| | Core Course | CCSOC413 | 4 | Digital Sociology | 30 | 70 | ---- |
| | Core Course | CCSOC414 | 4 | Social Stratification in India | 30 | 70 | ---- |
| | PROJECT | PRSOC415 | 4 | Dissertation/ Project Work | ---- | ---- | 100 |

**\* Either One Internship of 4 credits or Two Internships of 2 credits each is required before opting for the 'Exit' option after First year of the P.G. Programme.**

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INSTRUCTION TO QUESTION SETTER

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**SEMESTER INTERNAL EXAMINATION (SIE):**

There **Marks Weightage of a Course:** Each non-practical/non-project course shall be of **100 marks** having two components: **70 marks shall be assigned to the End Semester University Examination (ESUE), conducted by the University, and, 30 marks for Sessional Internal Assessment (SIA), conducted by the Department/College**.

The marks of SIA shall further break into, 20 for Internal Written Examinations, 05 for Written Assignment/ Seminar presentation and 05 for overall performance of a student including regularity in the class room lectures and other activities of the Department/College. There shall be two written internal examinations, each of 1-hour duration and each of 20 marks, in a semester out of which the **'Better One out of Two'** shall be taken for computation of marks under SIA.

In absolute terms of marks obtained in a course, **a minimum of 28 marks is essential in the ESUE and a minimum of 17 marks is to be secured in the SIA to clear the course**. In other words, a student shall have to pass separately in the ESUE and in the SIA by securing the minimum marks prescribed here.

A.  **(SIE 20+5=25 marks):**
    There will be a uniform pattern of questions for mid semester examinations in all the courses and of all the programmes. There will be **two** groups of questions in 20 marks written examinations. **Group A is compulsory** and will contain five questions of **very short answer type** consisting of 1 mark each. **Group B will contain descriptive type five** questions of five marks each, out of which any three are to be answered. Department may conduct Sessional Internal Examinations in other format as per need of the course.
    The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks.

    **Conversion of Attendance into score may be as follows:**
    Attendance Up to 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks.

**END SEMESTER UNIVERSITY EXAMINATION (ESUE):**

A.  **(ESUE 70 marks):**
    There will be a uniform pattern of questions for all the courses and of all the programmes. There will be **two** groups of questions. **Group A is compulsory** and will contain two questions. **Question No.1 will be very short answer type** consisting of five questions of 1 mark each. **Question No.2 will be short answer type** of 5 marks. **Group B will contain descriptive type six** questions of fifteen marks each, out of which any four are to be answered. The questions will be so framed that examinee could answer them within the stipulated time.

    [**Note:** There may be subdivisions in each question asked in Theory Examinations]

B.  **(ESUE 100 marks):**
    Practical/ Project courses would also be of 100 marks but there **shall be no internal written examinations** of the type specified above. The total 100 marks will have two components: **70 marks for the practical ESUE and 20 marks for the Viva-voce examination** conducted during the ESUE to assess the applied and practical understanding of the student.
    The written component of the project (**Project Report**) shall be of **70 marks and 20 marks will be for the Viva-voce examination** jointly conducted by an external examiner, appointed by the University, and the internal supervisor/guide.
    **10 marks will be assigned on cumulative assessment of examinee during the semester** and will be awarded by the department/faculty concerned.

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Implemented from Academic Session 2026-27 & Onwards

## FORMAT OF QUESTION PAPER FOR MID/ END SEMESTER EXAMINATIONS

Question format for **20 Marks**:

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**Subject/ Code**

**F.M.** =20                          **Time**=1Hr.                         Exam Year

**General Instructions:**
  i. **Group A** carries very short answer type compulsory questions.
  ii. **Answer 1 out of 2** subjective/ descriptive questions given in **Group B**.
  iii. Answer in your own words as far as practicable.
  iv. Answer all sub parts of a question at one place.
  v. Numbers in right indicate full marks of the question.

**Group A**

1.                                                           [5x1=5]
    i. ...............
    ii. ...............
    iii. ...............
    iv. ...............
    v. ...............
2. ...............                                                 [5]

**Group B**

3. ...............                     [10]
4. ...............                     [10]

**Note:** There may be subdivisions in each question asked in Theory Examination.

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Question format for **70 Marks**:

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**Subject/ Code**

**F.M.** =70                          **Time**=3HrS.                        Exam Year

**General Instructions:**
  i. **Group A** carries very short answer type compulsory questions.
  ii. **Answer 4 out of 6** subjective/ descriptive questions given in **Group B**.
  iii. Answer in your own words as far as practicable.
  iv. Answer all sub parts of a question at one place.
  v. Numbers in right indicate full marks of the question.

**Group A**

1.                                                           [5x1=5]
    i. ...............
    ii. ...............
    iii. ...............
    iv. ...............
    v. ...............
2. ...............                                                   [5]

**Group B**

3. ...............                     [15]
4. ...............                     [15]
5. ...............                     [15]
6. ...............                     [15]
7. ...............                     [15]
8. ...............                     [15]

**Note:** There may be subdivisions in each question asked in Theory Examination.

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# SEMESTER I

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**I.**    CORE COURSE                                                        [CCSOC311]
     **IKS AND SOCIOLOGY**

| Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100 | Pass Marks: (MSE: 17 + ESE: 28) = 45 |
|---|---|

**(Credits: Theory-04, 60 Hours)**

**Course Objective:**
1.    To explore ideas and theories from Indian Knowledge Systems of relevance to Sociology.
2.    To understand method and theories of IKS relevant to Sociology.
3.    To guide students in using IKS in research and social analysis.

**Course Learning Outcomes:**
1.    Students will understand how IKS impact ways of thinking in sociology.
2.    Students will be able to do research using IKS ideas.

**Course Content:**
**Unit – 1: Approaches and Methods for Indian Knowledge System**                    **(08 hours)**
    1.    Decoloniality
    2.    Oral Tradition
    3.    Textual Analysis
        a.    *Patel, Sujata, 2021, Sociology's Encounter with the decolonial: The Problematique of Indigenous Vs that of Coloniality, extraversion and Colonial Modernity, Current Sociology, 69 (3) pp, 372-388.*
        b.    *N.B. Dirks, 2013, GS Ghurye and the politics of Sociological Knowledge, Sociological Bulletin, Sage Publication.*
        c.    *Nagla, B. K., 2024, Indian Sociological Thought, 3rd Edition, Rawat Publications, Jaipur.*

**Unit – 2: Processes of Social change**                                            **(08 hours)**
    1.    Sanskritization
    2.    Modernization
    3.    Globalization
        a.    *Singh, Yogendra, 2005, Modernization of Indian Tradition, Social Change in India: an approach, P. 1-22.*
        b.    *Srinivas, M. N., 1977, Social Change in Modern India, Orient Longman Limited, New Delhi.*
        c.    *सिंह, जे. पी., 2016, आधुनिक भारत में सामाजिक परिवर्तन, पीएचआई लर्निंग प्रा. लि. दिल्ली, पृ.सं. 342-374, 438-457, 577-6011*

**Unit – 3: Civilizational Perspective on Indian Society**                        **(09 hours)**
    1.    Prof. Nirmal Kumar Bose,
    2.    Surjit Chandra Sinha
        a.    *Nagla, B. K., 2024, Indian Sociological Thought, 3rd Edition, Rawat Publications, Jaipur, Page No. 377-411.*
        b.    *Bose, N. K., "The Structure of Hindu Society, 1996, Oriental Publication.*
        c.    *पाण्डेय, रविप्रकाष एवं पाण्डेय, प्रखर, 2023, समाजषास्त्रीय सिद्धांतः अभिगम एवं परिप्रेक्ष्य, विजय प्रकाषन मन्दिर प्रा. लिमिटेड, वाराणसी, पृ.सं. 467-4811*

**Unit – 4: Perspective on Tradition and Modernity in India**                    **(09 hours)**
    1.    Yogendra Singh
    2.    P. Mukherjee
    3.    Avijit Pathak
        a.    *Nagla, B. K., 2024, Indian Sociological Thought, 3rd Edition, Rawat Publications, Jaipur, Page No. 215-243.*
        b.    *Singh, Yogendra, 2005, Modernization of Indian Tradition, Rawat Publication.*
        c.    *Pathak, Avijit, 1998, Indian Modernity, Contradictions Paradoxes and Possibilities, Gyan Publishing House, Delhi, P. 157-192.*

**Unit – 5: Changing patterns of family and marriage in India**                    **(10 hours)**
    1.    Family in India
    2.    Changing Structures of Family
        a.    *Shah, A. M., 1998, The Family in India, Orient Longman, Chapter – 3, P. 52-63.*
        b.    *Patel, Tulsi, 2005, The Family in India, Structure and Practice, Sage Publications (English & Hindi)*

