



**NEP FYUGP CURRICULUM
SOCILOGY HONOURS/
SOCILOGY HONOURS WITH RESEARCH PROGRAMME
SUBJECT CODE = 14**

FOR UNDERGRADUATE COURSES UNDER RANCHI UNIVERSITY, RANCHI



Implemented w.e.f.
Academic Session 2025-26 & onwards



UNIVERSITY DEPARTMENT OF SOCIOLOGY

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Date 26.09.2025

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

The Curriculum of Bachelor's Degree (Honours)/ (Honours with Research) 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 4-year Undergraduate Programme (FYUGP). It is implemented from the 1st Semester of the Academic Session 2025-26 and onwards.

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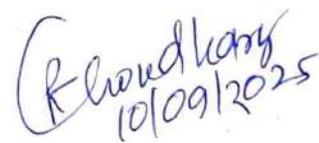

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HIGHLIGHTS OF FYUGP CURRICULUM

PROGRAMME DURATION

- The Full-time, Regular UG programme for a regular student shall be for a period of four years with multiple entry and multiple exit options.
- The session shall commence from the **1st of July**.

ELIGIBILITY

- The selection for admission will be primarily based on the availability of seats in the Major subject and marks imposed by the institution. Merit point for selection will be based on marks obtained in the Major subject at Class 12 (or equivalent level) or the aggregate marks of Class 12 (or equivalent level) if the Marks of the Major subject is not available. Reservation norms of the Government of Jharkhand must be followed as amended in times.
- UG Degree Programmes with Double Major shall be provided only to those students who secure a minimum of 75% overall marks or 7.5 CGPA or higher.
- Other eligibility criteria, including those for multiple entry, will be in light of the UGC Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions.

ADMISSION PROCEDURE

- The reservation policy of the Government of Jharkhand shall apply in admission and the benefit of the same shall be given to the candidates belonging to the State of Jharkhand only. The candidates of other states in the reserved category shall be treated as General category candidates. Other relaxations or reservations shall be applicable as per the prevailing guidelines of the University for FYUGP.

VALIDITY OF REGISTRATION

- Validity of a registration for FYUGP will be for a maximum of **Seven years** from the date of registration.

ACADEMIC CALENDAR

- An Academic Calendar will be prepared by the University to maintain uniformity in the UG Honours/ Honours with Research Programmes and PG Diploma Programmes, running in the colleges under the university (Constituent/Affiliated).
- **Academic Year:** Two consecutive (one odd + one even) semesters constitute one academic year.
- **Semester:** The Odd Semester is scheduled from **July to December**, and the Even Semester is from **January to June**. Each week has a minimum of 40 working hours spread over 6 days.
- Each semester will include Admission, coursework, conduct of examination and declaration of results, including semester break.
- To undergo an 8-week summer internship/ apprenticeship during the summer camp, the Academic Calendar may be scheduled for academic activities as below:
 - a) Odd Semester: **From the first Monday of August to the third Saturday of December**
 - b) Even Semester: **From the first Monday of January to the third Saturday of May**
- An academic year comprising 180 working days in the least is divided into two semesters, each semester having at least 90 working days. With six working days in a week, this would mean that each semester will have $90/ 6 = 15$ teaching/ working weeks. Each working week will have 40 hours of instructional time.
- Each year, the University shall draw out a calendar of academic and associated activities, which shall be strictly adhered to. The same is non-negotiable. Further, the Department will make all reasonable endeavours to deliver the programmes of study and other educational services as mentioned in its Information Brochure and website. However, circumstances may change, prompting the Department to reserve the right to change the content and delivery of courses, discontinue or combine courses and introduce or withdraw areas of specialization.

PROGRAMME OVERVIEW/ SCHEME OF THE PROGRAMME

- Undergraduate degree programmes of either 3 or 4-year duration, with multiple entries and exit points and re-entry

options within this period, with appropriate certifications such as:

- UG Certificate after completing 1 year (2 semesters) of study in the chosen fields of study, provided they complete one vocational course of 4 credits during the summer vacation of the first year or internship/ Apprenticeship in addition to 6 credits from skill-based courses earned during the first and second semesters.,
- UG Diploma after 2 years (4 semesters) of study diploma provided they complete one vocational course of 4 credits or internship/ Apprenticeship/skill-based vocational courses offered during the first year or second year summer term, in addition to 9 credits from skill-based courses earned during the first, second, and third semester.
- Bachelor's Degree after a 3-year (6 semesters) programme of study,
- Bachelor's Degree (Honours) after a 4-year (8 semesters) programme of study.
- Bachelor's Degree (Honours with Research) after a 4-year (8 semesters) programme of study to the students undertaking a 12-credit Research component in the fourth year of FYUGP.

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/ lecture 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 any academic year of a Four-year U.G. Programme for the award of U.G. Certificate, U.G. Diploma, U.G. Degree (Level 4.5, 5 or 5.5 respectively), 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

CHANGE OF MAJOR OR MINOR COURSES

- The change of Major or Minor courses may be allowed only once after the Second Semester and before the third Semester in the FYUG Programme, depending on the provisions laid by the FYUGP and the conditions laid by the Institution. **However, the student must clear the papers (Mid Sem & End Sem both) from the previous semesters of the new subject opted in the next Examination of the coming session.**

CALCULATION OF MARKS FOR THE PURPOSE OF THE RESULT

- Students' final marks and the result will be based on the marks obtained in the Semester Internal Examination and End Semester Examination organized taken together.
- Passing in a subject will depend on the collective marks obtained in the Semester internal and End Semester University Examination. However, students must pass in Theory and Practical Examinations separately.

PROMOTION CRITERIA

First degree programme with a single major (160+4=164 credits):

- i. The Requisite Marks obtained by a student in a particular subject will be the criteria for promotion to the next Semester.
- ii. No student will be detained in odd Semesters (I, III, V & VII).
- iii. To get promotion from Semester-II to Semester-III a student will be required to pass in at least 75% of the Courses in an academic year, a student has to pass in minimum 11 papers out of the total 14 papers. It is further necessary

to procure pass marks in minimum of 50% papers of the current semester i.e. the student has to pass in 4 papers out of 7 papers in Semester-II.

iv. To get promotion from Semester-IV to Semester-V (taken together of Semester I, II, III & IV) a student has to pass in minimum of 20 papers out of the total 26 papers. It is further necessary to procure pass marks in minimum of 50% papers of the current semester i.e. the student has to pass in 3 papers out of 6 papers in Semester-IV.

v. To get promotion from Semester-VI to Semester-VII (taken all together of Semester I, II, III, IV, V & VI) a student has to pass in minimum of 27 papers out of the total 36 papers. It is further necessary to procure pass marks in minimum of 50% papers of the current semester i.e. the student has to pass in 3 papers out of 5 papers in Semester VI.

