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**2-YEARS NEP PG CURRICULUM  
M.A. SOCIOLOGY PROGRAMME**

**SUBJECT CODE = SOC**

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**FOR POSTGRADUATE COURSES UNDER RANCHI UNIVERSITY, RANCHI**



**Implemented w.e.f.  
Academic Session 2025-26 Onwards**



# UNIVERSITY DEPARTMENT OF SOCIOLOGY

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Ref. No./23/23/2025

Date 26.09.2025

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**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.

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## 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<sup>st</sup> 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. **Two-year PG curriculum:** The First year of the PG curriculum offers coursework only. There will be 3 courses at level 400 and 2 courses at level 500 in the first and the second semesters of any 2-year PG programme.
4. **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. There will be Research work offered in the next semester for this mode offered in 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

#### **Two Years 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 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 End Semester Examination of the following session within the period of Upper Limit of Four Years and the Marks of 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 Mid Semester and End Semester Examination organized 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 (2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup>), **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 Four Years to qualify for the degree.

However, it will be necessary to obtain pass marks in each of the papers before completing 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 DIPLOMA/ COURSEWORK/ COURSEWORK WITH RESEARCH/ RESEARCH ONLY’**

Table 1: Credit Framework for Two-Year Postgraduate Programme [Total Credits = 80]

Academic Level	Level of Courses	Semester	Coursework Level 400	Coursework Level 500	Research Preparedness	Research thesis/ Project/ Patent	Total Credits
<b>YEAR 1</b>							
Level 6.5	Coursework	I	4+4+4	4+4	---	---	20
		II	4+4+4	4+4	---	---	20
<b>YEAR 2:</b> Exit Point: With an additional Internship of 4 credits, Exit allowed with PG Diploma Certificate							
Level 6.5	Coursework	III	---	4+4+4+4+4	---	---	20
		IV	---	4+4+4+4+4	---	---	20
<b>OR</b>							
Level 6.5	Coursework + Research	III	---	4+4+4+4+4	---	---	20
		IV	---	---	20		20
<b>OR</b>							
Level 6.5	Research	III	---	---	20	---	20
		IV	---	---	---	20	20
Total credits = <b>80</b>							

Note: Every student has to take any one Value-added course of 2-credits compulsorily in the 1<sup>st</sup> Semester of the PG programme

## 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	Foundation Course	FCSOC121	4	Sociology of Globalisation	30	70	----
	Core Course	CCSOC122	4	Sociology of Gender	30	70	----
	Core Course	CCSOC123	4	Research Methods and Statistics	30	70	----
	Core Course	CCSOC124	4	Principles of Sociology	30	70	----
	Core Course	CPSOC125	4	Sociological Theories	30	70	----
II	Core Course	CCSOC221	4	Sociology of Religion	30	70	----
	Core Course	CCSOC222	4	Sociology of Tribes	30	70	----
	Core Course	CCSOC223	4	Environmental Sociology	30	70	----
	Core Course	CCSOC224	4	Sociology of Education	30	70	----
	Core Course	CPSOC225	4	Urban Sociology in the Modern Era	30	70	----
III	Core Course	CCSOC321	4	IKS and Sociology	30	70	----
	Skill Enhancement Course	ECSOC322	4	A. Development Practice and NGO Management B. Archival Practice: Sociology, Memory and Research	30	70	----
	Core Course	CCSOC323	4	Indian Social Thinkers	30	70	----
	Core Course	CCSOC324	4	Economic Sociology	30	70	----
	Core Course	CPSOC325	4	Research Methods in Sociology	30	70	----
IV	Elective	ECSOC421	4	A. Food and Society/ B. Sociology of Media and Communication/ C. Industrial Sociology	30	70	----
	Elective	ECSOC422	4	A. Sociology of Science and Technology/ B. Social Psychology/ C. Crime and Society	30	70	----
	Core Course	CCSOC423	4	Digital Sociology	30	70	----
	Core Course	CCSOC424	4	Social Stratification in India	30	70	----
	PROJECT	PRSOC425	4	Dissertation/ Project Work	----	----	100

Note:

1. Every student has to take any one Value-added course of 2-credits compulsorily in the 1<sup>st</sup> Semester of the PG programme.
2. 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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## **FORMAT OF QUESTION PAPER FOR MID/ END SEMESTER EXAMINATIONS**

### Question format for 20 Marks:

<b>F.M. =20</b>	<b>Subject/ Code</b>	<b>Exam Year</b>
<b>General Instructions:</b>		<b>Time=1Hr.</b>
<p>i. <b>Group A</b> carries very short answer type compulsory questions.</p> <p>ii. <b>Answer 1 out of 2</b> subjective/ descriptive questions given in <b>Group B</b>.</p> <p>iii. Answer in your own words as far as practicable.</p> <p>iv. Answer all sub parts of a question at one place.</p> <p>v. Numbers in right indicate full marks of the question.</p>		
<b>Group A</b>		
1.	i. ....	[5x1=5]
	ii. ....	
	iii. ....	
	iv. ....	
	v. ....	
2.	.....	[5]
<b>Group B</b>		
3.	.....	[10]
4.	.....	[10]
<p><b>Note:</b> There may be subdivisions in each question asked in Theory Examination.</p>		

### Question format for 70 Marks:

<b>F.M. =70</b>	<b>Subject/ Code</b>	<b>Exam Year</b>
<b>General Instructions:</b>		<b>Time=3Hrs.</b>
<p>i. <b>Group A</b> carries very short answer type compulsory questions.</p> <p>ii. <b>Answer 4 out of 6</b> subjective/ descriptive questions given in <b>Group B</b>.</p> <p>iii. Answer in your own words as far as practicable.</p> <p>iv. Answer all sub parts of a question at one place.</p> <p>v. Numbers in right indicate full marks of the question.</p>		
<b>Group A</b>		
1.	i. ....	[5x1=5]
	ii. ....	
	iii. ....	
	iv. ....	
	v. ....	
2.	.....	[5]
<b>Group B</b>		
3.	.....	[15]
4.	.....	[15]
5.	.....	[15]
6.	.....	[15]
7.	.....	[15]
8.	.....	[15]
<p><b>Note:</b> There may be subdivisions in each question asked in Theory Examination.</p>		

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## SEMESTER I

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### I. FOUNDATION COURSE SOCIOLOGY OF GLOBALISATION

[FCSOC121]

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 course intends the students to understand globalization in its historical context and have theoretical understanding of globalization from sociological perspectives.
2. It aims to develop a critical understanding of issues that are related to socio-cultural, economic and political implications of globalization in the contemporary world.

**Course Learning Outcomes:**

On successful completion of this course the student should know:

1. The meaning of globalization, and its associated concepts and agencies
2. The impact of globalization on society
3. Importance of studying globalization in sociology

**Course Content:****UNIT 1: Globalisation – Concept, Characteristics, Historical Context of Globalisation (12 hours)**

- a. Bauman, Z. 1998. Globalization. The Human Consequences. UK: Polity Press. Ritzer, G. 2010. Globalization, A basic text. UK: *Wiley Blackwell*.

**UNIT 2: Agents of Globalisation (12 hours)**

1. Media, Market, - Global Village
  - a. McLuhan, M. (1964). *Understanding Media: The Extensions of Man*. New York: McGraw-Hill.
  - b. Tomlinson, J. (1999). *Globalization and Culture*. Chicago: University of Chicago Press.
  - c. Schiller, H. I. (1991). *Mass Communications and American Empire*. Boulder: Westview Press.
2. Government Agencies
  - a. Held, D., McGrew, A., Goldblatt, D., & Perraton, J. (1999). *Global Transformations: Politics, Economics, and Culture*. Stanford: Stanford University Press.
  - b. Stiglitz, J. E. (2002). *Globalization and Its Discontents*. New York: W. W. Norton & Company.
3. Multinational Corporations
  - a. Dunning, J. H. (1993). *Multinational Enterprises and the Global Economy*. Wokingham: Addison-Wesley.
  - b. Sklair, L. (2002). *Globalization: Capitalism and its Alternatives*. Oxford: Oxford University Press. (Chapter on Transnational Corporations)
4. National - International Agencies – International Monetary Fund, World Bank, World Trade Organization
  - a. Helleiner, E. (1994). *States and the Reemergence of Global Finance: From Bretton Woods to the 1990s*. Ithaca: Cornell University Press.
  - b. Hoekman, B., & Kostecki, M. (2009). *The Political Economy of the World Trading System: WTO and Beyond* (3rd ed.). Oxford: Oxford University Press.