**Unit – 6: Perspective on Indian Village**                                    **(08 hours)**
1. Concept of Ideal Society: *Sarvodaya*
2. Indian Village
   a. *Jodhka, Surinder, 2002, Nation and Village, Image of Rural India in Gandhi, Nehru and Ambedkar, Economic and Political weekly, 37(32) – 3343-3353*
   b. *Jodhka, Surendra, The Indian Village, Rural Lines in the 21st Century, New Delhi, Aleph B.L. Company, 2023.*
   c. *बघेल, डॉ. डी. एस., 2004, सामाजिक विचारों का इतिहास, पृ. सं. 111-114, साहित्य भवन पब्लिषर्स एवं डिस्ट्रब्युटर्स (प्रा) लि.*

**Unit – 7: Indian Feminist Thought**                                    **(08 hours)**
1. Tara bai Sindhe, (*Stri Purush Tulna*)
2. Leela Dube: Concept of Seed and earth
3. Begum Rokeya: Sultana's Dream
4. Dalit Feminism
   a. *Tarabai, Shinde, Stri Purush Tulan, 1882.*
   b. *Leela Dube, Gender Construction in Hindu Society, Seed and earth Concept.*
   c. *Leela Dube, 1988, Vol. 23, No. 18, on the construction of Gender: Hindu Girls in Palrilineal India, Economic and Political Weekly.*

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**II.**    SKILL ENHANCEMENT COURSE - A                                              [ECSOC312A]
**DEVELOPMENT PRACTICE AND NGO MANAGEMENT**

| Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100 | Pass Marks: (MSE: 17 + ESE: 28) = 45 |
| --- | --- |

**(Credits: Theory-04, 60 Hours)**

**Course Objectives:**
1. To familiarize students with the theoretical and practical aspects of development practice.
2. To introduce students to the role and functioning of NGOs in the development sector.
3. To develop managerial, research, and communication skills for effective NGO management.
4. To equip students with project planning, monitoring, and evaluation techniques.
5. To enable students to critically engage with issues of participation, accountability, and sustainability in development work.

**Course Learning Outcomes:**
1. Understand key development theories and the role of NGOs, the state, and civil society.
2. Analyse the impact of NGOs on communities, especially marginalized groups.
3. Develop skills in proposal writing, reporting, advocacy, and fieldwork.
4. Critically reflect on issues of participation, accountability, equity, and sustainability in development work.

**Course Content:**
**Unit 1: Understanding Development Practice**                                      **(10 hours)**
1. Theories and approaches to development (modernization, dependency, participatory development, rights-based approaches)
2. State, Market, and Civil Society in development
3. Global institutions, international NGOs, and grassroots initiatives

**Unit 2: NGOs and Civil Society in India**                                         **(10 hours)**
1. Evolution and role of NGOs in India's development landscape
2. Legal frameworks: Societies Registration Act, Trust Act, Companies Act (Section 8)
3. Case studies of successful NGOs in India (SEWA, Pradaan)

**Unit 3: NGO Management and Governance**                                           **(10 hours)**
1. Principles of organizational structure and governance
2. Leadership and human resource management in NGOs
3. Ethics, transparency, and accountability in NGO functioning

**Unit 4: Project Planning and Implementation**                                     **(10 hours)**
1. Project cycle: identification, design, planning, and execution
2. Logical Framework Approach (LFA) and Theory of Change
3. Participatory Rural Appraisal (PRA) and community mobilization methods

**Unit 5: Monitoring, Evaluation, and Fundraising**                                 **(10 hours)**
1. Monitoring and Evaluation (M&E) tools and indicators
2. Social Impact Assessment and sustainability measures
3. Fundraising strategies: grants, CSR, crowdfunding, donor management

**Unit 6: Skill Development and Practicum**                                         **(10 hours)**
1. Proposal writing, report writing, and documentation skills
2. Networking, advocacy, and policy engagement
3. Field visit / NGO internship component (practical exposure)

**Suggested Readings**
1. Bebbington, A. (2004). NGOs and civil society. *Routledge Handbook of International Development.*
2. Choudhary, S. K. (2010). *NGOs, Social Movements and the State.* Jaipur: Rawat.
3. Edwards, M., & Hulme, D. (1996). *Beyond the Magic Bullet: NGO Performance and Accountability in the Post-Cold War World.* Kumarian Press.
4. Fisher, W. (1997). Doing good? The politics and anti-politics of NGO practices. *Annual Review of Anthropology, 26,* 439-464.
5. Lewis, D. (2014). *Non-Governmental Organizations, Management and Development.* Routledge.
6. Tandon, R. (2002). *Voluntary Action, Civil Society and the State.* Mosaic Books.
7. Vakil, A. (1997). Confronting the classification problem: Toward a taxonomy of NGOs. *World Development, 25*(12), 2057–2070.
8. पांडे, डी. पी. (2019)। गैर-सरकारी संगठनो का प्रबंधन, जेननेक्स्ट प्रकाशन।
9. नाभि बोर्ड ऑफ़ एडिटर्स. (2024). *एनजीओ हैंडबुक : गैर-सरकारी संस्थाओं और स्वैच्छिक एजेंसियों का विश्वकोश (हिंदी संस्करण)* (5वीं संशोधित अंक). नाभि प्रकाशन.

Implemented from Academic Session 2026-27 & Onwards

OR    SKILL ENHANCEMENT COURSE - B                                    [ECSOC312B]
**ARCHIVAL PRACTICE: SOCIOLOGY, MEMORY AND RESEARCH**

| Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100 | Pass Marks: (MSE: 17 + ESE: 28) = 45 |
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**(Credits: Theory-04, 60 Hours)**

**Course Objectives:**
1. To introduce archives as crucial sources for sociological research and memory studies.
2. To explore how archives construct and preserve memory, identity, and community narratives.
3. To develop skills for locating, interpreting, and critically analyzing archival and memory sources.
4. To examine the politics of archives and memory in relation to caste, gender, class, region, and indigeneity.
5. To provide hands-on experience through archival visits, oral history, or mini-projects.

**Course Learning Outcomes:**
1. Explain the relationship between archives, memory, and sociological research.
2. Critically analyse how archives construct, preserve, and silence narratives of communities.
3. Apply archival and oral history methods in sociological inquiry.
4. Evaluate the politics and ethics of archives and memory in relation to caste, class, gender, region, and indigeneity

**Course Content:**
**Unit 1: Archives, Memory, and Sociological Imagination**                    **(10 hours)**
1. Archives as social texts and sites of collective memory
2. Relationship between memory, history, and archives
3. The archive and power: remembering and silencing

**Unit 2: Archives and Memory in Indian Sociology**                    **(10 hours)**
1. Colonial records and the making of social categories (caste, tribe, community)
2. Archiving social movements: labour, women, Dalit, and tribal struggles as memory practices
3. People's and community archives as counter-memories

**Unit 3: Methods of Archival and Memory Research**                    **(10 hours)**
1. Identifying archival sources: state, institutional, private, digital, and community archives
2. Oral history and memory as archives: narratives, testimony, and intergenerational memory
3. Combining ethnography, archives, and memory work in sociological research

**Unit 4: Politics and Ethics of Archives and Memory**                    **(10 hours)**
1. Who controls archives and memory? Power, authority, and access
2. Gendered, caste-based, and indigenous silences in archives and memory work
3. Ethics of representation, trauma, confidentiality, and community participation

**Unit 5: Contemporary Archival and Memory Practices**                    **(10 hours)**
1. Digital archives and democratization of memory
2. Memory activism: Partition Archive, feminist archives, Adivasi oral archives
3. Sociologists as archivists and memory-keepers: preservation, curation, and advocacy

**Unit 6: Practicum: Doing Archives and Memory Work**                    **(10 hours)**
1. Visit to a national/state/community/digital archive or memory project
2. Mini-project: interpreting an archival source, oral testimony, or memory narrative
3. Student presentations and reflections on memory and archival practices

**Suggested Readings**
1. Assmann, J. (2011). *Cultural Memory and Early Civilization: Writing, Remembrance, and Political Imagination.* Cambridge University Press.
2. Bhatia, N. (2020). *The Past as Present: Archival Ethnography in India.* Delhi: Orient BlackSwan.
3. Chatterjee, P. (2012). *The Black Hole of Empire.* Princeton University Press.
4. Cook, T. (1997). What is past is prologue: A history of archival ideas since 1898. *Archivaria,* 43.
5. Derrida, J. (1996). *Archive Fever: A Freudian Impression.* Chicago: University of Chicago Press.
6. Guha, R. (1983). *Elementary Aspects of Peasant Insurgency in Colonial India.* Delhi: Oxford University Press.
7. Halbwachs, M. (1992 [1950]). *On Collective Memory.* Chicago: University of Chicago Press.
8. Sangari, K., & Vaid, S. (eds.) (1989). *Recasting Women: Essays in Colonial History.* Delhi: Kali for Women.
9. Sangster, J. (2016). Oral history and archives: Key themes and critical perspectives. *Archivaria,* 81.
10. Stoler, A. L. (2009). *Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense.* Princeton University Press.