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

First degree programme with dual major (192+4=196 credits):

i. Please refer to the FYUGP Regulations for the detailed provisions of Double Major and Dual Degrees.

ii. No student will be detained in odd Semesters (I, III, V & VII).

iii. To get promotion from Semester-II to Semester-III a student will be required to pass in at least 75% of the Courses in an academic year, a student has to pass in minimum 11 papers out of the total 15 papers. It is further necessary to procure pass marks in minimum of 50% papers of the current semester i.e. the student has to pass in 4 papers out of 8 papers in Semester-II.

iv. To get promotion from Semester-IV to Semester-V (taken together of Semester I, II, III & IV) a student has to pass in minimum 20 papers out of the total 27 papers. It is further necessary to procure pass marks in minimum of 50% papers of the current semester i.e. the student has to pass in 4 papers out of 7 papers in Semester-IV.

v. To get promotion from Semester-VI to Semester-VII (taken all together of Semester I, II, III, IV, V & VI) a student has to pass in minimum 28 papers out of the total 37 papers. It is further necessary to procure pass marks in minimum of 50% papers of the current semester i.e. the student has to pass in 3 papers out of 6 papers in Semester VI.

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

PUBLICATION OF RESULTS

- The examination result shall be notified by the Controller of Examinations of the University in different newspapers and the same is to be posted also on the University website.
- If a student is found indulging in any malpractice/ unfair means during an examination, the examination taken by the student for the semester will be cancelled. The candidate has to reappear in all the papers of the session with the students of the next session, and his one year will be detained. However, marks secured by the candidate in all previous semesters will remain unaffected.
- There shall be no Supplementary or Re-examination for any subject. Students who have failed in any subject in an even semester may appear in the subsequent even semester examination to clear the backlog. Similarly, the students who have failed in any subject in an odd semester may appear in the subsequent odd semester examination to clear the backlog.

Regulations related to any concern not mentioned above shall be guided by the Regulations of the Ranchi University for FYUGP.

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COURSE STRUCTURE FOR FYUGP ‘HONOURS/ RESEARCH/ PG DIPLOMA’

Table 1: Credit Framework for Four-Year Undergraduate Programme (FYUGP) under State Universities of Jharkhand [Total Credits = 164]

Academic Level	Level of Courses	Semester	MJ: Discipline Specific Courses – Core or Major (80)		AC: Associated core courses from discipline/ Interdisciplinary/ vocational (8)		ELC: Elective courses may be opted from four paths [Follow table 2] (24)		MDC: Multidisciplinary Courses (From a pool of Courses) (9)		AEC: Ability Enhancement Courses (Modern Indian Language and English) (8)		SEC: Skill Enhancement Courses (9)		VAC: Value Added Courses (6)		IKS: (i) Indian Knowledge System (2) & SA: (ii) Social awareness (2)		RC: Research Courses (4+8)/ AMJ: Advanced Courses instead of Research (4+4+4)/ PGD: PG Diploma Level 6 (4+4+4)		Total Credits	IAP; Internship/Apprenticeship/ Project/ Vocational course/ Dissertation (4) In between Sem I to Sem-VI
			1	2	3 (Major- 80)	4 (Minor-32)	5	6	7	8	9	10	11	12	13							
Level 4.5	Level 100-199: Foundation or Introductory courses	I	4	4	---	---	3	2	3	2	2	---	---	---	---	20	4					
		II	4	---	4	---	3	2	3	2	2	---	---	---	---	20						
		Exit Point: Undergraduate Certificate provided with Summer Internship/ Project/ Vocational course/ Dissertation (4 credits)																				
Level 5	Level 200-299: Intermediate-level courses	III	4+4	---	4	3	2	3	---	---	---	---	---	---	---	20	4					
		IV	4+4+4	---	4	---	2	---	2	---	---	---	---	---	---	20						
		Exit Point: Undergraduate Diploma provided with Summer Internship/ Project/ Vocational course/ Dissertation (4 credits)																				
Level 5.5	Level 300-399: Higher-level courses	V	4+4+4+4	---	4	---	---	---	---	---	---	---	---	---	---	20	4					
		VI	4+4+4+4	---	4	---	---	---	---	---	---	---	---	---	---	20						
		Exit Point: Bachelor's Degree with Summer Internship/ Project/ Vocational course/ Dissertation (4 credits)																				124
Level 6	Level 400-499: Advanced courses Hons with Research (>7.5 CGPA)/ Honours/ PG Diploma	VII	4+4+4	---	4	---	---	---	---	---	4	4	4	4	4	20	4					
		VIII	4+4	---	4	---	---	---	---	---	8	4+4	4+4	4+4	4+4	20						
		Exit Point: Bachelor's Degree with Honours/ Honours with Research/ PG Diploma Level 6																				164

Note: Honours students not undertaking research will do 3 courses for 12 credits in lieu of a Research project.

Implemented from Academic Session 2025-26 & onwards

Table 2: Options for Elective Minor Courses

Path A	Path B	Path C	Path D
ELC-A; Elective courses from Interdisciplinary Subjects 1 & 2 (24)	ELC-B; Elective courses from discipline (24)	ELC-C; Elective courses from vocational (24)	ELC-D; Elective courses from discipline for Double Major (48)
<p>This pathway may be recommended for students who wish to develop core competency in multiple disciplines of study. In this case, the credits for the minor pathway shall be distributed among the constituent disciplines/subjects.</p> <p>If students pursuing FYUGP are awarded a UG Degree in a Major discipline, they are eligible to mention their core competencies in other disciplines of their choice if they have earned 12 credits each from pathway courses of two particular disciplines.</p> <p>In the first three years of FYUGP, this pathway is composed of one Major discipline with 60 credits from 15 courses, and two other disciplines, with 12 credits from 3 courses in each discipline.</p> <p>In this pathway, if the students choose one of the two disciplines for 12 credits in one discipline then they should choose a different discipline for the other 12 credits.</p> <p>If the students continue to the fourth year of FYUGP, the students need to earn an additional 4 credits in both disciplines.</p>	<p>This pathway may be recommended to those students who wish for an in-depth study in more than one discipline with a focus on one discipline (Major) and relatively less focus on the other (Minor).</p> <p>If students exit at the end of the third year of FYUGP, they are awarded a Major Degree in a particular discipline and a Minor in another discipline of their choice, if they earn a minimum of 24 credits from the courses in the Minor discipline.</p> <p>If the students continue to the fourth year of FYUGP, they should earn a minimum of 32 credits in the Minor discipline, to be eligible for a UG Degree (Honours) with a Major and a Minor. For this, in the fourth year, they should earn an additional minimum of 8 credits through 2 courses in the Minor discipline.</p>	<p>This pathway may be recommended to those students who wish for exposure to a vocational discipline in addition to the in-depth study in the Major discipline.</p> <p>The credit requirements for Major and Vocational Minor disciplines in this pathway are the same as those for Major with Minor pathway, except that the Minor courses are in a vocational discipline.</p> <p>If students exit at the end of the third year of FYUGP, they are awarded a Major Degree in a particular discipline and a Minor in vocational discipline of their choice, if they earn a minimum of 24 credits from the Vocational courses.</p> <p>If the students continue to the fourth year of FYUGP, they should earn a minimum of 32 credits in the vocational discipline. For this, in the fourth year, they should earn an additional minimum of 8 credits through 2 courses in the Vocational discipline.</p>	<p>To secure the required minimum credits in each discipline, students who wish to opt for a Double Major should include the credits earned by them from the Multi-Disciplinary Courses, Skill Enhancement Courses, and Value-Added Courses offered by the respective Major disciplines.</p> <p>The Double Major pathway is extended to the fourth year. Shifting to a double major from a minor in the third semester will be allowed subject to clearance of the courses of double major (not studied earlier) in succeeding sessions.</p> <p>In the fourth year, the student can continue to earn the required credits in either Major A or Major B to qualify for a UG Degree (Honours)/UG Degree (Honours with Research) in A or B.</p> <p>If he/she opts to continue with Major B in the fourth year, he/she should earn an additional 16 credits of 300-399 level in Major B through mandatory online courses. The institution will not provide the courses in physical mode in the fourth year of this segment.</p>