**UNIT 3: Mass Culture, Globalisation (12 hours)**

1. Role of Information Technology and Mass Communication
  - a. Castells, M. (2000). *The Rise of the Network Society* (Vol. 1). Oxford: Blackwell.
  - b. McQuail, D. (2010). *McQuail's Mass Communication Theory* (6th ed.). London: Sage Publications.
2. McDonaldization
  - a. Ritzer, G. (2011). *The McDonaldization of Society* (6th ed.). Thousand Oaks, CA: Pine Forge Press.
  - b. Ritzer, G., & Stillman, T. (2001). *The McDonaldization of Society 3: An Investigation into the Changing Character of Contemporary Social Life*. Pine Forge Press.
3. Risk Society
  - a. Beck, U. (1992). *Risk Society: Towards a New Modernity*. London: Sage Publications.
  - b. Giddens, A. (1990). *The Consequences of Modernity*. Cambridge: Polity Press.
4. Cultural Homogenization and Hybridization
  - a. Tomlinson, J. (1999). *Globalization and Culture*. Chicago: University of Chicago Press.
  - b. Pieterse, J. N. (2009). *Globalization and Culture: Global Mélange* (2nd ed.). Lanham: Rowman & Littlefield.

**UNIT 4: Globalisation and Localisation****(12 hours)**

- a. Robertson, R. (1995). *Glocalization: Time-Space and Homogeneity-Heterogeneity*. In M. Featherstone, S. Lash, & R. Robertson (Eds.), *Global Modernities* (pp. 25–44). London: Sage Publications.
- b. Tomlinson, J. (1999). *Globalization and Culture*. Chicago: University of Chicago Press.

**UNIT 5: Globalisation and Indian Experience****(12 hours)**

- a. Bhagwati, J. (2004). *In Defence of Globalization*. Oxford: Oxford University Press.
- b. Sklair, L. (2002). *Globalization: Capitalism and Its Alternatives*. Oxford: Oxford University Press. (Chapters on developing countries)
- c. Bardhan, P. (2010). *Globalization and Inequality in India*. Economic & Political Weekly, 45(22–23), 19–22.

**Suggested readings:**

1. पाण्डेय, रवि प्रकाश, वैश्वीकरण एवं समाज, विजय प्रकाशन, मंदिर (प्रा०) लिमिटेड, वाराणसी
2. भारत, नरेश, वैश्वीकरण, समाजशास्त्रीय परिपेक्ष्य, रावत पब्लिकेशन्स, जयपुर
3. श्रीवास्तव, राजीव, वैश्वीकरण और समाज, वैश्व लक्ष्मी प्रकाशन, वाराणसी
4. Appadurai, Arjun. 1997. *Modernity at large: Cultural dimensions of globalization*. New Delhi: Oxford University Press.
5. Kiely, Ray and Phil Marfleet (eds.). 1998. *Globalization and the third world*. London: Routledge. Waters, Malcolm. 1996. *Globalization*. London: Routledge.
6. Singh, Y., *Cultural Change in India: Identity and Globalization*, Rawat Publication
7. Gupta, A. (2005). *Globalization and Its Discontents: The Indian Case*. Economic & Political Weekly, 40(10), 971–980.
8. Thakur, R. (2012). *Globalization and India: Myths and Realities*. New Delhi: Sage Publications.
9. Robertson, R. (1992). *Globalization: Social Theory and Global Culture*. London: Sage Publications.
10. Chakravarty, S. (2000). *Development Planning: The Indian Experience*. Delhi: Oxford University Press.

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**II. CORE COURSE**  
**SOCIOLOGY OF GENDER**

[CCSOC122]

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 Objective:**

1. The course introduces gender as a critical sociological lens of enquiry in relation to various social fields. It also interrogates the categories of gender, sex and sexuality.

**Course Learning Outcomes:**

1. An understanding of concepts such as sex and gender by problem as rising common-sensical notions of gender. Raising key issues of power and subordination within the purview of gender and the need for and solutions resorted to as measures to initiate change through gender – based movements.
2. Understanding issues relating to gender both at national and global level.
3. Places gender in juxtaposition with other forms of stratification and identity such as caste, class, family and work.

**Course Content:****UNIT 1: Gendering Sociology: Embodiment & Relevance**

(10 hours)

- a. S. Jackson and S. Scott (eds.) 2002 *Gender: A Sociological Reader*, London: Routledge. Introduction, (pp. 1-26).
- b. Liz Stanley. 2002. "Should Sex Really be Gender or Gender Really be Sex" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*, London: Routledge (pp. 31-41)

**UNIT 2: Gender as a Social Construct**

(10 hours)

1. Gender, Sex, Sexuality
  - a. Ortner, Sherry. 1974. "Is male to female as nature is to culture?" M.Z. Rosaldo and L. Lamphere (eds.) *Women, Culture and Society*. Stanford: Stanford University Press (pp. 67- 87).
2. Gender and Socialization
  - a. Chodorow, N. (1978). *The reproduction of mothering: Psychoanalysis and the sociology of gender*. Berkeley: University of California Press.
3. Production of Masculinity & Femininity
  - a. West, C., & Zimmerman, D. H. (1987). Doing gender. *Gender & Society*, 1(2), 125–151. Beauvoir, Simone de, 1949, *The Second Sex*, London, England: Vintage Classics
  - b. Butler, Judith, 1990, *Gender Trouble: Feminism and the Subversion of Identity*, Routledge

**UNIT 3: Sociological Approaches to Gender**

(10 hours)

1. Functional
  - a. Parsons, T., & Bales, R. F. (1955). *Family, socialization and interaction process*. Glencoe, IL: Free Press.
  - b. Davis, K. (1949). *Human society*. New York: Macmillan.
2. Liberal
  - a. Friedan, B. (1963). *The feminine mystique*. New York: W. W. Norton.
  - b. Tong, R. (2009). *Feminist thought: A more comprehensive introduction* (3rd ed.). Boulder, CO: Westview Press.
3. Marxist
  - a. Engels, F. (1884/1972). *The origin of the family, private property and the state*. New York: International Publishers.
  - b. Vogel, L. (1983). *Marxism and the oppression of women: Toward a unitary theory*. New Brunswick, NJ: Rutgers University Press.

**UNIT 4: Differences & Inequalities**

(10 hours)

1. Caste and Class
  - a. Walby, Sylvia. 2002. "Gender, Class and Stratification: Towards a new approach" in S. Jackson and S. Scott (eds.) *Gender: A Sociological reader*. London: Routledge (pp 93-96).
  - b. Rege, S. 1998. "Dalit Women Talk Differently: A Critique of 'Difference' and towards a Dalit Feminist Standpoint Position." *Economic and Political Weekly*, Vol. 33, No. 44 (Oct.31-Nov. 6, 1998) (pp 39-48)
2. Family & work
  - a. Whitehead, A. 1981, "I'm Hungry Mum": The Politics of Domestic Budgeting in K. Young et al. (eds.) of *Marriage and the Market: Women's Subordination Internationally and its Lessons*. London: Routledge and Kegan Paul (pp. 93-116).
  - b. Palriwala, Rajni. 1999. "Negotiating Patriliney: Intra-household Consumption and Authority in Rajasthan (India)", in Rajni Palriwala and Carla Risseeuw (eds.), *Shifting Circles of Support: Contextualising kinship and gender relations in South Asia and Sub-Saharan Africa*. Delhi: Sage Publications [pp.190-220]

**UNIT 5: Gender, Power and Resistance****(10 hours)**

1. Power and Subordination
  - a. Candace West and Don H. Zimmerman. 2002. "Doing Gender" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp 42-47].
  - b. Susie, Tharu and Tejaswini Niranjana. 1999. „Problems for a contemporary theory of gender“ in Nivedita Menon (ed.) *Gender and Politics in India*, New Delhi: Oxford University Press [pp 494-525].
2. Resistance & Movements
  - a. Kandiyoti, Deniz. 1991 "Bargaining with Patriarchy" in Judith Lorber and Susan A. Farrell (eds.) *The Social Construction of Gender*, New Delhi: Sage Publications [pp.104-118].
  - b. Hill-Collins, Patricia. 2002. "Learning from the outsider within" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp 69-78].

**UNIT 6: Feminism****(10 hours)**

1. What is feminism?
2. Three Waves of Feminism
3. Feminism in India
  - a. Walters, Margaret, 2006, *Feminism: A Very Short Introduction*, OUP
  - b. Chaudhuri, Maitrayee, 2005, *Feminism in India*, Zed Books
  - c. Hill-Collins, Patricia. 2002. "Learning from the outsider within" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp 69-78].