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**III.**   CORE COURSE                                                              [CCSOC313]
   **INDIAN SOCIAL THINKERS**

| Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100 | Pass Marks: (MSE: 17 + ESE: 28) = 45 |
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**(Credits: Theory-04, 60 Hours)**

**Course Objectives:**
1. To examine the social and religious reform movements in modern India and their role in shaping Indian society.
2. To understand the interaction between tradition and modernity in the context of reform and change.
3. To critically assess the impact of reform movements on caste, untouchability, and social justice.
4. To investigate the idea of education, social upliftment, and nation-building as integral to reformist thought.

**Course Outcomes:**
1. Identify and explain the major social and religious reform movements that influenced Indian society.
2. Evaluate the interaction between tradition and modernity in reform processes.
3. Assess the role of reform movements in addressing caste, untouchability, and social justice.
4. Examine the importance of education, social upliftment, and nation-building within reformist thought.

**Course Content:**
**Unit 1: Raja Ram Mohan Roy**                                                    **(08 hours)**
1. Achievements
2. Brahmo-samaj
3. Social Reforms
4. Religious Reforms
   a. Kopf, D. (1979). The Brahmo Samaj and the Shaping of the Modern Indian Mind (pp. 87–110). Princeton University Press.
   b. Jones, K. W. (1989). Socio-Religious Reform Movements in British India (pp. 30–52). Cambridge University Press.
   c. Majumdar, R. C. (1952). History of the Freedom Movement in India (Vol. 1, pp. 120–135). Govt. of India Publication.

**Unit 2: Mahatma Gandhi**                                                        **(09 hours)**
1. Biographical Sketch
2. Gandhian Social Thought
3. Doctrine of Ahimsa (Non-Violence)
4. Gandhiji's Trusteeship
   a. Parel, A. J. (Ed.). (1997). Hind Swaraj and Other Writings (pp. 72–101). Cambridge University Press.
   b. Bondurant, J. V. (1988). Conquest of Violence: The Gandhian Philosophy of Conflict (pp. 43–81). Princeton University Press.
   c. Iyer, R. N. (1986). The Moral and Political Thought of Mahatma Gandhi (pp. 152–192). Oxford University Press

**Unit 3: Vinoba Bhave**                                                          **(09 hours)**
1. Biographical Sketch
2. Concept Of Sarvodaya
3. Bhoodan Movement
   a. Bhave, V. (1954). Bhoodan Yajna (Trans. Marjorie Sykes, pp. 5–22). Sarva Seva Sangh Publications.
   b. Desai, A. R. (1976). Social Background of Indian Nationalism (pp. 323–337). Popular Prakashan.
   c. Sykes, M. (1957). The Story of Vinoba. George Allen & Unwin.

**Unit 4: Swami Dayanand Saraswati**                                              **(08 hours)**
1. Biographical Sketch
2. Social Thought
3. Arya Samaj
   a. Dharampal (2000). The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century (Appendix on Dayanand, pp. 120–130). Other India Press.
   b. Jones, K. W. (1989). Socio-Religious Reform Movements in British India (pp. 53–67). Cambridge University Press.
   c. Saraswati, D. (1875/2006). Satyarth Prakash (English translation, excerpts pp. 35–50). Sarvadeshik Arya Pratinidhi Sabha.

**Unit 5: Swami Vivekanand**                                                      **(10 hours)**
1. Biographical Sketch

Implemented from Academic Session 2026-27 & Onwards

2. Religious Thought
3. Ram Krishna Mission
   a. Vivekananda, S. (1958). The Complete Works of Swami Vivekananda (Vol. 1, Lectures from Colombo to Almora, pp. 60–88). Advaita Ashrama.
   b. Nikhilananda, S. (1953). Swami Vivekananda: A Biography (pp. 103–122). Advaita Ashrama.
   c. Sharma, A. (2013). Hinduism and Its Sense of History (pp. 77–95). Oxford University Press.

**Unit 6: Jai Prakash Narayan**                                                   **(08 hours)**
1. Biographical Sketch
2. Concept of Sarvodaya
3. Total Revolution (Sampoorna Kranti)
   a. Narayan, J. P. (1978). Towards Total Revolution (Ed. B. P. Pandey, pp. 23–48). Popular Prakashan.
   b. Dhanagare, D. N. (1993). Themes and Perspectives in Indian Sociology (pp. 215–230). Rawat Publications.

**Unit 7: Dr. Bhim Rao Ambedkar**                                    **(08 hours)**
1. Biographical Sketch
2. Concept of Dalit
3. Caste and Untouchability
   a. Ambedkar, B. R. (1936). Annihilation of Caste (Ed. S. Anand, 2014 ed., pp. 1–55). Navayana.
   b. Omvedt, G. (1994). Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India (pp. 132–162). Sage Publications.
   c. Zelliot, E. (2005). From Untouchable to Dalit: Essays on the Ambedkar Movement (pp. 42–69). Manohar.

**Suggested Readings:**
1. अग्रवाल, जी. के., और शर्मा, एस. (1992)**.** प्रमुख सामाजिक विचारक. आगरा बुक स्टोर. (पृष्ठ. 1–69)
2. बघेल, डी. एस. (2004). सामाजिक विचारों का इतिहास , साहित्य भवन. (पृष्ठ. 93–142).
3. दोशी, एस. एल. (2009). भारतीय सामाजिक विचारक**.** रावत पब्लिकेशन्स. (पृष्ठ. 161–190).
4. मुखर्जी, आर.एन., और घोषाल, ए. (2015). सामाजिक विचार. विवेक प्रकाशन. (पृष्ठ. 287–301).
5. Nagla, B. K. (2012). Indian sociological thought**.** Rawat Publications. (Pg. 305–329).
6. नागला, बी. के. (2015). भारतीय समाजशास्त्रीय चिन्तन , रावत पब्लिकेशन्स. (पृष्ठ. 279–296).
7. पांडे, आर. पी. (2014). भारतीय सामाजिक विचार**,** विजय प्रकाशन मंदिर (प्रा) लिमिटेड. (पृष्ठ. 332–443).
8. सिंह, बी.एन., एवं सिंह, जे. (2019). भारतीय सामाजिक चिन्तन  विवेक प्रकाशन. (पृष्ठ. 120–336).
9. Seema, Jakhar, S., & Sangwan, N. (2022). Essential sociology. EduGali. (Pg. 371–377).

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**IV.** CORE COURSE                                                                                    [CCSOC314]
**ECONOMIC SOCIOLOGY**

Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100          Pass Marks: (MSE: 17 + ESE: 28) = 45

**(Credits: Theory-04, 60 Hours)**

**Course Objectives:**
On completion of this course, the students will be able to understand:
1. The relationship between economy and society through sociological perspectives.
2. The different forms of exchange and systems of production in diverse societies.
3. Economic development in India across historical and contemporary contexts.

**Course Learning Outcomes:**
On successful completion of this course students will be able to:
1. Identify key economic concepts such as production, distribution, and exchange.
2. Compare various economic systems like capitalism, socialism, and peasant economies.
3. Analyse contemporary issues in the Indian economy using sociological tools.

**Course Content:**
**UNIT 1: Basic Concepts and Approaches in understanding economy and society**          **(12 hours)**
1. Economic Processes: Production, Distribution and Consumption
2. Perspectives in Economic Sociology: Formalism and Substantivism; New Economic Sociology
   a. Polanyi, K. 1958. *"Economy as an Instituted Process" in M. Granovetter and R. Swedberg (eds.) 1992 The Sociology of Economic Life Boulder Colarado, West View Press. pp. 27-50*
   b. Marx Karl (1976) *Capital: A Critique of Political Economy Vol. One. England: Penguin Books. Translated by Ben Fowkes. (Pages. 125- 187, 270- 280, 340- 353).*
   c. Weber Max (1978) *Economy and Society: An Outline of Interpretive Sociology. California: University of California Press. (Chap 2: Sociological categories of economic action & Chap 7: The market, its impersonality and ethic).*

**UNIT 2: Forms of Exchange**                                                             **(12 hours)**
1. Reciprocity and Gift                    2. Exchange and Money
   a. Mauss, M., The Gift: *Forms and Functions of Exchange in Archaic Societies, London: Cohen and West, 1924, Introduction, Chapters.1 & 2, The Exchange of Gifts and the Obligation to Reciprocate (Polynesia) & The Extension of this System: Liberality, Honour, Money. Pp. 1 - 46.*
   b. Carrier, James G. *Gifts and Commodities, London, Routledge, 1995. Ch. 1. Gifts and Commodities, People and Things. Pp. 19-39.*
   c. Bohannan, P. and G. Dalton (eds.). *1962. Markets in Africa. Evanston, Illinois, North western Univ. pp. 1-26.*