Table 3: Credit Distribution in Elective Minor Courses during the Four Years of FYUGP

Academic Level	Level of Courses	Semester	Path A ELC: Elective courses from Interdisciplinary Subjects 1 & 2 (24)	Path B ELC: Elective courses from the discipline (24)	Path C ELC: Elective courses from vocational (24)	Path D ELC: Elective courses from the discipline for Double Major (64)
	1	2	3A. Subject 1	3B. Subject 2	4	5
Level 4.5	Level 100-199: Foundation or Introductory courses	I	---	---	---	---
		II	---	---	---	---
Exit Point: Bachelor's Degree with Hons. with Research						
Level 5	Level 200-299: Intermediate-level courses	III	4	---	4	4
		IV	---	4	4	4
Exit Point: Bachelor's Degree with Hons.						
Level 5.5	Level 300-399: Higher-level courses	V	4	---	4	4
		VI	---	4	4	4
Exit Point: P.G. Diploma Degree						
Level 6	Level 400-499: Advanced courses Hons with Research (>7.5 CGPA)/ Honours/ PG Diploma	VII	4	---	4	4
		VIII	---	4	4	4
		Exit Point: (A) Bachelor's Degree with Hons. with Research/ (B) Bachelor's Degree with Hons./ (C) P.G. Diploma Degree				

COURSES OF STUDY FOR FOUR-YEAR UNDERGRADUATE PROGRAMME 2025 onwards**Table 4: Semester-wise Course Code and Credit Points for Single Major during the First Three Years of FYUGP**

Semester	Common, Introductory, Major, Minor, Vocational & Internship Courses		Credits	
	Code	Papers	Paper	Semester
I	AEC-1	Language and Communication Skills (MIL-1; Modern Indian language Hindi/ English)	2	7 Papers (20 credits)
	VAC-1	Value Added Course-1	2	
	IKS-1	Indian Knowledge System-I	2	
	SEC-1	Skill Enhancement Course-1	3	
	MDC-1	Multi-disciplinary Course-1	3	
	AC-1	Associated core courses from discipline/ Interdisciplinary/ vocational	4	
	MJ-1	Major paper 1 (Disciplinary/ Interdisciplinary Major)	4	
II	AEC-2	Language and Communication Skills (MIL-1; Modern Indian language English/ Hindi)	2	7 Papers (20 credits)
	VAC-2	Value Added Course-2	2	
	SA	Social Awareness Activities	2	
	SEC-2	Skill Enhancement Course-2	3	
	MDC-2	Multi-disciplinary Course-2	3	
	AC-2	Associated core courses from discipline/ Interdisciplinary/ vocational	4	
	MJ-2	Major paper 2 (Disciplinary/ Interdisciplinary Major)	4	
III	AEC-3	Language and Communication Skills (MIL-2; MIL including TRL)	2	6 Papers (20 credits)
	SEC-3	Skill Enhancement Course-3	3	
	MDC-3	IK as a Multi-disciplinary Course-3	3	
	ELC-1	Elective courses from discipline/ Interdisciplinary/ vocational	4	
	MJ-3	Major paper 3 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-4	Major paper 4 (Disciplinary/ Interdisciplinary Major)	4	
IV	AEC-4	Language and Communication Skills (MIL-2; MIL including TRL)	2	6 Papers (20 credits)
	VAC-3	Value Added Course-3	2	
	ELC-2	Elective courses from discipline/ Interdisciplinary/ vocational	4	
	MJ-5	Major paper 5 (Disciplinary/ Interdisciplinary Major having IKS)	4	
	MJ-6	Major paper 6 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-7	Major paper 7 (Disciplinary/ Interdisciplinary Major)	4	
V	ELC-3	Elective courses from discipline/ Interdisciplinary/ vocational	4	5 Papers (20 credits)
	MJ-8	Major paper 8 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-9	Major paper 9 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-10	Major paper 10 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-11	Major paper 11 (Disciplinary/ Interdisciplinary Major)	4	
VI	ELC-4	Elective courses from discipline/ Interdisciplinary/ vocational	4	5 Papers (20 credits)
	MJ-12	Major paper 12 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-13	Major paper 13 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-14	Major paper 14 (Disciplinary/ Interdisciplinary Major)	4	
	MJ-15	Major paper 15 (Disciplinary/ Interdisciplinary Major)	4	
Total Credits, excluding one Internship (IAP) of 4 credits =			120	120

Note: It is mandatory to take One Internship of 4 credits in any one of the semesters during the first three years in FYUGP or before exit at any of the exit points if a student wishes to opt for the same.

Table 5A: Semester-wise Course Code and Credit Points for Single Major during the Fourth Year of FYUGP for Bachelor's Degree (Honours with Research)

Semester	Common, Introductory, Major, Minor, Vocational & Internship Courses		Credits	
	Code	Papers	Paper	Semester
VII A	ELC-5	Elective courses from discipline/ Interdisciplinary/ vocational	4	5 Papers (20 credits)
	MJ-16	Major paper 16 (Research Methodology)	4	
	MJ-17	Major paper 17 (Disciplinary/Interdisciplinary Major)	4	
	MJ-18	Major paper 18 (Disciplinary/Interdisciplinary Major)	4	
	RC-1	Research proposal – Planning & Techniques (Disciplinary/Interdisciplinary Major)	4	
VIII A	ELC-6	Elective courses from discipline/ Interdisciplinary/ vocational	4	4 Papers (20 credits)
	MJ-19	Major paper 19 (Disciplinary/Interdisciplinary Major)	4	
	MJ-20	Major paper 20 (Disciplinary/Interdisciplinary Major)	4	
	RC-2	Research Internship/Field Work/Project/Dissertation/Thesis	8	
Total Credits, excluding one Internship of 4 credits =			160	160

Table 5B: Semester-wise Course Code and Credit Points for Single Major during the Fourth Year of FYUGP for Bachelor's Degree (Honours)