***Suggested Readings:***

1. सिंह, अमिता, लिंग एवं समाज, विवेक प्रकाशन, दिल्ली
2. नाटाणी, प्रकाश नारायण एवं गौतम, ज्योति, लिंग एवं समाज, रिसर्च प्रकाशन, जयपुर
3. Rege, Sharmila, 2003, *Sociology of Gender: The Challenge of Feminist Sociological Thought*, Sage India.
4. Kumar, Radha. (1993). *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800–1990*. Zubaan.
5. Kumar, Radha. (1989). "Contemporary Indian Feminism." *Feminist Review*, 33.
6. Rubin, Gayle. 1984. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality" in Carole Vance, ed., *Pleasure and anger*. London: Routledge (pp 143-179).
7. Leela Dube 1996 "Caste and Women" in M.N. Srinivas (ed.) *Caste: Its twentieth century avatar*, New Delhi: Penguin (pp 1-27).
8. Kumar, Radha. 1999. "From Chipko to Sati: "The Contemporary Indian Women's Movement" In Nivedita Menon (ed.) *Gender and Politics in India*. New Delhi: Oxford University Press [pp342-369].

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**III. CORE COURSE**  
**RESEARCH METHODS AND STATISTICS**

[CCSOC123]

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 course provides an introductory, yet comprehensive engagement with social research.
2. Through theoretical and practical knowledge students are acquainted with the different stages of the research process like creation of research design, methods of data collection and analysis.
3. The imparted knowledge and training will enable students to develop a sound understanding of both quantitative and qualitative research.

**Course Learning Outcomes:**

1. Students are introduced to the concept of conducting research, which is inclusive of formulating research designs, methods and analysis of data. Some knowledge of elementary statistics is also provided to the students to acquaint them with quantification of data.
2. The thrust of the course is on empirical reasoning, understanding and analysis of social reality, which is integral to the concepts of quantitative research. Students learn to differentiate between qualitative and quantitative aspects of research in terms of collection and subsequent analysis of data.
3. Through the competing theoretical perspectives and methodologies, students are able to understand that social reality is multi-faceted, heterogeneous and dynamic in nature.
4. By imparting the knowledge of theory and praxis of research, students are prepared to arrive at a critical understanding of the course. It also equips them with necessary skills for employment in any social research organisation.

**Course Content:****UNIT 1: Introduction to Social Research**

(15 hours)

1. Social Research – Steps and Utility
  - a. Bailey, K. (1994). *The Research Process in Methods of Social Research*. Simon and Schuster, 4th Ed. The Free Press, New York NY 10020. Pp.3-19.
2. Concepts and Hypothesis
  - a. Goode, W. E. and P. K. Hatt. 1952. *Methods in Social Research*. New York: McGraw Hill. Chapters 5 and Pp. 41-73.
3. Field View and Text View
  - a. Srinivas, M.N. et al 2002(reprint), *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*, New Delhi: OUP, Introduction Pp. 1- 14.

**UNIT 2: Methodological Perspectives**

(15 hours)

1. Comparative Method
  - a. Radcliffe-Brown, A.R. 1958, *Methods in Social Anthropology*, Delhi: Asia Publishing Corporation, Chapter 5 Pp. 91-108
2. Feminist Method
  - a. Hammersley, Martyn, "On Feminist Methodology" in *Sociology*, Vol.26, No.2 (May1992), pp.187-206, Sage Publications, Ltd.
3. Historical Method
  - a. Elias, N. (1978/2000). *The Civilizing Process*. Oxford: Blackwell.
  - b. Abrams, P. (1982). *Historical Sociology*. Ithaca: Cornell University Press.

**UNIT 3: Methods of Data Collection**

(15 hours)

1. Quantitative and Qualitative Methods – Differences
2. Quantitative Methods- Sampling, Questionnaire, Schedule, Scaling & Measurement, Survey
3. Qualitative Methods- Interview, Observation, Oral Histories
  - a. Bailey, K. (1994). Survey Sampling In *Methods of Social Research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020.Ch-5. Pp. 81- 104.
  - b. Bailey, K. (1994). Questionnaire Construction and the Mailed Questionnaire in *Methods of Social Research*.
  - c. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Chs-6 and 7. Pp. 105-172.
  - d. Creswell, J.W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 3<sup>rd</sup> ed. Sage Publications, California. Ch 8,9,10. Pp. 145-226.

**UNIT 4: Statistical Methods**

(15 hours)

1. Overview of Statistics in Sociology
  - a. Raftery A. E. 'Statistics in Sociology, 1950-2000', *Journal of the American Statistical Association*, Vol. 95, No. 450, (June 2000), pp. 654-661.

2. Graphical and Diagrammatic presentation of data – Bar diagram, Pie-diagram, Histogram, Frequency Polygon, Smoothed frequency curve and Ogives
  - a. Gupta, S. P. (2007). *Elementary Statistical Methods*. Sultan Chand & Sons. Pp.101-108, 115- 118, 131-137.
3. Measures of Central Tendency-Simple Arithmetic Mean, Median and Mode
  - a. Gupta, S. P., (2007), *Elementary Statistical Methods*. Sultan Chand & Sons. Pp.155- 168, 173-180, 187- 197.
4. Measures of Dispersion -Standard Deviation, Variance and Covariance.

**Suggested readings:**

1. रावत, हरिकृमण, सामाजिक शोध की विधियाँ, रावत पब्लिकेशन्स, जयपुर
2. सिंह, जे. पी., समाजिक अनुसंधान की विधियाँ, रावत प्रकाशन, जयपुर
3. गौरीशंकर एवं पाण्डेय, रवि प्रकाश, समाजिक अनुसंधान एवं सांख्यिकी, शेखर प्रकाशन, इलाहाबाद
4. रावत, हरिकृष्ण, समाजिक शोध की विधियाँ, रावत प्रकाशन, जयपुर
5. मुकर्जी, रवीन्द्रनाथ, सामाजिक शोध व सांख्यिकी, विवेक प्रकाशन, दिल्ली.
6. Gupta, S. P. (2007), *Elementary Statistical Methods*, Sultan Chand & Sons, Pp.263-277.
7. Gupta, S. P. (2007) Elementary Statistical Methods, Sultan Chand & Sons, New Delhi
8. Kothari, C. R. 1989, Research Methodology, Wiley Easlerin, Baglore.
9. Young, P.V. 1988 Scientific Social Surveys & Research Parentice Hall, New Delhi
10. Ahuja, Ram, 2001, Research Methods, Rawat Publications Jaipur
11. Bailey, K. (1994). Interview Studies in Methods of Social Research. Simon and Schuster, 4th ed. The Free Press, New York  
NY 10020.Ch8. Pp.173-213.

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**IV. CORE COURSE**  
**PRINCIPLES OF SOCIOLOGY**

[CCSOC124]

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 fundamental concepts, scope, and significance of sociology as a discipline.
2. To familiarize students with the scientific study of social phenomena, its methods, and major theoretical perspectives.
3. To enable students to understand the relationship between the individual and society through key processes such as socialisation, interaction, and group dynamics.
4. To critically engage students with classical and Indian sociological debates, fostering analytical thinking about different approaches to society.

**Course Learning outcomes:**

1. Demonstrate an understanding of the basic concepts, origins, and institutional foundations of sociology.
2. Apply scientific approaches and theoretical perspectives to analyze social phenomena.
3. Explain the processes of socialisation, interaction, and group formation, and relate them to everyday social life.
4. Critically evaluate major classical and Indian sociological debates, appreciating their relevance to contemporary social issues.