**UNIT 3: Systems of Production, Circulation and Consumption**                           **(12 hours)**
1. Hunting and Gathering    2. Domestic Mode of Production    3. Peasant        4. Capitalism        5. Socialism
   a. *Sahlins, M. Stone Age Economics. London, Tavistock, 1974. Ch. 1, 2, 3*
   b. *Wallerstein, Immanuel Maurice. Historical Capitalism. London: Verso, 1983. 1. Commodification of Everything: Production of Capital. Pp. 13 – 43.*
   c. *Verdery, Katherine. What Was Socialism, And What Comes Next? Princeton, N.J.: Princeton University Press, 1996. Chapter 1. pp. 19 – 38.*

**UNIT 4: Economic History of India**                                                    **(12 hours)**
1. Economic Institutions and Trade in the Pre-British era        2. East India Company and Colonialism
2. Development & Economic Growth in post-independence India: Mixed Economy, New Economic Policy

**UNIT 5: Contemporary Issues in Indian Economy:**                                       **(12 hours)**
1. Industry in India              2. Agricultural production and relations          3. Informal Economy

**Suggested Readings:**
1. श्रीवास्तव, रामचंद्र. (2004). *आर्थिक समाजशास्त्र.* रावत पब्लिकेशन, जयपुर।
2. वर्मा, एस. के. (2017). *आर्थिक समाजशास्त्र के सिद्धांत.* लक्ष्मी नारायण अग्रवाल, आगरा।
3. Smelser, N. J., & Swedberg, R. (Eds.). (2010). *The handbook of economic sociology*. Princeton university press.
4. Swedberg, R., 2004, *Principles of Economic Sociology,* Rawat Publications

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Implemented from Academic Session 2026-27 & Onwards

**V.**    CORE COURSE                                                        [CCSOC315]
      **RESEARCH METHODS IN SOCIOLOGY**

| Marks: 30 (MSE: 20 Th. 1Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100 | Pass Marks: (MSE: 17 + ESE :28) = 45 |
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**(Credits: Theory-04, 60 Hours)**

**Course Objectives:**
1. Provide a strong conceptual grounding in the philosophy and methodology of social research.
2. Introduce major methodological perspectives in sociology and their applications.
3. Equip students with knowledge of different research designs and methods of data collection.
4. Develop the capacity to design, conduct, and interpret sociological research independently.
5. Foster critical thinking, reflexivity, and ethical awareness in conducting research.

**Course Learning Outcomes:**
1. Demonstrate understanding of the epistemological foundations and methodological perspectives of social research.
2. Design and implement appropriate research strategies using qualitative, quantitative, or mixed methods.
3. Apply diverse data collection and analysis techniques.
4. Interpret research findings with reflexivity and sociological insight.
5. Recognize and address ethical considerations in research.

**Course Content:**
**Unit 1:  Research Methodology**                                            **(12 hours)**
1. Sociological Knowledge and Epistemology
2. Methodological Perspectives in Sociology (Positivism, Interpretivism, Critical Theory, Feminist, Postmodern, Pragmatist, Indigenous Approaches)
3. Concept and Characteristics of the Scientific Method
4. Objectivity and Reflexivity in Social Research
5. Ethical Issues in Social Research (Consent, Confidentiality, Representation, Power Relations)
   a. Comte, A. (1974). *The positive philosophy of Auguste Comte* (H. Martineau, Trans.). AMS Press. (Original work published 1830–1842)
   b. Durkheim, E. (1982). *The rules of sociological method* (W. D. Halls, Trans.). Free Press. (Original work published 1895)
   c. Weber, M. (1949). *The methodology of the social sciences* (E. A. Shils & H. A. Finch, Eds. & Trans.). Free Press. (Original work published 1904)

**Unit 2: Research Design and Approaches**                                   **(12 hours)**
1. Qualitative, Quantitative, and Mixed-Method Approaches
2. Types of research design
      a. Exploratory/formulative      b. Descriptive      c. Diagnostic      d. Experimental
3. Steps of a Social Research
4. Inductive and Deductive Approaches
   a. Merton, R. K. (1968). *Social theory and social structure*. Free Press.
   b. Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Aldine.
   c. Creswell, J. W., & Plano Clark, V. L. (2017). *Designing and conducting mixed methods research* (3rd ed.). SAGE.

**Unit 3: Methods of Data Collection**                                       **(12 hours)**
1. Primary and Secondary Sources                      2. Observation and Interview
3. Sampling Methods                                   4. Social Surveys: Schedule and Questionnaire
   a. Goode, W. J., & Hatt, P. K. (1952). *Methods in social research*. McGraw-Hill.
   b. Young, P. V. (1956). *Scientific social surveys and research* (2nd ed.). Prentice Hall.
   c. Selltiz, C., Jahoda, M., Deutsch, M., & Cook, S. W. (1959). *Research methods in social relations*. Holt, Rinehart & Winston.

**Unit 4: Qualitative Research Methodology**                                 **(12 hours)**
1. Content Analysis       2. Case Study Method       3. Ethnography       4. Discourse Analysis
   a. Geertz, C. (1973). *The interpretation of cultures: Selected essays*. Basic Books.
   b. Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Aldine.
   c. Foucault, M. (1972). *The archaeology of knowledge* (A. M. Sheridan Smith, Trans.). Pantheon. (Original work published 1969)

**Unit 5: Data Analysis and Interpretation**                                 **(12 hours)**
1. Quantitative Data Analysis:
2. Qualitative Data Analysis: Thematic Analysis, Narrative Interpretation
3. Hypothesis Testing
4. Report Writing and Presentation of Findings
5. Reflexive Interpretation
   a. Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). SAGE.
   b. Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Pearson.
   c. Becker, H. S. (1986). *Writing for social scientists: How to start and finish your thesis, book, or article*. University of Chicago Press.

Implemented from Academic Session 2026-27 & Onwards

Suggested Readings:
1. Singh, Y. (2019). *Social research: Theoretical and methodological foundations*. Rawat Publications.
2. Mukherjee, R. (1979). *The sociologist and social change in India: Theoretical perspectives and methodological practices*. Allied Publishers.
3. Chakraborty, D. K. (2009). *Research methodology*. Academic Publishers
4. Thakur, D. (2003). *Research methodology in social sciences*. Deep & Deep Publications.
5. शर्मा, आर. एन., एवं शर्मा, आर. के. (2015). *सामाजिक अनुसंधान विधियाँ.* एटलांटिक पब्लिशर्स।
6. सिंह, जे. पी. (2015). *सोशल साइंस रिसर्च: मेथड्स एंड टेक्निक्स.* रावत पब्लिकेशन्स।

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# SEMESTER II

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**I.**     ELECTIVE COURSE-A                                                    [ECSOC411A]
       **FOOD AND SOCIETY**

| **Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100** | **Pass Marks: (MSE: 17 + ESE: 28) = 45** |
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**(Credits: Theory-04, 60 Hours)**

**Course Objectives:**
1. To understand the sociological significance of food as a cultural, social, and political phenomenon.
2. To critically examine how food practices shape and are shaped by social identities, institutions, and structures.
3. To explore food systems in relation to class, caste, gender, ethnicity, and globalization.
4. To analyze contemporary debates on food security, sustainability, and politics of consumption.

**Course Outcome:**
1. Explain the sociological significance of food as a cultural, social, and political phenomenon.
2. Analyze how food practices shape and are shaped by social identities, institutions, and structures.
3. Examine the intersections of food with class, caste, gender, ethnicity, and globalization.
4. Critically assess contemporary debates on food security, sustainability, and politics of consumption.