Semester	Common, Introductory, Major, Minor, Vocational & Internship Courses		Credits	
	Code	Papers	Paper	Semester
VII B	ELC-5	Elective courses from discipline/ Interdisciplinary/ vocational	4	5 Papers (20 credits)
	MJ-16	Major paper 16 (Disciplinary/Interdisciplinary Major)	4	
	MJ-17	Major paper 17 (Disciplinary/Interdisciplinary Major)	4	
	MJ-18	Major paper 18 (Disciplinary/Interdisciplinary Major)	4	
	AMJ-1	Advanced Major paper-1 (Disciplinary/Interdisciplinary Major)	4	
VIII B	ELC-6	Elective courses from discipline/ Interdisciplinary/ vocational	4	5 Papers (20 credits)
	MJ-19	Major paper 19 (Disciplinary/Interdisciplinary Major)	4	
	MJ-20	Major paper 20 (Disciplinary/Interdisciplinary Major)	4	
	AMJ-2	Advanced Major paper-2 (Disciplinary/Interdisciplinary Major)	4	
	AMJ-3	Advanced Major paper-3 (Disciplinary/Interdisciplinary Major)	4	
Total Credits, excluding one Internship of 4 credits =			160	160

Table 5C: Semester-wise Course Code and Credit Points for Single Major during the Fourth Year of FYUGP for Bachelor's Degree (with Postgraduate Diploma)

Semester	Common, Introductory, Major, Minor, Vocational & Internship Courses		Credits	
	Code	Papers	Paper	Semester
VII C	ELC-5	Elective courses from discipline/ Interdisciplinary/ vocational	4	5 Papers (20 credits)
	MJ-16	Major paper 16 (Disciplinary/Interdisciplinary Major)	4	
	MJ-17	Major paper 17 (Disciplinary/Interdisciplinary Major)	4	
	MJ-18	Major paper 18 (Disciplinary/Interdisciplinary Major)	4	
	JOC-1	Skill based Job Oriented paper (Disciplinary/Interdisciplinary Major)	4	
VIII C	ELC-6	Elective courses from discipline/ Interdisciplinary/ vocational	4	5 Papers (20 credits)
	MJ-19	Major paper 19 (Disciplinary/Interdisciplinary Major)	4	
	MJ-20	Major paper 20 (Disciplinary/Interdisciplinary Major)	4	
	JOC-2	Skill based Job Oriented paper (Disciplinary/Interdisciplinary Major)	4	
	JOC-3	Skill based Job Oriented paper (Disciplinary/Interdisciplinary Major)	4	
Total Credits, excluding one Internship of 4 credits =			160	160

AIMS OF BACHELOR'S DEGREE PROGRAMME IN SOCIOLOGY

The broad aims of the bachelor's degree programme in Sociology are:

- **Develop Sociological Imagination & Thinking**

To enable students to think sociologically — i.e. to understand how individual lives are shaped by social forces, structures, and historical contexts.

- **Comprehend Major Sociological Theories & Concepts**

To impart knowledge of classical and contemporary sociological theories and foundational concepts such as culture, social structure, stratification, roles, institutions, etc.

- **Understand Indian Society & Social Institutions**

To make students familiar with Indian societal realities — caste, class, gender, power relations, kinship, community, etc — and how institutions operate in Indian settings.

- **Develop Research Skills**

To train students in both qualitative and quantitative research methods, including data gathering, analysis, interpretation, and presentation.

- **Enhance Critical Thinking & Analytical Abilities**

To cultivate the ability to critically analyze social issues, question assumptions, compare perspectives, and evaluate policies, social norms, and practices.

- **Promote Social Awareness & Responsibility**

To foster awareness of social inequalities, oppression, and marginalised groups; to develop commitment to social justice, ethical values, and responsibility towards society.

- **Encourage Interdisciplinary & Multidisciplinary Perspective**

To impart knowledge in a manner that allows linking sociology to other disciplines (history, political science, economics, etc.), enabling a broader perspective on societal phenomena.

- **Prepare for Diverse Careers & Further Studies**

To equip students with skills and knowledge for careers in government, NGOs, social research, policy, teaching, development sector, or for pursuing postgraduate research.

- **Develop Communication & Presentation Skills**

To enable students to articulate sociological arguments clearly in writing and speech; prepare reports, essays, presentations, etc.

- **Foster Adaptability & Lifelong Learning**

To engender a mindset of continuous learning, staying updated with evolving social issues, new theories, methods, and to adapt to changing societal contexts.

PROGRAM LEARNING OUTCOMES

The broad aim of the bachelor's degree programme in Sociology is to acquire Knowledge and Understanding as follows:

- **Sociological Imagination and Perspective**

Students will be able to identify, explain, and critically reflect on the relationship between personal experiences and larger social structures, cultivating the ability to perceive how history, culture, and institutions shape individual and collective life.

- **Theoretical and Conceptual Understanding**

Students will be able to describe, compare, and apply classical and contemporary sociological theories and foundational concepts to interpret diverse social phenomena and processes.

- **Comprehension of Indian Society and Social Institutions**

Students will be able to analyze and interpret the structure and functioning of Indian society, with a focus on caste, class, gender, kinship, community, and power, and evaluate how these shape patterns of inclusion and exclusion.

- **Sociological Research Competence**

Students will be able to design and execute small-scale sociological research projects, employ appropriate qualitative and quantitative methods, gather and analyze data systematically, and draw evidence-based conclusions.

- **Critical and Analytical Reasoning**

Students will be able to evaluate contemporary social issues, public policies, and media discourses using sociological reasoning, demonstrate logical argumentation, and formulate informed, balanced perspectives on social problems.

- **Social Awareness, Ethics, and Responsibility**

Students will be able to demonstrate sensitivity to issues of inequality, marginalization, and discrimination, and uphold ethical principles in academic and social engagements, fostering a sense of civic and social responsibility.

- **Interdisciplinary and Multidisciplinary Insight**

Students will be able to integrate sociological knowledge with perspectives from related disciplines—such as history, economics, political science, and anthropology—to develop holistic and critical understandings of social realities.

- **Professional and Academic Preparedness**

Students will be able to apply sociological understanding and skills in diverse professional fields such as teaching, research, social policy, community development, and advocacy, as well as pursue advanced studies in sociology and allied disciplines.

- **Communication and Presentation Skills**

Students will be able to articulate sociological arguments clearly and coherently, present research findings effectively in written and oral forms, and use digital tools and visual media for sociological communication.

- **Adaptability and Lifelong Learning**

Students will be able to demonstrate intellectual curiosity, openness to new ideas, adaptability to changing social contexts, and a commitment to lifelong learning through continued engagement with contemporary sociological debates and developments.