**Course Content****Unit 1: Introduction to Sociology****(12 hours)**

1. Meaning, Definition and origin
2. Nature and Scope of Sociology
3. Primary Concepts – Society, Community, Association and Institution, Status and role,
4. Culture- its traits and complexes.
5. Social structure
6. Social Institutions - Family, Marriage, Education, Economy
  - a. *Brinkerhoff David Lynn K. White (1991) Sociology-New York West Publishing co.*
  - b. *Kendall, Diana – (1996) Sociology in our times California – Wadsworth Publication*
  - c. *Mills, C.W, 1959, The Sociological Imagination, Penguin, London*

**Unit 2: Scientific Study of Social Phenomena****(12 hours)**

1. Sociology as a Science
2. Methods and Perspectives
  - a. *Mukerjee, Radhakamal, The Philosophy of Social Science, Macmillan & Com., New York.*
  - b. *Durkheim, Emile (1938). The Rules of Sociological Method. London: Free Press.*
  - c. *Weber, Max (2004). The Methodology of the Social Sciences. London: Routledge & Kegan Paul.*

**Unit 3: Individual and Society****(12 hours)**

1. Theories of Origin of Society
2. Socialisation – definition, Processes, Theories, Stages and Agencies
3. Social Interaction
4. Social Processes – Associative and Dissociative Social Processes
5. Social Groups – Definition and Characteristics –Primary and Secondary groups.
  - a. *Cooley, Charles Horton (1909). Social Organization: A Study of the Larger Mind. New York: Charles Scribner's Sons.*
  - b. *Giddens, A., & Sutton, P. W. (2017). Sociology (8th ed.). Cambridge, UK: Polity Press.*
  - c. *Mead, George Herbert (1934). Mind, Self and Society. Chicago: University of Chicago Press.*

**Unit 4: Major Debates in Classical Sociology****(12 hours)**

1. Positivism vs Hermeneutics (Durkheim vs Weber)
2. Verification vs Falsification (Kuhn vs Popper)
3. Structural Functionalism vs Structuralism (Radcliffe Brown vs Levi-Strauss)
4. Structuralists vs Post-Structuralists (Levi-Strauss vs Derrida/Foucault)
  - a. *Durkheim, Emile, 1938, The Rules of Sociological Method, Free Press, London*
  - b. *Weber, Max, 2004, The Methodology of the Social Science and its Relation to Philosophy, Routledge & Kegan Paul, London.*

**Unit 5: Debates in Indian Sociology****(12 hours)**

1. Sociology vs Indology (Dumont vs Bailey)
2. Structural Functional vs Historical (M.N. Srinivas vs A.R. Desai)

3. Relevance of Perspective from below in Indian Sociology

- a. *Srinivas, MN, et al, 1979, ed, The Fieldworker and the Field: Problems and Challenges in Sociological Investigation, OUP, Delhi*
- a. *Mukherjee, R. (1977). Trends in Indian sociology. Current sociology, 25(3), 1-147.*
- b. *Vasavi, A. R. (2011). Pluralising the sociology of India. Contributions to Indian sociology, 45(3), 399-426.*
- c. *Patel, S. (2011). Sociology in India: Trajectories and challenges. Contributions to Indian Sociology, 45(3), 427-435.*

**Suggested Readings:**

1. Giddens, Anthony (2009). Sociology. Polity Press. (Introduction & Chapters 1–2, pp. 1–45)
2. Haralambos, M., & Holborn, M. (2014). Sociology: Themes and Perspectives. HarperCollins (Chapters 1–3, pp. 1–55)
3. भट्टनागर, टी. आर. (2010). समाजशास्त्र: सिद्धांत और विचारक. रावत पब्लिकेशन्स (परिचय, pp. 1–15)
4. सिंह, योगेन्द्र (1986). भारतीय समाजशास्त्र: सामाजिक संरचना और चिंतन. विस्तार प्रकाशन (समाजशास्त्र का परिचय, pp. 1–20.)

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**V. CORE COURSE**  
**SOCIOLOGICAL THEORIES**

[CCSOC125]

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. Introduce students to the development of Functionalism as a major theoretical framework in sociology.
2. Explore the relationship between social structures, cultural practices, and their functions in maintaining social order.
3. Examine how functionalist perspectives explain social integration, stability, and continuity.
4. Encourage critical engagement with the concepts of structure, function, needs, and systems.
5. Develop the ability to connect functionalist perspectives with contemporary social realities.
6. Equip students with analytical tools for applying functionalist insights in academic research and field studies.

**Course Learning Outcomes:**

1. Define the basic principles of Functionalism and explain its relevance in sociology and anthropology.
2. Analyse the relationship between social institutions and the needs of society.
3. Examine how social structures contribute to stability, cohesion, and regulation.
4. Identify the role of cultural practices in meeting both individual and collective needs.
5. Apply functionalist perspectives to understand contemporary social issues such as family, religion, education, and economy.
6. Critically evaluate the strengths and limitations of Functionalism as a theoretical approach.
7. Demonstrate the ability to relate functionalist concepts to empirical social research and fieldwork observations.

**UNIT 1: Structural Functionalism**

(12 hours)

1. Bronisław Malinowski - Cultural Functionalism
2. R. Radcliffe-Brown- social Structure and Function
3. Talcott Parsons- The Social System
4. Robert K. Merton- Paradigm for Functional Analysis

- a. Merton, R. K. (1968). *Social theory and social structure* (Enlarged ed., pp. 39–72, 132–138). New York.
- b. Ritzer, G. (2021). *Sociological theory* (5th ed.). Jaipur: Rawat Publications.
- c. Malinowski, B. (1944). *A scientific theory of culture and other essays*. University of North Carolina Press.

**Unit 2: Symbolic Interactionism**

(12 hours)

1. G.H Mead- Mead's Theory of Symbolic Interactionism
2. Herbert Blumer- Herbert Blumer's Symbolic Interactionism
3. Ervin Goffman- Dramaturgy
  - a. Mead, G. H. (1934). Mind, self, and society (pp. 135–164). Chicago: University of Chicago Press.
  - b. Blumer, H. (1969). *Symbolic interactionism: Perspective and method* (pp. 1–20). Englewood Cliffs: Prentice-Hall.
  - c. Goffman, E. (1959). *The presentation of self in everyday life* (pp. 17–76). Garden City, NY: Doubleday Anchor Books.

**Unit 3: Post-Modernism**

(12 hours)

1. Jacques Derrida- Deconstruction
2. Michel Foucault- The Archaeology of Knowledge & Madness and Civilisation
  - a. Foucault, M. (1972). *The archaeology of knowledge* (A. M. Sheridan Smith, Trans.). Pantheon Books. (Original work published 1969)
  - b. Derrida, J. (1978). *Writing and difference* (pp. 278–293). Chicago: University of Chicago Press.
  - c. Derrida, J. (1976). *Of grammatology* (G. C. Spivak, Trans.). Johns Hopkins University Press. (Original work published 1967)

**Unit 4: Neo- Marxian Theory**

(12 hours)

1. Jürgen Habermas- Public Sphere and Legitimation Crisis
2. Louis Pierre Althusser- Structural Marxism
3. Pierre Bourdieu- Forms of Capital
  - a. Habermas, J. (1984). *The theory of communicative action: Vol. 1. Reason and the rationalization of society* (pp. 1–40). Boston: Beacon Press.
  - b. Habermas, J. (1975). *Legitimation crisis* (T. McCarthy, Trans.). Beacon Press.

**Unit 5: Late Modern and Other Theories**

(12 hours)

1. Jaffrey Alexander- Neo-functionalism
2. Manuel Castell- Network Society
3. Anthony Giddens- Structuration Theory
  - a. Alexander, J. C. (1985). Neo-functionalism (pp. 7–22). Beverly Hills: Sage Publications.
  - b. Castells, M. (1996). *The rise of the network society* (pp. 1–33). Oxford: Blackwell Publishers.
  - c. Giddens, A. (1984). *The constitution of society: Outline of the theory of structuration* (pp. 1–28). Berkeley: University of California Press.

**Suggested Readings:**

1. दोशी, एस.एल. (2022). आधुनिकता, उत्तर-आधुनिकता एवं नव-समाजशास्त्रीय सिद्धांत, रावत प्रकाशन। (चयनित अध्याय: पृ. 245-466).
2. दोशी, एस.एल. (2007). आधुनिक समाजशास्त्रीय विचारक, रावत प्रकाशन। (चयनित अध्याय: पृ. 136-187, 240-332).
3. पांडे, रविप्रकाश, और पांडे, प्रखर। (2023). सामाजशास्त्रीय सिद्धांत: अभिगम एवं सिद्धांत, विजय प्रकाशन मंदिर प्रा. लिमिटेड (चयनित अध्याय: पृ. 113-433).
4. सिद्धीकी, एस. (2012). आधुनिक एवं उत्तर आधुनिक समाजशास्त्रीय सिद्धांत प्रकाशन. (चयनित अध्याय: पृ. 30-160).
5. मुखर्जी, आर.एन., और घोषाल, ए. (2015). सामाजिक विचार: कॉमटे से मुखर्जी तक, विवेक प्रकाशन. (पृ. 247-261).
6. Sangwan, N., Seema, & Jakhar, S. (2024). *Essential Sociology* (3rd ed., Vols. 1–2). EduGali.
7. Ritzer, G. (2021). *Sociological theory* (5th ed., pp. 253–258, 522–525). Jaipur: Rawat Publications

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## SEMESTER II

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**I. CORE COURSE**  
**SOCIOLOGY OF RELIGION**

[CCSOC221]

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. This course exposes students to the distinctiveness of the sociological approach to the study of religion.
2. The individual and the group encounter religion and/or religious phenomenon in myriad ways be it through custom, ritual, belief and other practices. Students will be familiarized with the basic theoretical and methodological perspectives on the study of religion and also exposed to ethnographic texts on various aspects of religious phenomenon.
3. The last section of the course touches upon some aspects of religion in contemporary times such as secularization and multiculturalism.