**Course Content:**
**Unit 1: Introduction to the Sociology of Food**                                        **(12 hours)**
   1. Conceptualizing food in sociology and anthropology   2. Food as culture, identity, and everyday life
   3. Methodologies in studying food and eating practices
       a. Nagla, Madhu, 2020, Sociology of Food, Rawat Publications
       b. Mintz, S. W. (1985). *Sweetness and Power: The Place of Sugar in Modern History. Penguin.*
       c. Lévi-Strauss, C. (1966). *The Culinary Triangle. Partisan Review.*
**Unit 2: Food, Social Identities, and Inequalities**                                        **(12 hours)**
   1. Caste, class, and food taboos in India       2. Gendered dimensions of food work and eating practices
   3. Food and ethnicity: diaspora, migration, and culinary identities
       a. Appadurai, A. (1988). *How to Make a National Cuisine: Cookbooks in Contemporary India. Comparative Studies in Society and History, 30(1), 3–24.*
       b. Bourdieu, P. (1984). *Distinction: A Social Critique of the Judgment of Taste. Harvard University Press.*
       c. Beteille, A. (1965). *Caste, Class, and Power. Oxford University Press (sections on food practices).*

**Unit 3: Food Production, Distribution, and Consumption**                                **(12 hours)**
   1. Agrarian structures and food systems       2. Globalization and transformations in food industries
   3. Food markets, street food, and fast-food cultures
       a. Patel, R. (2007). *Stuffed and Starved: Markets, Power and the Hidden Battle for the World Food System. HarperCollins.*
       b. Scott, J. C. (1998). *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed. Yale University Press.*
       c. Banerjee, A. V., & Duflo, E. (2011). *Poor Economics. PublicAffairs (sections on food choices and poverty).*

**Unit 4: Politics of Food**                                                    **(12 hours)**
   1. Food security, hunger, and malnutrition       2. State, policy, and public distribution system in India
   3. Food rights movements, activism, and ethics of food consumption
       a. Dreze, J., & Sen, A. (1989). *Hunger and Public Action. Clarendon Press.*
       b. Khullar, R. (2014). *The Politics of Food Security in India. Oxford University Press.*
       c. Sen, A. (1981). *Poverty and Famines: An Essay on Entitlement and Deprivation. Oxford University Press.*

**Unit 5: Contemporary Issues in Food and Society**                                    **(12 hours)**
   1. Sustainable food practices and environmental concerns   2. Vegetarianism, veganism, and debates around meat consumption       3. Food, memory, and heritage: cookbooks, archives, and popular culture
       a. *Counihan, C., & Van Esterik, P. (Eds.). (2013). Food and Culture: A Reader. Routledge.*
       b. *Holm, L., & Gronow, J. (2013). Everyday Eating in Denmark, Finland, Norway and Sweden: A Comparative Study of Meal Patterns 1997–2012. Bloomsbury.*
       c. *Assmann, A. (2011). Cultural Memory and Western Civilization. Cambridge University Press (sections on memory and food).*

Implemented from Academic Session 2026-27 & Onwards

Suggested Readings:
1. Amy Elizabeth (2017), Food and Society, Polity Press
2. Garnsey (2002), Food and Society in classical Antiquity, Cambridge University Press
3. Mark Gibson (2019), Food and Society, Academic Press.
4. Food Culture and Society, International Journal Published by the Association for the Study of Food and Society.
5. T. Elaine Staaland (199), Family, food and society: A teacher's guide, Wisconsin Department of Public Instruction, Drawer 179, Milwaukee.
6. Alan Beardsworth and Teresa Keil (1997), Sociology on the Menu, An Invitation to the Study of Food and Society, Taylor and Francis, London.

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OR    ELECTIVE COURSE-B                                    [ECSOC411B]
**SOCIOLOGY OF MEDIA AND COMMUNICATION**

| Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100 | Pass Marks: (MSE: 17 + ESE: 28) = 45 |
|---|---|

**(Credits: Theory-04, 60 Hours)**

**Course Objectives:**
1. The role of media as a social institution and its interaction with culture and power.
2. The different approaches in studying media and communication.
3. How media shapes everyday life, public opinion, and popular culture.

**Course Learning Outcomes:**
1. Identify key sociological theories and approaches to media.
2. Critically assess the relationship between media, power, and representation.
3. Explain how digital and traditional media influence social change and identity.

**Course Content:**
**UNIT 1: Media as a Social Institution**                              (12 hours)
1. Media, Culture and Society
2. Theoretical Perspectives on Media: Functionalist, Conflict, Symbolic Interactionism, Public Sphere
   a. McQuail, D. (2010). *McQuail's Mass Communication Theory (6th ed.). Sage. (Ch. 1–2)*
   b. Thompson, J. B. (1995). *The Media and Modernity: A Social Theory of the Media. Stanford University Press.*
   c. Habermas, J. (1989). *The Structural Transformation of the Public Sphere. MIT Press. (Selections)*

**UNIT 2: Approaches to Study of Media and Communication**            (12 hours)
1. Political Economy of Media – Ownership, media conglomerates, commodification, advertising
2. Cultural Studies Approach
   a. Mosco, V. (2009). *The Political Economy of Communication (2nd ed.). Sage.*
   b. Herman, E. S., & Chomsky, N. (2002*). Manufacturing Consent: The Political Economy of the Mass Media. Pantheon. (Selections)*
   c. Hall, S. (1980). *"Encoding/Decoding." In Culture, Media, Language. Routledge.*

**UNIT 3: Media and Power**                                            (12 hours)
1. Media and nation-building        2. Media and Representation        3. Media and Stereotypes
   a. Anderson, B. (2006). Imagined Communities: Reflections on the Origin and Spread of Nationalism. Verso. (Ch. 3)
   b. Hall, S. (1997). Representation: Cultural Representations and Signifying Practices. Sage.
   c. van Dijk, T. A. (1993). Elite Discourse and Racism. Sage. (Selections)

**UNIT 4: Media and Everyday Life**                                    (12 hours)
1. Digital Media      2. Media and Social Change        3. Media and Popular Culture
   a. Couldry, N. (2012). *Media, Society, World: Social Theory and Digital Media Practice. Polity.*
   b. Jenkins, H. (2006). *Convergence Culture: Where Old and New Media Collide. NYU Press.*
   c. Storey, J. (2018). *Cultural Theory and Popular Culture: An Introduction. Routledge.*

**UNIT 5: Media, Technology and Globalization**                       (12 hours)
1. Global media flows and cultural imperialism
2. Social media platforms and surveillance capitalism
3. Media, democracy, and global public sphere
   a. Appadurai, A. (1996*). Modernity at Large: Cultural Dimensions of Globalization. University of Minnesota Press. (Ch. 2)*
   b. Castells, M. (2009). *Communication Power. Oxford University Press.*
   c. Fuchs, C. (2014). *Social Media: A Critical Introduction. Sage. (Ch. 5–6)*

**Suggested Readings:**
1. Lule, J. (2024). *Understanding Mediaand Culture: An Introduction to Mass Communication*.
   https://saylordotorg.github.io/text_understanding-media-and-culture-an-introduction-to-mass-communication/
2. Adorno, Theodor. 1991. 'Culture Industry Reconsidered', in The Culture Industry: Selected Essays in Mass Culture. London: Routledge. Pp. 98-106.
3. Bourdieu, Pierre. 1996, 'The Invisible Structures and Their Effects' In On Television. New York: The New Press. Pp. 39-67.
4. त्रीपाठी,प्रवीण.(2010),संचारऔरसमाज,वाणीप्रकाशन,दिल्ली.
5. सिंह,जीतेन्द्रकुमार(2017),मिडियाऔरसमाजशास्त्र,रावत पब्लिकेशन्स,जयपुर.

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Implemented from Academic Session 2026-27 & Onwards

OR    ELECTIVE COURSE-C                                        [ECSOC411C]
**INDUSTRIAL SOCIOLOGY**

| Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100 | Pass Marks: (MSE: 17 + ESE: 28) = 45 |

**(Credits: Theory-04, 60 Hours)**

**Course Objectives**
1. To introduce students to the meaning, scope, and relevance of Industrial Sociology.
2. To analyse industrialisation's impact on key social institutions.
3. To study trade unionism and collective bargaining in India.
4. To understand workers' participation in management.
5. To explore labour migration, with a Jharkhand case focus.
6. To assess the concept and characteristics of post-industrial society.

**Course Learning Outcomes:**
1. Students will gain conceptual clarity of Industrial Sociology.
2. They will analyse family, religion, and stratification under industrialisation.
3. They will evaluate trade unions and labour movements in India.
4. They will interpret mechanisms of participation and bargaining in industrial relations.
5. They will critically assess migration issues in Jharkhand.