SEMESTER WISE COURSES IN SOCIOLOGY HONOURS**2025 onwards****Table 6: Semester-wise Course Code and Credit Points of Major Courses in Sociology**

Semester	Courses		Examination Structure			
	Code	Courses in NEP FYUGP Syllabus of Sociology Session 2025-26 & onwards	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical/Viva (F.M.)
I	MJ-1	Elements of Sociology	4	25	75	---
	SEC-1	Reading and Writing for Sociology	3	---	75	---
II	MJ-2	Classical Sociological Thinkers	4	25	75	---
	SEC-2	Techniques of Social Research	3	---	75	---
III	MJ-3	Social Stratification	4	25	75	---
	MJ-4	Indian Society - I	4	25	75	---
	SEC-3	Elementary Computer Application Softwares	3	---	75	---
IV	MJ-5	IKS in Sociology	4	25	75	---
	MJ-6	Urban Sociology	4	25	75	---
	MJ-7	Indian Sociological Thinkers	4	25	75	---
V	MJ-8	Population and Society	4	25	75	---
	MJ-9	Social Anthropology	4	25	75	---
	MJ-10	Family, Marriage and Kinship	4	25	75	---
	MJ-11	Indian Society - II	4	25	75	---
VI	MJ-12	Political Sociology	4	25	75	---
	MJ-13	Modern Sociological Thought	4	25	75	---
	MJ-14	Social Movements	4	25	75	---
	MJ-15	Rural Sociology	4	25	75	---
VII	MJ-16	Research Methods and Statistics	4	25	75	---
	MJ-17	Social Change and Development	4	25	75	---
	MJ-18	Sociology of Globalisation	4	25	75	---
	AMJ-1/	Sociology of Gender	4	25	75	---
	RC-1	Research Planning & Techniques	4	25	75	---
VIII	MJ-19	Sociology of Religion	4	25	75	---
	MJ-20	Sociology of Tribes	4	25	75	---
	AMJ-2	Environmental Sociology	4	25	75	---
	AMJ-3/	Sociology of Education	4	25	75	---
	RC-2	Project Dissertation/ Research Internship/ Field Work	8	50	---	150

* It is mandatory to take Either One Internship of 4 credits or Two Internships of 2 credits each in any one of the semesters during the first three years in FYUGP or before exit at any of the exit points if a student wishes to opt for the same.

Table 7: Semester-wise Course Code and Credit Points of Minor Courses in Sociology

Courses		Examination Structure			
Code	Minor Courses in NEP FYUGP Syllabus of Sociology Session 2025-26 & onwards	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical/Viva (F.M.)
MN-A	Introductory Sociology	4	25	75	---
MN-B	Culture and Society	4	25	75	---
MN-C	Introduction to Migration and Diaspora Studies	4	25	75	---
MN-D	Rural Society in India	4	25	75	---
MN-E	Social Inequality and Social Mobility	4	25	75	---
MN-F	Digital Society	4	25	75	---
MN-G	Childhood, Youth and Society	4	25	75	---

INSTRUCTION TO QUESTION SETTER

SEMESTER INTERNAL EXAMINATION (SIE):

There will be Only One Semester Internal Examination in Major, Minor and Research Courses, which will be organized at college/institution level. However, Only One End semester evaluation in other courses will be done either at College/Institution or University level depending upon the nature of course in the curriculum.

A. (SIE 10+5=15 marks):

There will be two group of questions. **Question No.1 will be very short answer type in Group A** consisting of five questions of 1 mark each. **Group B will contain descriptive type** two questions of five marks each, out of which any one to answer.

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks.

B. (SIE 20+5=25 marks):

There will be two group of questions. **Group A is compulsory** which 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** two questions of ten marks each, out of which any one to answer.

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 (ESE):

A. (ESE 50 marks):

There will be two group of questions. **Group A is compulsory** which will contain one question. **Question No.1 will be very short answer type** consisting of five questions of 1 mark each. Group B will contain descriptive type five questions of fifteen marks each, out of which any three are to answer.

B. (ESE 60 marks):

There will be two group of questions. **Group A is compulsory** which will contain three questions. **Question No.1 will be very short answer type** consisting of five questions of 1 mark each. **Question No.2 & 3 will be short answer type** of 5 marks. Group B will contain descriptive type five questions of fifteen marks each, out of which any three are to answer.

C. (ESE 75 marks):

There will be two group of questions. **Group A is compulsory** which will contain three questions. **Question No.1 will be very short answer type** consisting of five questions of 1 mark each. **Question No. 2 & 3 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 answer.

D. (ESE 100 marks):

There will be two group of questions. **Group A is compulsory** which will contain three questions. **Question No.1 will be very short answer type** consisting of ten questions of 1 mark each. **Question No. 2 & 3 will be short answer type** of 5 marks. Group B will contain descriptive type six questions of twenty marks each, out of which any four are to answer.

FORMAT OF QUESTION PAPER FOR MID/ END SEMESTER EXAMINATIONS

Question format for 15 Marks:

<u>F.M. =15</u>	<u>Subject/ Code</u>	<u>Exam Year</u>
<u>General Instructions:</u>		
i. Group A carries very short answer-type compulsory questions. ii. Answer 1 out of 2 subjective/ descriptive questions given in Group B . iii. Answer in your own words as far as practicable. iv. Answer all subparts of a question in one place. v. Numbers in the right indicate full marks for the question.		
Group A		
1.	..... i. ii. iii. iv. v.	[5x1=5]
Group B		
2.	[10]	
3.	[10]	
Note: There may be subdivisions in each question asked in Theory Examination.		

Question format for 20 Marks:

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

Question format for 50 Marks:

F.M. =50	Subject/ Code	Time = 1.5 Hrs.	Exam Year
General Instructions:			
i. Group A carries very short answer-type compulsory questions. ii. Answer 3 out of 5 subjective/ descriptive questions given in Group B . iii. Answer in your own words as far as practicable. iv. Answer all subparts of a question in one place. v. Numbers in the right indicate full marks for the question.			
Group A			
1.	i.	[5x1=5]	
	ii.		
	iii.		
	iv.		
	v.		
Group B			
2.	[15]		
3.	[15]		
4.	[15]		
5.	[15]		
6.	[15]		
Note: There may be subdivisions in each question asked in the Theory Examination.			

Question format for 60 Marks:

F.M. =60	Subject/ Code	Time = 3 Hrs.	Exam Year
General Instructions:			
i. Group A carries very short answer-type compulsory questions. ii. Answer 3 out of 5 subjective/ descriptive questions given in Group B . iii. Answer in your own words as far as practicable. iv. Answer all subparts of a question in one place. v. Numbers in the right indicate full marks for the question.			
Group A			
1.	i.	[5x1=5]	
	ii.		
	iii.		
	iv.		
	v.		
2.	[5]		
3.	[5]		
Group B			
4.	[15]		
5.	[15]		
6.	[15]		
7.	[15]		
8.	[15]		
Note: There may be subdivisions in each question asked in the Theory Examination.			