**Course Learning Outcomes:**

1. Students will be acquainted with representative texts that symbolize the development of knowledge in the field of Sociology of Religion. They will be able to identify different theories, approaches and concepts that make up the study of religion, distinguish between them and also use terms specific to the field in specific context.
2. Students will be able to make a link between texts and paraphrase their arguments and use these to communicate their ideas in research papers, projects and presentations.
3. By encompassing contemporary developments, the course enables students to think about linkages between religion and society at various levels.

**Course Content:****UNIT 1: Theorising Religion and Society**

(10 hours)

1. Religion and Sociology
  - a. Beteille, Andre. 2002 "Religion as a Subject for Sociology", in *Sociology Essays on Approach and Method*. New Delhi: Oxford University Press. pp 184-200.

**UNIT 2: Sociological Theories of Religion**

(10 hours)

1. Emile Durkheim
2. B Malinowski
3. Max Weber
  - a. Durkheim, Emile. 1995. *The Elementary Forms of Religious Life*. Translated by Karen Fields. New York: The Free Press. Book three, pp. 303-412.
  - b. Malinowski, B. (1948). *Magic, science and religion and other essays*. Glencoe, IL: Free Press.
  - c. Weber, Max. 2001. *The Protestant Ethic and the Spirit of Capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp. 103-126.

**UNIT 3: Elements of religion**

(10 hours)

1. Myth
2. Belief
3. Ritual
  - a. Emile Durkheim. 1995. *The Elementary Forms of Religious Life*. Translated by Karen Fields. New York: The Free Press. Book three, pp. 303-412.
  - b. Malinowski, Bronislaw. 1948. *Magic, Science and Religion and Other Essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 119-124.
  - c. Hertz, Robert. 1973 (1909). "The Pre-eminence of the Right Hand." In *Right and Left: Essays on Dual Symbolic Classification*, edited by R. Needham. Chicago: University of Chicago Press, pp. 3-10, 13-14, 16-17, 19-21.

**UNIT 4: Theories of Origin of Religion**

(10 hours)

1. Animism
2. Naturism
3. Totemism
  - a. Tylor, E. B. (1871). *Primitive Culture: Researches into the Development of Mythology, Philosophy, Religion, Art, and Custom* (Vol. 1). London: John Murray.
  - b. Frazer, J. G. (1922). *The Golden Bough: A Study in Magic and Religion* (Vol. 1). London: Macmillan.

**UNIT 5: Religion and Rationality****(10 hours)**

- a. Durkheim, Emile. 1995. *The Elementary Forms of Religious Life*. Translated by Karen Fields. New York: The Free Press. Book one and Conclusion, pp.21-44, 418-448.
- b. Weber, Max. 2001. *The Protestant Ethic and the Spirit of Capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp. 103-126.

**UNIT 6: Religious Sect****(10 hours)**

- 1. Brahma Samaj
  - a. Chatterjee, S. (1993). *The Brahmo Samaj and the Shaping of Modern India*. Calcutta: K. P. Bagchi.
  - b. Sen, S. N. (1995). *Social and Religious Reform Movements in India*. New Delhi: Munshiram Manoharlal. (Chapter on Brahmo Samaj)
- 2. Arya Samaj
  - a. Lal, K. S. (1986). *The Arya Samaj: Its Ideology and Contribution to Indian Society*. Delhi: Vikas Publishing House.
  - b. Pandey, R. (2000). *Religious Reform Movements in India*. New Delhi: Discovery Publishing. (Chapter on Arya Samaj)
- 3. Ramkrishna Mission
  - a. Sil, N. P. (1984). *Ramakrishna Mission: A Sociological Study*. Calcutta: K. P. Bagchi.
  - b. Nanda, M. (1999). *The Life and Teachings of Swami Vivekananda*. New Delhi: Rupa & Co.

**Essential Reading:**

- 1. सिंह श्यामधर एवं सिंह, अशोक कुमार, धर्म का समाजशास्त्र, सपना प्रकाशन, वाराणसी
- 2. Mukhopadhyay, Rajatsubhra, Society and Religion, Pearson.
- 3. Robinson, Rowena, 2004, Sociology of Religion in India, Sage Publication.
- 4. Madan, T., 1991, Religion in India, Oxford University Press
- 5. Evans-Pritchard, E.E. 1963 (1940). "Time and Space." In The Nuer. Oxford: Clarendon Press, pp. 94-98, 100-108.
- 6. Malinowski, Bronislaw. 1948. Magic, Science and Religion and Other Essays. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 37-50.
- 7. Ramakrishna Mission. (2001). History and Work of the Ramakrishna Mission. Kolkata: Ramakrishna Mission Institute of Culture.
- 8. Robertson Smith, W. (1889). The Religion of the Semites. London: A. & C. Black.
- 9. Durkheim, E. (1912). The Elementary Forms of Religious Life. New York: Free Press.
- 10. Malinowski, B. (1948). Magic, Science and Religion and Other Essays. Glencoe: Free Press.

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**II. CORE COURSE**  
**SOCIOLOGY OF TRIBES**

[CCSOC222]

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 introduce the concept of tribe and its different aspects.
2. To familiarise students with the economic, cultural and social life of tribes in India with a special focus on Jharkhand.
3. To familiarise students with the issues concerning tribes in India.
4. To familiarise students with the transformations in tribal society.

**Course Learning Outcome:**

1. The student will be able to understand the concept of tribe and different aspects of tribal societies.
2. The student will be able to understand issues both historical and contemporary concerning tribes in India

**Course Content:****UNIT 1: Concept**

(15 hours)

1. Definition of Tribe – different perspectives
  - a. Xaxa, Virginuis, 1999, 'Tribes as Indigenous People of India', *Economic and Political Weekly*, Vol. 34, Issue No. 51
  - b. Madan and Majumdar Introduction to Social Anthropology
  - c. Roy Burman, B.K., 1970, *Tribes in Perspective*, Delhi: Mittal Publications

**UNIT 2: Features of Tribal Society**

(15 hours)

1. Family - Types
2. Marriage and Kinship, Kinship Terminology
3. Economy
  - a. Sinha, S. 1958. Tribal Culture of Peninsular India as a Dimension of Little Tradition in the Study of Indian Civilisation: A Preliminary Statement, *Journal of American Folklore* 71(7)
  - b. (ed.). 1987. Tribal Politics and State System in Pre-Colonial Eastern and North-Eastern India.
4. Calcutta: Centre for Studies in Social Sciences.
  - a. Bose, P.K., 1984, *Classes and Class Relations among Tribes of Bengal*, Delhi: Ajanta Books International
  - b. Mehrotra, N., 1992, 'Angami Naga Women: Some Reflection on their Status, in S.M. Channa (ed.) *Nagaland: A Contemporary Ethnography*, pp. 147-80, New Delhi: Cosmo Publications

**UNIT 3: Tribes and Politics in India**

(15 hours)

1. Tribal Movements in India with special reference to Jharkhand – Birsa, Santhal and Tana Bhagat
  - a. Xaxa, V. (1999). Tribes and the Indian Constitution: The Quest for Autonomy. *Economic and Political Weekly*, 34(51), 3589–3598.
2. Indian Constitution and Tribes – Schedule V, Schedule VI
  - a. Xaxa, V. (2016). *Tribal Politics in India: The Challenge of Governance*. Delhi: Oxford University Press.
  - b. Mahapatra, L. K. (2014). Scheduled Areas and Scheduled Tribes in India. *Journal of Indian Law and Society*, 5(2), 45–60.
3. Issues – Displacement, Migration, Poverty
  - a. Baviskar, A. (2004). *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Delhi: Oxford University Press.
  - b. Xaxa, V. (2008). *State, Society, and Tribes in India*. New Delhi: Pearson. (Chapters on Displacement and Poverty)
  - c. Behera, D. K. (2015). Displacement and Livelihoods: The Case of Tribal Communities in Jharkhand. *Journal of Social and Economic Development*, 17(1), 32–50.