**Course Content:**
**Unit 1. Industrial Sociology: Meaning, Development and Scope          (08 hours)**
   a. *Miller, Delbert C. & Form, William H. (1964). Industrial Sociology. Harper & Row. (Ch.1, pp. 3–25).*
   b. *Watson, Tony (1995). Sociology, Work and Industry. Routledge. (pp. 1–50).*

**Unit 2. Impact of Industrialisation on Family, Religion, and Social Stratification          (08 hours)**
   a. *Goode, William J. (1963). World Revolution and Family Patterns. Free Press. (pp. 200–245).*
   b. *M.N. Srinivas. Caste in Modern India. (pp. 83–115).*

**Unit 3. Growth of Trade Unionism in India          (08 hours)**
   a. *Karnik, V.B. (1960). Indian Trade Unions: A Survey. (pp. 65–120).*
   b. *A.R. Desai. Social Background of Indian Nationalism. (pp. 313–350).*

**Unit 4. Workers' Participation in Management in India          (10 hours)**
   a. *Ramaswamy, E.A. (1978). Industrial Relations in India. Macmillan. (pp. 175–215).*
   b. *Sen, Ratna. (2009). Industrial Relations in India: Text and Cases. (pp. 260–290).*

**Unit 5. Collective Bargaining – Meaning and Features          (09 hours)**
   a. *Flanders, Allan. (1965). Industrial Relations: What is Wrong with the System? (pp. 112–145).*

**Unit 6. Labour Migration in India (Special Reference to Jharkhand)          (09 hours)**
   a. *Breman, Jan. (1996). Footloose Labour: Working in India's Informal Economy. (pp. 1–50).*
   b. *Alpa Shah. (2010). In the Shadows of the State (Jharkhand case, pp. 110–145).*

**Unit 7. Post-Industrial Society: Concept and Characteristics          (08 hours)**
   a. *Bell, Daniel. (1973). The Coming of Post-Industrial Society. (pp. 3–45).*
   b. *Krishan Kumar. (1978). Prophecy and Progress. (pp. 110–150).*

**Suggested Readings:**
1. Mamoria, C. B., & Mamoria, S. (1992). *Dynamics of Industrial Relations in India*. Himalaya Publishing House.
2. Schneider, E. V. (1957). *Industrial Sociology: The Social Relations of Industry and the Community*. McGraw-Hill.
3. Parker, S. R., & Brown, L. (1964). *The Sociology of Industry*. George Allen & Unwin.
4. Sinha, P. R. N., & Sinha, I. B. (2004). *Industrial Relations, Trade Unions, and Labour Legislation*. Pearson Education.
5. सिन्हा पी.आर. एवं इन्द्रकाला सिंह. *श्रम एवं समाज कल्याण.*
6. सिन्हा ,राजेन्द्र कुमार. *औद्योगिक समाजशास्त्र.*
7. खर एवं सिन्हा - औधोगिक समाजशास्त्र.
8. शर्मा, आर.पी. एवं राठौड, अजय सिंह. *औद्योगिक समाजशास्त्र.*
9. बघेल , डी.एस. *औद्योगिक समाजशास्त्र,* विवेक प्रकाशन, दिल्ली.
10. विश्वनाथ झा. *औद्योगिक समाजशास्त्र,* रावत प्रकाशन जयपुर

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Implemented from Academic Session 2026-27 & Onwards

**II.**    ELECTIVE COURSE-A                                                    [ECSOC412A]
## SOCIOLOGY OF SCIENCE AND TECHNOLOGY

| Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100 | Pass Marks: (MSE: 17 + ESE: 28) = 45 |
|---|---|

**(Credits: Theory-04, 60 Hours)**

**Course Objectives:**
1. Science and technology as socially embedded practices.
2. Major sociological approaches to the study of science and technology.
3. How science intersects with power, identity, and global inequalities.

**Course Learning Outcomes:**
1. Explain how science functions as a social institution.
2. Distinguish between functionalist, actor-network, and critical theories.
3. Analyse the relationship between science and social identity.

**Course Content:**
**UNIT 1: Science and Technology as Social Phenomena**                    **(15 hours)**
1. Science as a Social Institution
2. Scientific Revolutions
   a. *Ben-David, J., & Sullivan, T. A. (1975). Sociology of science. Annual Review of Sociology, 1, 203-222.*
   b. *Webster, A. (1991). Sociology of Science and Technology. In: Science, Technology and Society. Sociology for a Changing World. Palgrave, London. https://doi.org/10.1007/978-1-349-21875-2_2*

**UNIT 2: Approaches to study of science and technology**                    **(15 hours)**
1. Functionalist Approach: R.K. Merton
2. Actor-Network Theory: Bruno Latour
3. Critical Theory: Herbert Marcuse
   a. *Merton, R. K. (2010). Robert K. Merton: Sociology of Science and Sociology as Science (C. Calhoun, Ed.). Columbia University Press. https://doi.org/10.7312/calh15112*
   b. *Marcuse, H. (1964). One-dimensional man: Studies in the ideology of advanced industrial society. Beacon Press.*

**UNIT 3: Science, Technology and Power**                    **(15 hours)**
1. Knowledge, Power, and Technology
2. Risk and Uncertainty
   a. Foucault, M. (1980). *Power/Knowledge: Selected Interviews and Other Writings, 1972–1977*. Pantheon Books.
   b. Latour, B. (1987). *Science in Action: How to Follow Scientists and Engineers through Society*. Harvard University Press.
   c. Beck, U. (1992). *Risk Society: Towards a New Modernity*. Sage.

**UNIT 4: Science and Identity**                    **(15 hours)**
1. Gender and Science
2. Science and Disability
3. Postcolonialism and Science
   a. *Shiva, V. (1997). Biopiracy: The plunder of nature and knowledge. South End Press.*
   b. *Harding, S. (1998). Is science multicultural? Postcolonialisms, feminisms, and epistemologies. Indiana University Press.*

**Suggested Readings:**
1. Merton, R. K., (2017). *The Sociology of Science: Theoretical and Empirical Investigations*, Rawat Publications
2. Calhoun, C. (2024). *Robert K. Merton: Sociology of Science and Sociology as Science* Rawat Publications
3. Felt, Foute and Miller (Eds.) (2016). *The Handbook of Science and Technology Studies*. The MIT Press
4. शर्मा, यशवंत कुमार. (2016). *विज्ञान, तकनीक और समाज: समाजशास्त्रीय परिप्रेक्ष्य.* लखनऊ बुक हाउस।
5. गुप्ता, अनीता. (2018). *विज्ञान और प्रौद्योगिकी का समाजशास्त्र.* डायमंड बुक्स, दिल्ली।

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OR    ELECTIVE COURSE-B                                          [ECSOC412B]
**SOCIAL PSYCHOLOGY**

| Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100 | Pass Marks: (MSE: 17 + ESE: 28) = 45 |
|---|---|

**(Credits: Theory-04, 60 Hours)**

<u>**Course Objectives:**</u>
1. Understand the foundational aspects of social psychology.
2. Differentiate between crowds and audiences.
3. Grasp the nature of social attitudes.
4. Comprehend the principles and applications of propaganda.
5. Analyse the concept of public opinion.
6. Identify the causes, types, and effects of social tension.

<u>**Course Outcomes:**</u>
1. Define and discuss the core concepts, historical trajectory, and methodological approaches of social psychology.
2. Distinguish between various collective behaviours.
3. Explain how social attitudes are formed and how they can be changed or resisted.
4. Critically evaluate the role of propaganda in shaping individual and collective behaviours.
5. Articulate the dynamics of public opinion and its relevance in society.
6. Analyse the sources and consequences of social tension within groups and societies.

<u>**Course Content:**</u>
**Unit 1: Introduction To Social Psychology**                                  **(10 hours)**
1. Subject Matter and Definition
2. Historical Background
3. Field And Scope
4. Methods of Social Psychology
   a. Myers, D. G., & Twenge, J. M. (2020). *Social Psychology*. McGraw-Hill Education. Pg- 1-40
   b. Miller, D. T., & Laurin, K. (2025). History of social psychology: Four enduring tensions. In D. T. Gilbert & S. T. Fiske (Eds.), The Handbook of Social Psychology Princeton University Press. Vol. 1, pp. 1–25.
   c. Baron, R. A., Byrne, D., & Suls, J. (Eds.). (1989). Social Psychology: Understanding Human Interaction). Allyn & Bacon. – Clear overview of methods and field scope. 4th ed., pp. 3–28

**Unit 2: Crowd And Audience**                                              **(10 hours)**
1. Meaning of Crowd
2. Characteristics of Crowd
3. Classifications of Crowd
4. Meaning of Audience
5. Characteristics of Audience
6. Classifications of Audience
7. Distinction Between Crowd and Audience
   a. Le Bon, G. (1896). The Crowd: A Study of the Popular Mind. T. Fisher Unwin pp. 13–35.
   b. Canetti, E. (1962). Crowds and Power, Carol Stewart, Trans, Gollancz. pp. 10–34
   c. Hancox, D. (2024, November 18). What's the difference between a rampaging mob and a righteous protest? The New Yorker.  Le Bon, G. (1895). *The Crowd: A Study of the Popular Mind*. T. Fisher Unwin.

**Unit 3: Social Attitude**                                                **(10 hours)**
1. Meaning of Social Attitude
2. Characteristics of Social Attitude
3. Classification of Social Attitude
4. Formation of Social Attitude
5. Conditions of Attitude Change
6. Resistance of Attitude Change
   a. Petty, R. E., & Brinol, P. (2012). A history of attitudes and persuasion research. In R. E. Petty & P. Brinol, Attitudes: Insights from the new handbook (pp. 3–27). Psychology Press.
   b. Verywell Mind. (n.d.). The components of attitude. Verywell Mind.