Question format for 75 Marks:

Subject/ Code		Exam Year
F.M. =75		Time = 3 Hrs.
General Instructions:		
i. Group A carries very short answer-type compulsory questions. ii. Answer 4 out of 6 subjective/ descriptive questions given in Group B . iii. Answer in your own words as far as practicable. iv. Answer all subparts of a question in one place. v. Numbers in the right indicate full marks for the question.		
	Group A	
1.	i.	[5x1=5]
	ii.	
	iii.	
	iv.	
	v.	
2.	.....	[5]
3.	.....	[5]
	Group B	
4.	.....	[15]
5.	.....	[15]
6.	.....	[15]
7.	.....	[15]
8.	.....	[15]
9.	.....	[15]

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

Question format for 100 Marks:

Subject/ Code		Exam Year
F.M. =100		Time = 3 Hrs.
General Instructions:		
i. Group A carries very short answer-type compulsory questions. ii. Answer 4 out of 6 subjective/ descriptive questions given in Group B . iii. Answer in your own words as far as practicable. iv. Answer all subparts of a question in one place. v. Numbers in the right indicate full marks for the question.		
	Group A	
1.	i.	[10x1=10]
	ii.	
	iii.	
	iv.	
	v.	
2.	.....	[5]
3.	.....	[5]
	Group B	
4.	.....	[20]
5.	.....	[20]
6.	.....	[20]
7.	.....	[20]
8.	.....	[20]
9.	.....	[20]

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

SEMESTER I**I. MAJOR COURSE –MJ 1:
ELEMENTS OF SOCIOLOGY****Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40**(Credits: Theory-04) **60 Hours****Course Objectives:**

1. To introduce students to the discipline of Sociology and orienting them to thinking sociologically.
2. To familiarize students with the relationship between Sociology and other Social Sciences
3. To introduce students to some of the basic concepts of Sociology.

Course Learning Outcomes:

1. Students will be able to orient themselves to ways of sociological thinking.
2. They will be able to explain and apply the key concepts in Sociology.

Course Content:**UNIT 1: Sociology: Discipline and Perspective****(15 hours)**

1. **Thinking Sociologically**
 - a. Mills, C. Wright (1959). *The Sociological Imagination*. Oxford University Press.
 - b. Beteille, Andre, 2009, *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27
 - c. Bauman, Zygmunt (1990 / 2012, 2nd edition with Tim May). *Thinking Sociologically*. Wiley-Blackwell. Introduction: The Distinction; Thinking Sociologically: The Content
2. **Emergence of Sociology**
 - a. Ritzer, George, 1996, *Classical Sociological Theory*, New York: McGraw Hill, Chapter1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46

UNIT 2: Sociology and Other Social Sciences**(15 hours)**

1. **Sociology and Social Anthropology**
2. **Sociology and Psychology**
3. **Sociology and History**
 - a. Haralambos, Michael, and Holborn, Martin (2013). *Sociology: Themes and Perspectives*. HarperCollins
 - b. Burke, P. (2005). *History and social theory* (2nd ed.). Cornell University Press. Chapters 1,2,5
 - c. Desai, A. R. (2005). *Social background of Indian nationalism* (6th ed.). Popular Prakashan.

UNIT 3: Basic Concepts**(15 hours)**

1. **Individual and Group**
 - a. Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill,
 - b. Chapter4.Pp83-94; Chapter 5. Pp104-115; Chapter 8, Pp.185-209.
2. **Associations and Institutions**
 - a. Horton, Paul B., Chester L. Hunt.2004, *Sociology*. New Delhi: Tata McGraw Hill. Chapter9, Pp. 210-229.
3. **Society and Culture**
 - a. Macdonis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*,17 Edition. Chapter3, Culture, Pp 70-95. Pearson. New Delhi.
 - b. Redfield, Robert1956, Chapter 16, 'How Human Society Operates', in Harry L Shapiro(ed.)
 - c. *Man, Culture and Society*. New York: Oxford University Press, Pp. 345-368. *approaches*.

UNIT 4: Major Perspectives in Sociology**(15 hours)**

1. **Functionalism**
 - a. Durkheim, Emile. 1982, *The Rules of Sociological Method*, New York: Free Press. Chapter1, what is a Social Fact? Pp. 50 – 59.
 - b. Radcliffe Brown, A. R., 1976, *Structure and Function in Primitive Society*, New York: Free Press Chapter 9 & 10, Pp. 178-204.
2. **Conflict Perspective**
 - a. Marx, Karl and Fredrick Engels. 2008. *The Manifesto of the Communist Party*. London: Pluto Press. Pp. 31- 66

Suggested Readings:

1. सिंह, जे. पी., समाजशास्त्र की अवधारणाएँ एवं सिद्धांत, पी. एच. आर्द्द. लरनिंग प्राइवेट लिमिटेड
2. सिंधी, नरेन्द्र एवं गोरखामी, वसुधाकर, समाजशास्त्र विवेचन, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर
3. चौधरी, पारस कुमार, समाजशास्त्र के सिद्धांत, कल्पाज प्रकाशन, नई दिल्ली
4. Haralambos, M. 1998. Sociology: Themes and perspectives. New Delhi: Oxford University Press.
5. Giddens, A. (2009). Sociology (6th edition). Cambridge: Polity Press. → Chapter 1: "What is Sociology?"

**II. SKILL ENHANCEMENT COURSE- SEC 1:
READING AND WRITING FOR SOCIOLOGY**

Marks: 75 (ESE: 3Hrs) = 75

Pass Marks: Th (ESE) = 30

(Credits: Theory-03) 45 Hours

Course Objective:

1. Read academic texts and identify the central argument(s) and grasp the content of the texts
2. Read texts to identify the organization of ideas, structure of the arguments, style and tone of the author and author biases
3. Identify general conclusions from specific details in texts
4. Identify standard elements of writing and different genres of writing from personal essay to academic writing.
5. Be able to treat reading and writing as complementary and synergistic
6. Be able to conceptualize and plan a research paper

Course learning outcome

1. At the end of the course, students will be equipped to move from reading rudimentarily to advanced reading of texts extensively.
2. Students will be able to learn how to recognize good or bad writing and should be equipped with the elementary techniques for 'repairing' bad or damaged prose. The course will be preceded by a workshop for teachers. Short extracts for class exercises will be culled from classic and contemporary social science texts of varying levels of difficulty and of different genres and styles. The actual set of texts will be decided at the preparatory workshop

Course Contents

UNIT 1:

- 1. Introduction: The virtues of repetition** **(15 hours)**
Academic reading and writing are really all about re-reading and rewriting – about repeatedly reworking a text until some provisional goal is achieved.
 - a. Assignment, Day 1: Read a short (1-2 page) academic text of moderate difficulty and summarize it in one paragraph (3-4 sentences). (This is without prior guidance by the instructor).
 - b. Assignment, Day 2: Re-read the same text and re-write the summary after a brief discussion of 'CONTENT' (does the summary contain most of the most important points made in the text?)
 - c. Assignment, Day 3: Re-read the same text and re-write the summary again after a brief discussion of 'FORM' (is the summary well structured, clear and effective?)
- 2. Techniques for reading academic texts**

UNIT 2:

- 1. Grasping the whole: How to get an overview** **(15 hours)**
 - a. Titles as the shortest summary of a text
 - b. Good and bad titles
 - c. Section headings (where present)
 - d. Introductions and Conclusions
 - e. Identifying important passages and sentences
- 2. Divide and conquer: Taking texts apart**
 - a. Beginning, middle and conclusion – stages of argument
 - b. The architecture of arguments: main, subsidiary, minor
- 3. Everything is not equally important: Distribution of emphasis**
 - a. Getting outside help: Recruiting extra resources
 - b. Isolating words & terms: Dictionaries, Encyclopedias
 - c. Contextualising texts with quick background research
 - d. Productive ways of asking for help from teachers/tutors