**UNIT 4: Change and Transformation in Tribal Society**

(15 hours)

1. Integration and Assimilation
2. Impact of Economic Liberalization and Globalization
  - a. Nongbri, t. 1998, 'Gender Issues and Tribal Development', in RGICS Paper No. 47: Problems in Tribal Society – Some Aspects.
  - b. Menon, G. 1992, 'Socio-Economic Transition and the Tribal Women', in B. Chaudhuri (ed.) *Tribal Transformation in India*, Vol. 1: 88- 109

**Suggested readings:**

1. कुमार, मिथिला, जनजातीय समाज में शिक्षा और आयुनिकीकरण, क्लासिकल पब्लिशिंग कम्पनी, नई दिल्ली
2. मुकर्जी, रवीन्द्रनाथ, सामाजिक मानवशास्त्र की रूपरेखा, विवेक प्रकाशन, नई दिल्ली

3. गुप्ता, एम. एल. एवं शर्मा, डी. डी., सामाजिक मानवशास्त्र, साहित्य भवन प्रकाशन, आगरा
4. मजुमदार, डी. एन. एवं मदन, टी. एन., सामाजिक मानवशास्त्र परिचय, मयूर पेपरबैक्स, नोएडा
5. वर्मा, उमेश कुमार, झारखण्ड का जनजातीय समाज, सुबोध ग्रन्थमाला, रोॅची
6. Vidyarthi, L.P. 1970. Socio-Cultural Implications of Industrialization in India: A Case Study of Tribal Bihar. Delhi: Planning Commission.
7. Vidyarthi, L.P. and B.K. Rai. 1977. The Tribal Culture of India. Delhi: Concept Publishing Company.
8. Dube S.C. 1977, Tribal Heritage of India, Vikas Publications, New Delhi,
9. Haimendorf, C.V. 1982- Tribes of India The struggle for survival, Oxford University Press.
10. Singh K.S. 1972, Tribal Situation in India, Indian Institute of Advanced Study
11. Singh K.S. 1985-Tribal Society, Manohar, Delhi
12. Singh K.S. 1982 – Tribal Movements in India, vol. – 18II (Manohar, New Delhi)
13. Nadeem Hass Land and tribes of Bihar. Dr. Prasad

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**III. CORE COURSE**  
**ENVIRONMENTAL SOCIOLOGY**

[CCSOC223]

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 course will introduce students to environmental sociology and its subject matter
2. It will emphasize on the significance of studying the relation between society and environment
3. It will familiarise students with the major theories and debates in environmental sociology
4. It will introduce students to environmental movements, legislations in India and concept of environmental justice.

**Course Learning Outcomes:**

At the end of the course students will be able to:

1. Explain the impact of environmental degradation on human society
2. Describe the unequal impact of environmental degradation on different people and the need for environmental justice.
3. Discuss recent environmental issues in the light of sociological theories.

**Course Content:****UNIT 1: Environmental Issues**

(12 hours)

1. Environmental Sociology – Subject Matter
2. Sustainable Development
3. Global Warming
4. Climate Change and its Social impact
  - a. Gadgil, M. and Ramachandra Guha (1995) *Ecology and Equity: Use and Abuse of Nature*. Harmondsworth: Penguin Books.
  - b. Guha, Ramachandra (2000). *Environmentalism: A Global History* New Delhi: Oxford University Press.
  - c. Bell, MM. (2008). *An Invitation to Environmental Sociology*.

**UNIT 2: Theoretical Approaches to Environment**

(12 hours)

1. Social Ecology
2. Eco- centrism
3. Feminist
4. World Systems Theory
  - a. Mukherjee, Radhakamal, 1942. *Social Ecology*. Longman's Green.
  - b. Shiva, V., Mies, M. (2023). *Ecofeminism*. United Kingdom: Bloomsbury Academic.
  - c. Dunlap, R., & Catton, W. (1979). *Environmental Sociology*. Annual Review of Sociology, 5, 243-273.
  - d. Agarwal, Bina, 2007. *The Gender and Environment Debate: Lessons from India*. In Mahesh Rangarajan. (ed.) 2007. *Environmental Issues in India: A Reader*. New Delhi: Pearson, Longman, Ch 19. (pp. 316-324, 342-352).

**UNIT 3: Environmental Movements**

(12 hours)

1. Narmada Bachao Andolan
2. Chipko Movement
3. Recent Movement(s)- Aarey Forest Protests, Sunderbans Protests
  - a. Guha, R. *Chipko: Social history of an environmental movement*. In Ghanshyam Shah ed. (2002). *Social Movements and the State*
  - b. Baviskar, A. (1999). *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Oxford University Press.

**UNIT 4: Environmental Justice**

(12 hours)

1. Concept of Environmental Justice
  - a. Schlosberg, D. (2007). *Defining Environmental Justice: Theories, Movements, and Nature*. Oxford: Oxford University Press.
  - b. Bullard, R. D. (2005). *The Quest for Environmental Justice: Human Rights and the Politics of Pollution*. San Francisco: Sierra Club Books.

**UNIT 5: Legal and Regulatory Framework for Environmental Protection in India**

(12 hours)

1. Environmental laws in India - The Wildlife (Protection) Act, 1972, Environment Protection Act, 1986 (EPA)
  - a. Ministry of Environment, Forest and Climate Change, <https://moef.gov.in/wp-content/uploads/wssd/doc2/ch2.html>

**Suggested readings:**

1. यादव, दयाशंकर सिंह, 2018, पर्यावरण का समाजशास्त्र, विजडम बुक्स.
2. नेगी, पी. एस., पारिस्थितिकी एवं पर्यावरण भूगोल, रस्तोगी प्रकाशन, मेरठ.
3. पाठक, अच्छा, 2022, पर्यावरण का समाजशास्त्र, विजय प्रकाशन मंदिर बुक्स.
4. Bell, Michael Mayerfeld. 2004. An Invitation to Environmental Sociology. Thousand Oaks, California: Pine Forge Press.
5. Gould, Kenneth Alan and Tammy L Lewis. 2009. Twenty Lessons in Environmental Sociology. New York: Oxford University Press.
6. Dunlap, R.; Frederick H. Buttel, Peter Dickens and August Gijswijt. (Ed.) 2002. Sociological Theory and the Environment: Classical Foundations, Contemporary Insights. Boston: Rowman & Littlefield.
7. Hanningan, John. 1996. Environmental Sociology. Oxon: Routledge.
8. IGNOU, BSOE 143 पर्यावरण समाजशास्त्र, <https://egyankosh.ac.in/handle/123456789/79826>
9. Carson, Rachel, 2020, Silent Spring, Penguin Publications.

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**IV. CORE COURSE**  
**SOCIOLOGY OF EDUCATION**

[CCSOC224]

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. Sociology of Education is one of the core areas of sociology. One of the major objectives of this course is to familiarize students with the context, concepts and theories of sociology of Education.
2. To familiarize students with the basis of examines the bases of Education and the relationship between Education and society both analytically as well as in specific empirical contexts.
3. To make students familiar with the educational system, educational processes and educational change in the Indian context.

**Course Learning Outcomes:**

1. An ability to comprehend the relationship between the education and society.
2. Familiarity with different theories and concepts in sociology of education and a capacity to use them to grasp educational phenomena in a cross-cultural and comparative perspective
3. Be able to understand and appreciate the diversity of ways in which education system operates historically and spatially.
4. Be able to generate hypotheses and research questions within the theoretical perspectives and ethnographic contexts in sociology of education.

**Course Content:****UNIT 1: Concept of Education**

(10 hours)

1. Types of Education
  - a. Durkheim, E. (1956). *Education and Sociology*. New York: Free Press.
  - b. Parsons, T. (1959). The school class as a social system: Some of its functions in American society. *Harvard Educational Review*, 29(4), 297–318.
  - c. Merriam, S. B., & Caffarella, R. S. (1999). *Learning in Adulthood: A Comprehensive Guide*. San Francisco: Jossey-Bass.
2. Importance of Education
  - a. Coleman, J. S. (1966). Equality of Educational Opportunity. *U.S. Department of Health, Education, and Welfare*.
  - b. Tilak, J. B. G. (2002). Education and Development in India. *Indian Journal of Human Development*, 2(1), 1–24.