**Unit 4: Propaganda**                                                     **(10 hours)**
1. Meaning of Propaganda
2. Types of Propaganda
3. Psychology of Propaganda
4. Techniques of Propaganda
5. Principle of Propaganda

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6.  Importance of Propaganda
7.  Limitations of Propaganda
    a.  Ellul, J. (1965). Propaganda: The Formation of Men's Attitudes (pp. 9–45). Knopf.
    b.  Bernays, E. L. (1928). Propaganda. Horace Liveright (pp. 15–60).

**Unit 5: Public Opinion**                                                                    **(10 hours)**
1.  Meaning of Public Opinion
2.  Nature and Characteristics of Public Opinion
3.  Significance of Public Opinion
4.  Stages of Public Opinion
5.  Factors Influencing Public Opinion
    a.  Lippmann, W. (1922). Public Opinion. Harcourt, Brace & Co.
    b.  Young, K. (1930). Public opinion. In Social Psychology: An Analysis of Social Behaviour (pp. 574–576).

**Unit 6: Social Tension**                                                                    **(10 hours)**
1.  Meaning of Social Tension
2.  Types of Social Tension
3.  Effects of Social Tension
4.  Factors of Social Tension
    a.  Allport, G. W. (1954). The Nature of Prejudice. Addison-Wesley.

**Suggested Readings:**
1.  Mohanty, G. (2018). *Social Psychology*. New Delhi: Kalyani Publishers.
2.  सुलेमान, एम, (2014), उच्चतर समाज मनोविज्ञान , मोतीलाल बनारसीदास
3.  सिंह, ए.के, (2021), समाज मनोविज्ञान की रूपरेखा , मोतीलाल बनारसीदास इंटरनेशनल
4.  हसनैन, एन,(1994), नवीन सामाजिक मनोविज्ञान. विनोद पुस्तक मन्दिर

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OR    ELECTIVE COURSE-C                                                      [ECSOC412C]
**CRIME AND SOCIETY**

| Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100 | Pass Marks: (MSE: 17 + ESE: 28) = 45 |
|---|---|

**(Credits: Theory-04, 60 Hours)**

**Course Objectives:**
1. This course situates crime in relation to a wide variety of social forces and institutions including neighborhoods, schools, the media, gender, and criminal justice.
2. Drawing upon criminological theory, students will deepen their understanding of how some of these institutions and forces contribute to crime. Student will also examine crime and reactions to crime as part of the fabric of social and institutional life within contemporary Indian society.
3. In addition to these substantive considerations, they will also critically examine the links between theories and research designs and methods.

**Course Outcomes:**
1. Acquire a broad understanding of the theoretical and empirical approaches taken to understand the relationship between criminal behavior and social, cultural, and institutional forces.
2. Learn about the current state of knowledge regarding social variation crime and reactions to crime and the social consequences of this variation. Critically analyze the conceptual and empirical underpinning of crime and society.

**Course Content:**
**UNIT 1 Concept of Crime and Criminology** (12 hours)
1. Concept of Crime    2. Characteristics of Crime    3. Causes of Criminal Behaviors
   a. *Karan, Raj. (2002). Dictionary of Terrorism and Bio terrorism. IVY Publishing House, Delhi*
   b. *Barnes, H. E., & Teeters, N. K. (1959). New horizons in criminology (2nd ed.). New York, Prentice-Hall.*

**UNIT 2: Theories of Criminal Behavior** (12 hours)
1. Classical and New Classical    2. Sociological
   a. *Ghosh, S. K. (1991), Indian Mafia. Ashish Publishing House.*

**UNIT 3: Crime Typologies** (12 hours)
1. Crime of Politics 2. White Collar – Concept, Characteristics, Types    3. Organised Crime    4. Cyber Crime
   a. *Gandhirajan, C. K. (2004), Organized crime. A P H Publication Corporation.*
   b. *Clinard, Marshall. (1983), Corporate crime. McMillan Publishing Co.*
   c. *Nair, P. M. (2002), Combating Organized crime: Konark Publisher*

**UNIT 4 Juvenile Delinquency** (12 hours)
1. Concept, Cyber, Factors    2. Legislations    3. Rehabilitation
   a. *Amodh K. Kanth; Juvenile Justice: The Indian Context and Prayas Experiment 'Kumarappa Rockless Award Lecuture, Annyak Conference of the Indian Society of Criminology', Chennai-2002.*
   b. *Shir Kumar Dogra: 'Criminal Justice Administration in India'. Deep and Deep Publications Pvt. Ltd., New Delhi, 2009.*
   c. *Rakesh, M. (1994). Computer crimes: Concept, Control and Prevention. Goyal Sysman Computers Pvt. Ltd. Bombay*

**UNIT 5 Criminal Justice System** (12 hours)
1. Process  2. Role of Police in Crime prevention    3. Courts    4. Punishment and Correction
   a. *Paranjape, N. V. (2009). Criminology and Penology, Central Law Publications.*
   b. *Situ, Yingyi. (2000). Environmental crime: The criminal justice system's role in protecting the environment. Sage Publications, New Delhi.*

**Suggested Readings:**
1. Caldwell, R. G., Criminology, Ronald Press Co., New York
2. Ahuja, Ram, Youth & Crime, Rawat Publishers, Jaipur
3. Ahuja, Ram. (2000), Criminology, Rawat Publication, Jaipur
4. Brien, Martin O. (2008), Criminology: Routledge Publishers.
5. Tappan, Paul w. (1960). Crime, Justice, and Correction: McGraw-Hill Book Company, Inc. New York, Toronto, London.
6. Shah, Giriraj. (2002). Encyclopedia of international terrorism. Anmol Publications, New Delhi.
7. Grover, V. (2002). Encyclopedia of international terrorism.Vol.1,2&3, Deep & Deep Publication, Delhi.
8. Caldwell, R. G., Criminology, Ronald Press Co., New York
9. आहुजा, राम एवं आहुजा मुकेश, विवेचनात्मक अपराधशास्त्र, रावत पह्ऀलकेशन्स, जयपुर
10. बघेल, डी. एस., अपराधशास्त्र, विवेक प्रकाशन, दिल्ली

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Implemented from Academic Session 2026-27 & Onwards

**III.**   CORE COURSE                                                                 [CCSOC413]
    **DIGITAL SOCIOLOGY**

| Marks: 30 (MSE: 20 Th. 1 Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100 | Pass Marks: (MSE: 17 + ESE: 28) = 45 |
|---|---|

**(Credits: Theory-04, 60 Hours)**

**Course Objective:**
1. The digital turn in sociology and emerging digital phenomena.
2. How digital technologies affect social relations, power, and identity.
3. Relationship between digital and social world.

**Course Learning Outcomes:**
1. Describe major theories and concepts related to digital society.
2. Analyse the role of digital media in shaping social relations and inequalities.
3. Evaluate the impact of surveillance, digital labour, and activism in the digital age.

**Course Content:**
**UNIT 1: Introduction to Digital Sociology**                                     **(12 hours)**
1. Digital Turn in Sociology
2. Internet as Social Object
3. Network Society
4. Information society and digital capitalism
    a. Lupton, D. (2014). *Digital Sociology*. Routledge, Chapters 1–2.
    b. Castells, M. (2010). *The Rise of the Network Society*. Wiley-Blackwell, Chapters 1–3.
    c. उपाध्याय, अशोक. (2021). *डिजिटल समाजशास्त्र.* संकल्प पब्लिकेशन, Delhi.

**UNIT 2: Theories of Digital Society**                                            **(12 hours)**
1. Platforms and Algorithms
2. Digital Labour and Economy
3. Datafication
    a. van Dijck, J. (2013). *The Culture of Connectivity: A Critical History of Social Media*. Oxford Univ. Press, Chapters 2–4.
    b. Scholz, T. (2013). *Digital Labour: The Internet as Playground and Factory*. Routledge, Chapters 1–2.
    c. Mishra, S. K. (2020). *डिजिटल मीडिया और समाज.* अवध पब्लिकेशन, Patna.

**UNIT 3: Digital Society and Social Relations**                                   **(12 hours)**
1. Self-presentation and Performance
2. Digital Space
3. Social Media Practices
4. Digital Divide
    a. Boyd, d. (2014). *It's Complicated: The Social Lives of Networked Teens*. Yale Univ. Press, Chapters 1–3.
    b. Senft, T. M. (2013). *Microcelebrities and the Branded Self*. In *A Companion to New Media Dynamics*.
    c. Helsper, E. J., & van Deursen, A. (2017). *Digital Inequalities: Understanding the Social Divide*. Routledge.

**UNIT 4: Digital Society and Power**                                              **(12 hours)**
1. Biopolitics and Surveillance
2. Digital Activism
3. Ethics and the Digital
    a. Fuchs, C. (2014). *Social Media: A Critical Introduction*. Sage, Chapters 6–7.
    b. Zuboff, S. (2019). *The Age of Surveillance Capitalism*. PublicAffairs, selected sections.
    c. Tufekci, Z. (2017). *Twitter and Tear Gas: The Power and Fragility of Networked Protest*. Yale Univ. Press.