UNIT 3: Techniques for writing academic prose

(15 hours)

- 1. Building a structure: What do you want to say?**
 - a. Beginning, middle and conclusion – stages of argument
 - b. The architecture of arguments: main, subsidiary, minor
 - c. Everything is not equally important: Distribution of emphasis
- 2. Working with blocks: Sections, Paragraphs, Sentences**
 - a. How many sections? Job descriptions for each section
 - b. Paragraphs as key building blocks of academic prose
 - c. Sentences and punctuation; length, balance, continuity
- 3. Borrowing material: Paraphrasing, Quoting, Citing**
 - a. The difference between paraphrasing and plagiarism
 - b. Quotations: When? Why? How?
 - c. Citation styles
 - d. Productive ways of asking for help from teachers/tutors

Suggested Readings:

1. Bailey, S. (2005). Academic Writing. London: Routledge
2. Becker, Howard Saul and Pamela Richards. Writing For Social Scientists. Chicago: University of Chicago Press, 2007
3. Dillard, A. (1995). The writing life. New York, NY: Harper Perennial
4. Fairbairn, G. and Fairbairn, S. (2010). Reading at University. Buckingham: Open University Press
5. Douglas, Mary (1986) How institutions think, Syracuse University Press, Syracuse, New York.
6. Graff, Gerald, (2014) "They Say / I Say" – The Moves That Matter in Academic Writing 3e , New York: W. W. Norton & Company
7. Johnson, William A. Et. Al. The Sociology Student Writer's Manual. New Jersey: Prentice Hall, 2000
8. Parsons, Talcott (1951): The social system, Glencoe III, Free Press
9. Romila Thapar (2004) Somanatha: The many voices of history, Penguin Books, India
10. Sunil Khilnani (1997) The Idea of India, Penguin Books.
11. Thomson, A. Et. Al. Critical Reasoning. London: Routledge. 2001
12. Well-known guides to academic writing (such as Howard Becker's Writing for Social Scientists) will also be used where appropriate.
13. Shrodes, Caroline. Et. Al (Eds.) The Conscious Reader. New York: Macmillan, 1988.

SEMESTER II**I. MAJOR COURSE- MJ 2:
CLASSICAL SOCIOLOGICAL THINKERS****Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40****(Credits: Theory-04) 60 Hours****Course Objectives:**

1. Objective of teaching sociological Thinkers to undergraduate students is to enable them to apply theory to their own everyday life experiences.
2. This requires that students develop their sociological imagination and the capacity to read each situation sociologically and then to think about it theoretically.
3. To this end, it is imperative that sociological theory courses demonstrate the applicability of theory to students.

Course Learning Outcome:

1. Understanding the grand foundational themes of sociology.
2. Application of theories and concepts from classical sociological theories to develop intellectual openness and curiosity.
3. Appreciation of the classical concepts and theories to develop awareness of the limits of current knowledge.

Course Content:**UNIT 1: Auguste Comte****(15 hours)**

1. Theory of Reconstruction
2. Positivism
 - a. Comte, Auguste, 1830, *The Course of Positive Philosophy*

UNIT 2: Karl Marx**(15 hours)**

1. Dialectics and Historical Materialism.
2. Class Struggle
 - a. Marx, K. and F. Engels. 1969. *Selected Works Vol. 1*. Moscow: Progress Publishers. pp. 13- 15 (Theses on Feuerbach), pp.16-80 (A Critique of the German Ideology), pp. 98-137
 - b. (Manifesto of the Communist Party), pp.142-173 (Wage Labour and Capital), pp.502- 506 (Abstract of Preface from *A Contribution to the Critique of Political Economy*).

UNIT 3: Max Weber**(15 hours)**

1. Social Action and Ideal Types
2. Religion and Economy
 - a. Weber, Max.1947. *The Theory of Social and Economic Organization*. New York, The Free Press, pp.87-123
 - b. Weber, Max.2002. *The Protestant Ethic and the Spirit of Capitalism* (translated by Stephen Kalberg). London: Blackwell Publishers, pp. 3-54, 103-126, Chapters I, II, III, IV & V

UNIT 4: Emile Durkheim**(15 hours)**

1. Division of Labour
2. Social Fact & Suicide
 - a. Durkheim, E. 1958. *The Rules of Sociological Method*. New York: The Free Press. pp. 48- 107, 119-144
 - b. Durkheim, E. 1951. *Suicide: A Study in Sociology*. New York: The Free Press, pp. 41-56, 145- 151.
 - c. Durkheim, E. 1964. The Division of Labour in Society, New York, The Free Press. Ch2&3 pp.70-133.

Suggested Readings:

1. सिंह, जे. पी., पाश्चात्य सामाजिक चिन्तक, एक समालोचनात्मक दृष्टिकोण, रावत प्रकाशन, जयपुर.
2. हुसैन, एम., समाजशास्त्रीय विचार, औरियंट ब्लैक स्वान, हिमायत नगर, हैदराबाद.
3. दोषी, एस. एल., एवं जैन, पी. सी., सामाजिक विचारक, रावत प्रकाशन, जयपुर.
4. मुकर्जी, रवीन्द्रनाथ, सामाजिक विचारधारा, विवेक प्रकाशन, दिल्ली.
5. Ritzer, G., & Stepnisky, J. (2017). *Sociological theory*. Sage publications.
6. Giddens, A. 2009, Sociology, Wiley
7. Morrison, K., 2006 Marx Durkheim Weber: Formations of Modern Social Thought, Sage
8. Marx, K. (1867) 2011. Capital. Translated by Frederick Engels. Dehradun: Maple.
9. Raymond, A. (1965). Main currents in Sociological Thought. Vol. 1, Penguin: Harmondsworth.
10. Bottomore, T.B. (1975). Marxist Sociology, MacMillan: London.

**II. SKILL ENHANCEMENT COURSE- SEC 2:
TECHNIQUES OF SOCIAL RESEARCH**

Marks: 75 (ESE: 3Hrs) = 75

Pass Marks: Th (ESE) = 30

(Credits: Theory-03) 45 Hours

Course Objectives:

1. This course aims to enhance the skills of students to understand and use techniques employed by social scientists to investigate social phenomena.
2. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research. The focus is on understanding through suggested exercises.
3. A minimum of two hours each working day devoted for this course meet the objective.

Course Learning Outcome:

At the end of the course

1. students will be able to understand research principles, design and conduct studies,
2. analyze data (qualitatively & quantitatively), interpret findings,
3. adhere to ethics, and effectively communicate results in a well-structured report,

Course Contents:

The course will be based on exercises to be done in groups.

UNIT 1: Research Design

(15 hours)

1. Bryman, A.2008, Social Research Methods, Oxford: Oxford University Press, Chapter 2,3,4&5, pp. 29-136
2. Amir B. Marvasti,2004, Qualitative Research in Sociology, London: Sage, Chapter 2,3,4,5,6&7, pp.14-144

Suggested Assignments:

- a) Design a survey on factors effecting marriage choices of young people.
- b) Visit a shopping mall and observe the interaction between employees and customers/visitors. Identify themes based on your observation and prepare a questionnaire based on this experience.
- c) Visit the college canteen/ administrative office/a bus stop/ area outside the metro station and observe all that happens for an hour or more and write a descriptive note on it. Discussions on these notes to follow.
- d) Visit a police station/ hospital/court and spend a few hours observing the scene. Write a short essay on issues of access to the field, rapport building and your role as an ethnographer.