**UNIT 2: Education and Socialisation**

(10 hours)

1. Agencies of Socialisation – Family, School, Peer Group, Religion, Media
  - a. Macdonis, J. J., & Gerber, L. M. (2018). *Sociology* (17th ed.). Pearson. (Chapter on Socialization)
  - b. Henslin, J. M. (2016). *Sociology: A Down-to-Earth Approach* (13th ed.). Pearson. (Chapter on Socialization)
  - c. Giddens, A., Duneier, M., Appelbaum, R., & Carr, D. (2018). *Introduction to Sociology* (11th ed.). W.W. Norton. (Chapter on Socialization)
  - d. Durkheim, Emile. 1977. 'On Education and Society' in Karabel, J. And Halsey, A.H. (eds.) Power and Ideology in Education. New York: Oxford University Press. pp. 92-104
  - e. Parsons, Talcott. 1959/2008. 'The School Class as a Social System' in Ballantine, J. H. And Spade, J. Z. (eds.). Schools and Society: A Sociological Approach to Education. 3rd Ed. California: Pine Forge Press. (pp. 80-85).

**UNIT 3: Sociological Theories of Education**

(10 hours)

1. Emile Durkheim
  - a. Durkheim, E. (1956). *Education and Sociology*. New York: Free Press.
  - b. Durkheim, E. (1912). *The Elementary Forms of Religious Life*. New York: Free Press.
2. Herbert Spencer
  - a. Spencer, H. (1861). *Education: Intellectual, Moral, and Physical*. London: Longmans, Green & Co.
  - b. Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Continuum.

**UNIT 4: Modernization and Education**

(10 hours)

1. Role of Education in Modernisation
2. Impact of Modernisation on Indian Education System
  - a. Dreze, J., & Sen, A. (2013). *An Uncertain Glory: India and its Contradictions*. London: Allen Lane.
  - b. Tilak, J. B. G. (2002). Education and Development in India. *Indian Journal of Human Development*, 2(1), 1–24.
  - c. Parsons, T. (1961). *The School Class as a Social System*. Harvard Educational Review, 29(4), 297–318.

**UNIT 5: Social Change and Education****(10 hours)**

1. Concept of Social Change
  - a. Haralambos, M., Holborn, M., & Heald, R. (2013). *Sociology: Themes and Perspectives* (8th ed.). London: Collins. (Chapter on Social Change)
  - b. Johnson, H. M. (2000). *Sociology: A Systematic Introduction*. London: Routledge. (Chapter on Social Change)
  - c. Kuppuswamy, B. (2018). *Social Change in India*. New Delhi: S. Chand & Company.
2. Importance of Schooling and Education in Social Change
  - a. Durkheim, E. (1956). *Education and Sociology*. New York: Free Press.
  - b. Tilak, J. B. G. (2002). Education and Development in India. *Indian Journal of Human Development*, 2(1), 1–24.
  - c. Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Continuum.

**UNIT 6: Education and Social Mobility****(10 hours)**

1. Education and Social Stratification
2. Mobility and Equality of Educational Opportunity

**Suggested readings:**

1. सक्सेना, एन. आर. स्वरूप, शिक्षा के समाजशास्त्रीय आधार, आर. लाल बुक डिपो, मेरठ
2. शर्मा, डॉ. एल., शिक्षा तथा भारतीय समाज, आर. लाल बुक डिपो, मेरठ
3. वर्मा, रामपालसिंह एवं सूद, जे. के., उदीयमान भारतीय समाज में शिक्षा, विनोद पुस्तक मन्दिर, आगरा
4. Durkheim, Emile. (1956). Education and sociology translated with an introduction, by Sherwood D. Fox, The free press: New York.
5. Saxena, N. R. Swaroop, Philosophical & Sociological Foundation of Education, R. Lall Book Depot, Meerut. Geetha, B. Nambissan and S. Srinivasa Rao (2013) Sociology of Education in India: Changing Contours and Emerging Concerns. Delhi: OUP
6. Halsey et al (1996) Education, Culture Economy Society. Oxford: OUP
7. Pathak Avijit (2004) Social Implications of Schooling – Knowledge, Pedagogy and Consciousness New Delhi, Rainbow Publications
8. Paulo Freire; Pedagogy of the Oppressed (30th Anniversary Edition).
9. Mathur S.S. A sociological Approach to education.
10. Marker N.S Educational Sociology
11. Singh, Y.M (1992) Sociological foundation of education, sheth publishers, Bombay

## V. CORE COURSE

[CCSOC225]

## URBAN SOCIOLOGY IN THE MODERN ERA

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. To introduce the fundamental concepts and approaches of Urban Sociology.
2. To understand typologies of urban settlements and their sociological significance.
3. To analyse urban community, kinship, and family structures in changing contexts.
4. To examine the processes of urbanization and its relationship with industrialization.
5. To study major urban issues such as slums, housing, poverty, and social disorganization.

**Course Learning Outcomes:**

1. Explain the scope and subject matter of Urban Sociology.
2. Differentiate between town, city, metropolis, and industrial city.
3. Analyse characteristics of urban community, family, and kinship.
4. Critically evaluate the relationship between urbanization and industrialization.
5. Assess social consequences of urban problems like poverty, slums, and crime.

**Unit 1: Urban Sociology****(08 hours)**

1. Nature, Scope and Subject matter
  - a. Rao, M. S. A. (1974). *Urban Sociology in India 1971–81. Social Action*, 32(2), 97–114.
  - b. Weber, Max. (1962). *The City*. London: Heinemann. (pp. 65–89).

**Unit 2: Concept and Classification: Town, City, Metropolis, Industrial city****(08 hours)**

- a. Hatt, P. K. & Reiss, A. J. (1951). *Cities and Society. Illinois: The Free Press*. (pp. 22–40).
- b. Wirth, Louis. (1938). *Urbanism as a Way of Life. American Journal of Sociology*, 44(1), 1–24.

**Unit 3: Urban Community: Meaning and Characteristics****(08 hours)**

- a. Lewis, Oscar. (1970). "Further Observations on the Folk–Urban Continuum and Urbanization with Special Reference to Mexico City." In Hauser, P. & Schore, L. (eds.), *The Study of Urbanization*. New York: John Wiley. (pp. 491–506).
- b. Rao, M. S. A. (1974). *Urban Sociology in India*. (pp. 101–115).

**Unit 4: Urban Family and Kinship: Features and Changes****(09 hours)**

- a. Michael, S. M. (1988). *Culture and Urbanization*. Delhi: Inter-India Publications. (pp. 73–95).
- b. Nair, K. S. (1978). *Ethnicity & Urbanization: A Case Study of the Ethnic Identity of South Indian Migrants in Poona*. New Delhi: Ajanta Publications. (pp. 55–70).

**Unit 5: Urbanization – Concept, Characteristics, Urbanization and Industrialization, Factors and Social Consequences****(10 hours)**

- a. Bose, Ashish. (1970). *Urbanization in India*. (pp. 70–95).
- b. Wirth, Louis. (1938). *Urbanism as a Way of Life*. (pp. 1–24).

**Unit 6: Urban Issues – Slums, Ghetto, Housing, Urban Poverty, Right to City****(9 hours)**

- a. Majumdar, T. K. (1983). *The Urbanizing Poor: A Sociological Study of Low Income Migrant Community in the Metropolitan City of Delhi*. New Delhi: Lancer Publishers. (pp. 45–78).
- b. Michael, S. M. (1988). *Culture and Urbanization*. (pp. 120–140).
- c. Rao, M. S. A. (1974). *Urban Sociology in India*. (pp. 120–140).

**Unit 7: Urban Planning: Need of Urban Planning****(08 hours)**

- a. Kamra, Sanjiva. (1970s). *New Towns of Punjab: Factors in Their Location and Growth*. (pp. 15–30).
- b. Fava, Sylvia F. (1968). *Urbanism in World Perspective: A Reader*. New York: Thomas Y. Crowell Company. (pp. 210–225).
- c. Hoselitz, B. F. (1960). *Sociological Aspects of Economic Growth*. (pp. 280–295).

**Suggested Readings:**

1. वी एन , सिंह एवं जन्मेजय सिंह, नगरीय समाजशास्त्र, विवेक प्रकाशन, दिल्ली
2. गोयल , तोमर, नगरीय समाजशास्त्र, श्री राम मेहरा एन्ड कल्पनी, आगरा
3. डी एस बघेल , नगरीय समाजशास्त्र , मध्य प्रदेश, हिंदी ग्रन्थ अकादमी,भोपाल
4. शशि के. जैन, नगरीय समाजशास्त्र, रिसर्च पब्लिकेशन, जयपुर
5. Bose, Ashish. (1970). *Urbanization in India: An Inventory of Source Materials*. New Delhi: Institute of Economic Growth.
6. Theodorson, George. (1961). *Studies in Human Ecology*. Harper & Row.
7. Hoselitz, B. F. (1960). *Sociological Aspects of Economic Growth*. London: Macmillan.