**UNIT 5: Emerging Trends in Digital Sociology**                                   **(12 hours)**
1. Artificial Intelligence and Society
2. Digital Health, Smart Cities, and IoT
3. Virtual Reality, Gaming, and Online Communities
4. Future directions in digital research
    a. Lupton, D. (2015). *Digital Health: Critical and Cross-Disciplinary Perspectives*. Routledge, Chapters 1–3.
    b. Gillespie, T. (2018). *Custodians of the Internet: Platforms, Content Moderation, and the Hidden Decisions That Shape Social Media*. Yale University Press.
    c. Crone, E., & Lupton, D. (2015). *Datafication and Digital Sociology*. PDF Link

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Implemented from Academic Session 2026-27 & Onwards

**IV.**   CORE COURSE                                     **[CCSOC414]**
### SOCIAL STRATIFICATION

| Marks: 30 (MSE: 20 Th. 1Hr + 5 Attd. + 5 Assign.) + 70 (ESE: 3 Hrs) = 100 | Pass Marks: (MSE: 17 + ESE :28) = 45 |
| --- | --- |

**(Credits: Theory-04, 60 Hours)**

**Course Objectives:**
1. Understand fundamental concepts of social stratification.
2. Identify major dimensions of social stratification like race, class, and gender.
3. Examine the caste system in India.
4. Grasp essential concepts related to social inequality.
5. Explain the dynamics of social mobility.

**Course Learning Outcomes:**
1. Define and differentiate core concepts of social stratification.
2. Critically apply major theories to analyse societal inequalities.
3. Illustrate how race, class, and gender shape social hierarchy.
4. Discuss the complexities and transformations of the caste system in India.
5. Articulate the meaning and implications of concepts like poverty and inequality.
6. Categorize and explain various forms of social mobility.

**Course Content:**
**Unit 1: Social Stratification**                                             **(12 hours)**
1. Meaning of Social Stratification
2. Characteristics of Social Stratification
3. function and dysfunction of Social Stratification
    a) Davis, K., & Moore, W. E. (1945). Some principles of stratification. American Sociological Review, (pp 242–249).
    b) Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2017). Introduction to Sociology, W.W. Norton. (Pp. 194–219).
    c) Kerbo, H. R. (2012). Social Stratification and Inequality: Class Conflict in Historical and Comparative Perspective, McGraw-Hill (8th ed., Pp. 3–32).

**Unit 2: Determinants of Stratification**                            **(12 hours)**
1. Membership in Kinship Unit
2. Personal qualities
3. Achievements
4. Possessions
5. Authority
6. Power
    a) Parsons, T. (1951). *The Social System*. Free Press. (pp. 67–90).
    b) Weber, M. (1978). *Economy and Society*. University of California Press. (pp. 212–254).
    c) Marx, K., & Engels, F. (1970). *The German Ideology*. International Publishers.
    d) Beteille, A. (1996). *Caste, Class and Power*. Oxford University Press. (pp. 45–78).
    e) Dumont, L. (1980). *Homo Hierarchicus*. University of Chicago Press. (pp. 66–92).

**Unit 3: Dimension of Social Stratification**                        **(12 hours)**
1. Race
2. Class
3. Status
    a) Weber, M. (1978). Economy and Society, University of California Press. (Vol. 2, pp. 926–939).
    b) Giddens, A. (2006). Sociology, Polity Press. (5th ed., pp. 295–322).
    c) Massey, D. S. (2007). Categorically Unequal: The American Stratification System, Russell Sage Foundation. (pp. 1–40).

**Unit 4: Caste as Social Stratification in India**                   **(12 hours)**
1. Meaning and Origin of Caste
2. Caste as system of hierarchical social inequality
3. Mechanism of reproduction of caste-based stratification
4. Transformation of caste-based stratification in contemporary India
5. Changes and dynamics of caste
    a) Ambedkar, B. R. (1936). *Annihilation of caste*. Self-published.

b) Beteille, A. (1965). *Caste, class and power: Changing patterns of stratification in a Tanjore village*. University of California Press.
c) Deshpande, S. (2003). *Contemporary India: A sociological view*. Penguin Books India.
d) Dube, L. (1997). *Women and kinship: Comparative perspectives on gender in South and South-East Asia*. United Nations University Press.
e) Dumont, L. (1980). *Homo hierarchicus: The caste system and its implications* (M. Sainsbury, Trans.). University of Chicago Press. (Original work published 1966)

**Unit 5: Emerging Patterns of Social Stratification in India**                    **(12 hours)**
1.  Implementation of Conceptual Schemes
    - Bourgeoise
    - Middle Class
    - Working Class
2.  New Dimension of Social Stratification
    - Political Networks
    - Caste-based Patronage
    - Media control and Digital Platforms

a) Fernandes, L. (2006). *India's New Middle Class: Democratic Politics in an Era of Economic Reform*. University of Minnesota Press.
b) Harriss, J. (2010). The new politics of inequality in India. *Economic and Political Weekly*, 45(39), 39–45.
c) Deshpande, S. (2011). *Contemporary India: A Sociological View*. Penguin Books.
d) Breman, J. (2013). *At Work in the Informal Economy of India*. Oxford University Press.

**Suggested Readings:**
1.  Sharma, K. L. (2013). Social Stratifications**.** Rawat Publications. (Selected chapters: Pp. 1–189).
2.  Seema, Jakhar, S., & Sangwan, N. (2022). Essential sociology. EduGali. (Selected chapters: Pp. 141–390).
3.  Rao, C. N. S. (n.d.). Sociology: Principles of sociology with an introduction to sociological thought**.** S. Chand & Co. (Pp. 778–913).
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**V.**    PROJECT                                                                                                    [PRSOC415]

### DISSERTATION/ PROJECT/ TEACHING APTITUDE

| Marks: 30 (MSE: 20 Viva + 5 Attd. + 5 Record) + 70 (ESE Pr: 6 Hrs) = 100 | Pass Marks: = 45 |
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**(Credits: Theory-04, 120 Hours)**

**Course Objectives**
1. Enable students to select and define a sociologically relevant research topic.
2. Teach students methods for collecting and analysing data (qualitative and quantitative).
3. Develop skills in academic writing, reporting, and critical sociological analysis.
4. To make students understand social problems closely.

**Learning Outcomes**
1. Formulate research questions and design a dissertation/project grounded in sociological theory.
2. Collect, analyse, and interpret data using sociological methods.
3. Produce a coherent dissertation demonstrating sociological insight and critical thinking.
4. Suggestive policy recommendations based on study.

*Guidelines to Examiners for*
End Semester Examination (ESE):
The evaluation of the dissertation will be done in 100 marks (70 marks + 30 marks of the session). The sessional component will be evaluated by the concerned supervisor.

The end term evaluation (70 marks) will be done by a board of examiners. The end term evaluation in 70 marks will include the literary and scientific presentation of the dissertation and the performance in the viva-voce.

*Overall project dissertation may be evaluated under the following heads:*
- *Motivation for the choice of topic*
- *Project dissertation design*
- *Methodology and Content depth*
- *Results and Discussion*
- *Future Scope & References*
- *Participation in Internship programme with reputed organization*
- *Application of Research technique in Data collection*
- *Report Presentation*
- *Presentation style*
- *Viva-voce*

**Course Objectives:**
1. To develop research skills and scientific inquiry through independent investigations on a topic of problem in chemistry.

**Course Outcomes:**
On successful completion of this course the student should know:
1. About conducting research with approve stages of research methodology in chemistry. Dissertation will enable student to further investigate and navigate different aspects and events of life through research.

**PROJECT WORK**
Each student has to submit three copies of hard bound dissertation work (along with the raw data), duly forwarded by the HOD of Department concerned. The forwarded copies will be submitted in the Department of Chemistry, Ranchi University, for evaluation (one month before the viva voce examination).
The paper may involve:

a. Laboratory research/ Field work/ Lab work related to the project.
b. Survey research, Case Study or any other type of Chemical research
c. One Large study/ Experiment or several studies/ Experiments depending on the objectives of the research.
d. Content must be typed in Font: Times New Roman with Line Spacing: 1.5 and Font Size 12 points.

Presentation of project work in the seminar on the assigned topic in the P.G. Department of Chemistry, Ranchi University, Ranchi & open viva there on.

**Topics:** As decided by the Supervisor/Guide
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**Teaching Aptitude:** Only selected candidates, in alternative to the Dissertation, may be provided duty to teach the assigned topics in selected colleges. The performance may be evaluated based on the organized feedback for the candidate.
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Implemented from Academic Session 2026-27 & Onwards