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## SEMESTER III

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### I. CORE COURSE IKS AND SOCIOLOGY

[CCSOC321]

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, 3<sup>rd</sup> 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, पीएचआईलॉर्निंग प्रा. लि. दिल्ली, पृ.सं. 342-374, 438-457, 577-601।*

**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, 3<sup>rd</sup> Edition, Rawat Publications, Jaipur, Page No. 377-411.*
  - b. *Bose, N. K., "The Structure of Hindu Society, 1996, Oriental Publication.*
  - c. *पाण्डेय, रविप्रकाश एवं पाण्डेय, प्रखर, 2023, समाजास्त्रीय सिद्धांतः अभिगम एवं परिप्रेक्ष्य, विजय प्रकाशन मन्दिर प्रा. लिमिटेड, वाराणसी, पृ.सं. 467-481।*

**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, 3<sup>rd</sup> 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 21<sup>st</sup> Century, New Delhi, Aleph B.L. Company, 2023.*
  - c. बघेल, डॉ. डी. एस., 2004, सामाजिक विचारों का इतिहास, पृ.सं. 111-114, साहित्य भवन पब्लिशर्स एवं डिस्ट्रिब्यूटर्स(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  
DEVELOPMENT PRACTICE AND NGO MANAGEMENT**

[ECSOC322A]

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 संगठनों का प्रबंधन, जेननेक्स्ट प्रकाशन।
9. नाभि बोर्ड ऑफ एडिटर्स. (2024). एनजीओ हैंडबुक : गैर-सरकारी संस्थाओं और स्वैच्छिक एजेंसियों का विभिन्नों (हिंदी संस्करण) (5वीं संशोधित अंक). नाभि प्रकाशन।

OR SKILL ENHANCEMENT COURSE - B

[ECSOC322B]

**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****(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.

**III. CORE COURSE**  
**INDIAN SOCIAL THINKERS**

[CCSOC323]

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 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

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. अप्रवाल, जी. कै., 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).

**IV. CORE COURSE**  
**ECONOMIC SOCIOLOGY**

[CCSOC324]

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
  - 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.
2. Exchange and Money

**UNIT 3: Systems of Production, Circulation and Consumption**

(12 hours)

1. Hunting and Gathering
  - 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.
2. Domestic Mode of Production
  - a. Peasant
  - b. Capitalism
  - c. Socialism

**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. श्रीवस्तव, 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

## V. CORE COURSE

[CCSOC325]

## 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

(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
  - 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. Sellitz, C., Jahoda, M., Deutsch, M., & Cook, S. W. (1959). *Research methods in social relations*. Holt, Rinehart & Winston.
4. Social Surveys: Schedule and Questionnaire

**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.

## 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 IV

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**I. ELECTIVE COURSE-A  
FOOD AND SOCIETY**

[ECSOC421A]

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 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).

**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 (1999), 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

[ECSOC421B]

**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
  - 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)
2. Media and Representation
  - 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)
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
  - 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.
2. Media and Social Change
  - 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.
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 Media and Culture: An Introduction to Mass Communication*. <https://saylordotorg.github.io/textUnderstanding-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. श्रीपाठी, प्रवीण. (2010), संचार और समाज, वाणीप्रकाशन, दिल्ली.
5. सिंह, जीतेन्द्र कुमार (2017), मिडिया और समाजशास्त्र, रावत पब्लिकेशन्स, जयपुर.

OR      ELECTIVE COURSE-C  
**INDUSTRIAL SOCIOLOGY**

[ECSOC421C]

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:**

<b>Unit 1. Industrial Sociology: Meaning, Development and Scope</b>	<b>(08 hours)</b>
a. <i>Miller, Delbert C. &amp; Form, William H. (1964). Industrial Sociology. Harper &amp; Row. (Ch. 1, pp. 3–25).</i>	
b. <i>Watson, Tony (1995). Sociology, Work and Industry. Routledge. (pp. 1–50).</i>	
<b>Unit 2. Impact of Industrialisation on Family, Religion, and Social Stratification</b>	<b>(08 hours)</b>
a. <i>Goode, William J. (1963). World Revolution and Family Patterns. Free Press. (pp. 200–245).</i>	
b. <i>M.N. Srinivas. Caste in Modern India. (pp. 83–115).</i>	
<b>Unit 3. Growth of Trade Unionism in India</b>	<b>(08 hours)</b>
a. <i>Karnik, V.B. (1960). Indian Trade Unions: A Survey. (pp. 65–120).</i>	
b. <i>A.R. Desai. Social Background of Indian Nationalism. (pp. 313–350).</i>	
<b>Unit 4. Workers' Participation in Management in India</b>	<b>(10 hours)</b>
a. <i>Ramaswamy, E.A. (1978). Industrial Relations in India. Macmillan. (pp. 175–215).</i>	
b. <i>Sen, Ratna. (2009). Industrial Relations in India: Text and Cases. (pp. 260–290).</i>	
<b>Unit 5. Collective Bargaining – Meaning and Features</b>	<b>(09 hours)</b>
a. <i>Flanders, Allan. (1965). Industrial Relations: What is Wrong with the System? (pp. 112–145).</i>	
<b>Unit 6. Labour Migration in India (Special Reference to Jharkhand)</b>	<b>(09 hours)</b>
a. <i>Breman, Jan. (1996). Footloose Labour: Working in India's Informal Economy. (pp. 1–50).</i>	
b. <i>Alpa Shah. (2010). In the Shadows of the State (Jharkhand case, pp. 110–145).</i>	
<b>Unit 7. Post-Industrial Society: Concept and Characteristics</b>	<b>(08 hours)</b>
a. <i>Bell, Daniel. (1973). The Coming of Post-Industrial Society. (pp. 3–45).</i>	
b. <i>Krishan Kumar. (1978). Prophecy and Progress. (pp. 110–150).</i>	

**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 - औद्योगिक 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

**II. ELECTIVE COURSE-A**  
**SOCIOLOGY OF SCIENCE AND TECHNOLOGY**

[ECSOC422A]

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।*

OR ELECTIVE COURSE-B  
**SOCIAL PSYCHOLOGY**

[ECSOC422B]

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. 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.

**Course Outcomes:**

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.

**Course Content:****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. Haneox, 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

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  
**CRIME AND SOCIETY**

[ECSOC422C]

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
  - 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 Lecutre, 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, रातत पैरिलकेशन्स, जयपुर
10. बंधेल, डी. एस., अपराधशास्त्र, विवेक प्रकाशन, दिल्ली

**III. CORE COURSE**  
**DIGITAL SOCIOLOGY**

[CCSOC423]

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: संकल्पना और परिवर्तन*, 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: अवधि परिवर्तन*, 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](#)

**IV. CORE COURSE**  
**SOCIAL STRATIFICATION**

[CCSOC424]

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
  - Bourgeoisie
  - 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).
4. सिंह, जे.पी. (2016). आधुनिक भारत में सामाजिक परिवर्तन: 21वीं सदी में भारत (दूसरा संस्करण), पीएचआई लर्निंग प्रा. लिमिटेड (चयनित अध्याय: पृ. 123-273)
5. मुखर्जी, आर.एन. (2013) समकालीन समाजशास्त्रीय सिद्धांत (समकालीन उन्नत समाजशास्त्रीय सिद्धांत), विवेक प्रकाशन. (पृ. 197-239).
6. दास गुप्ता, ए. (प्रकाशन का वर्ष), समाजशास्त्र की वैज्ञानिक अवधारणाएँ। भालव प्रकाशन कंपनी प्रा. ली. (पृ. 224-275).
7. गुप्ता, एम. (2013), भारत में समाज. राजस्थान हिन्दी ग्रंथ अकादमी। (पृ. 109-259).
8. सिंह, जे.पी. (2013). समाजशास्त्र: सिद्धांत एवं सिद्धांत (तीसरा संस्करण) पीएचआई लर्निंग प्राइवेट। लिमिटेड (पृ. 291-313).
9. सिंधी, एन.के., और गौरस्वामी, वी. (2003). समाज शास्त्र विवेचन. राजस्थान हिन्दी ग्रंथ अकादमी। (पृ. 150-181).
10. पांडे, आर.पी. (2016). समकालीन भारतीय समाज. विजय प्रकाशन मंदिर प्रा. लिमिटेड (पृ. 265-282).

## V. PROJECT

## DISSERTATION/ PROJECT/ TEACHING APTITUDE

[PRSOC425]

Marks: 30 (MSE: 20 Viva + 5 Attd. + 5 Record) + 70 (ESE Pr: 6 Hrs) = 100

Pass Marks: = 45

(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

**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.