UNIT 2: Data Collection

(10 hours)

1. Lofland J. and Lofland L. 1984, Analysing Social Settings: A Guide to Qualitative Observation and Experiment, California: Wadsworth
2. Morgan, David L. 1996, "Focus Groups", Annual Review of Sociology 22, pp. 29-52

Suggested Assignments:

- a) Conduct a structured Interview with close ended options and a relatively unstructured interview on the same topic (of your choice) with similar sets of people. Observe and note the differences.
- b) Look at NSS/NFHS/Census Data and write notes on the themes of how you can interpret the data.
- c) Look at a set of published letters of Gandhi, Nehru, C.F. Andrews, Tagore etc. and identify key social issues that are discussed in the contents of the letters.
- d) Collect 3 oral testimonies/ life histories of people witnessed and experienced any traumatic event in their lives.

UNIT 3: Data Analysis

(10 hours)

(Students will be introduced to the use of Statistical Software Packages)

Suggested Assignments/Exercise:

- a) Choose a theme of your interest- for e.g., crime, technology environmental concerns or any other and look through the Sunday editorials of any national daily of the last 3 months to locate related articles.
- b) Do a content analysis of advertisements of any one consumer product/service, which have appeared over one year in a leading national daily.
- c) Analyse the oral testimonies you have collected in Exercise 2(d). Discuss the issues and challenges in using testimony as evidence.
- d) Students will be provided with data sets to run them in a software program.

UNIT 4: Framing a Research Question

(15 hours)

Choose a research question, identify statement(s), hypothesis and concepts. Operationalize concepts and match the methods and tools for data collection.

SEMESTER III**I. MAJOR COURSE- MJ 3:
SOCIAL STRATIFICATION****Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40**(Credits: Theory-04) **60 Hours****Course Objectives:**

1. This course introduces students to Sociological Study of Social Inequalities.
2. Acquaints students with principal theoretical perspectives on and diverse forms of social inequality in articulation with each other.

Course Learning Outcomes:

1. Students will learn about the socio-historical context of stratification theoretical concerns and problems and contemporary issues related to inequalities s and its forms.
2. Understanding of stratification and theories would sensitize students to its various sociological aspects, providing ample scope for applied learning and application.
3. Examining forms of stratification, understanding the relevance of caste, race and ethnic identities in contemporary world.

Course Content:**UNIT 1: Introducing Stratification-****(15 hours)**

1. Social Stratification, Equality, Inequality, Hierarchy, Social Exclusion, Marginalization & Devaluation
 - a. Beteille, Andre Inequality among Men. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22
 - b. Worsley, Peter. Introducing Sociology.2nd ed. Harmondsworth: Penguin Books, 1970. Chapter 8, Social Stratification: Class, Status and Power, pp. 395 – 408

UNIT 2: Theories of Stratification**(15 hours)**

1. Marx, Weber and Class
 - a. Bendix Reinhard 'Inequality and Social Structure: Comparison of Marx and Weber' American Sociological Review, Vol. 39, No. 2 (Apr., 1974), pp. 149-161
 - b. McLellan, David. The Thought of Karl Marx. London: Papermac, 1995. Part 2. Chapter 6. Class, pp. 182-194
 - c. Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. From Max Weber. New York: Oxford University Press, 1946. Chapter VII, Class, Status, Party. Pp. 180 – 195
2. Functional theory of stratification
 - a. Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. American Sociological Review 10.2 (1945): pp. 242-249
 - b. Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis'. American Sociological Review 18.4 (1953): 387-394
 - c. Davis Kingsley and Wilbert E Moore 'Some Principles of Stratification: A Critical Analysis: Reply'. American Sociological Review Vol. 18, No. 4 (Aug., 1953), pp. 394-397

UNIT 3: Identities and Inequalities**(15 hours)**

1. Caste and Race
 - a. Bailey F G 'Closed Social Stratification in India', European Journal of Sociology Vol. 4, No.1 (1963) pp. 107-124
 - b. Omi, Michael, and Howard Winant. Racial Formation in the United States. New York: Routledge & Kegan Paul, 1986. Chapters 1 & 4, pp. 14-24 and 57-69
2. Feminism and Gendered Stratification
 - a. Begum Rokeya, Sultana's Dream
 - b. Collins, Patricia Hill. 'Toward a New Vision: Race Class and Gender as Categories of analysis and Connection' Race, Sex & Class, Vol. 1, No. 1 (Fall 1993), pp. 25-45
 - c. Mitchell, Juliet. Woman's Estate. Harmonds worth: Penguin, 1971. Chapter 5, Position of Women 1. Pp. 99-122
3. Disability and Inequality
 - a. Ghai, A. (2015). *Rethinking disability in India*. New Delhi: Routledge.
 - b. Vaidya, S. (2016). Mapping the Terrain: Examining Discourses on Disability and the Family. In: Autism and the Family in Urban India. Springer, New Delhi. https://doi.org/10.1007/978-81-322-3607-8_1

UNIT 4: Social Mobility: Concept and types**(15 hours)**

- a. Goldthorpe, J. H. The Constant Flux; A Study of Class Mobility in Industrial Societies, Oxford; Clarendon press.

Suggested Readings:

1. सिंधी, नरेन्द्र कुमार एवं गोस्वामी, वसुधाकर, समाजशास्त्र विवेचन, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर
2. शर्मा, के. एल, समाजिक स्तरीकरण, 2011, रावत प्रकाशन
3. Bailey F G 'Closed Social Stratification in India', European Journal of Sociology Vol. 4, No. 1 (1963) pp. 107-124
4. Bendix Reinhard 'Inequality and Social Structure: Comparison of Marx and Weber' American Sociological Review, Vol. 39, No. 2 (Apr., 1974), pp. 149-161
5. Beteille, Andre, Inequality among Men. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22
6. Davis Kingsley and Wilbert E Moore 'Some Principles of Stratification: Critical Analysis: Reply'. American Sociological Review Vol. 18, No. 4 (Aug., 1953), pp. 394-397
7. Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. American Sociological Review 10.2 (1945):pp. 242-24
8. Goldthorpe, J. H. The Constant Flux; A Study of Class Mobility in Industrial Societies, Oxford; Clarendon press.
9. Stinchcombe, Arthur L 'Some Empirical Consequences of the Davis-Moore Theory of Stratification'. American Sociological Review 28.5 (1963), pp. 805-808
10. Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. From Max Weber. New York: Oxford University Press, 1946. Chapter VII, Class, Status, Party. Pp. 180- 195

**I. MAJOR COURSE –MJ 4:
INDIAN SOCIETY - I**

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

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

Course Objective:

1. Understanding key concepts and institutions of Indian society.
2. To understand the modes of knowledge – construction of Indian history, society, Culture and politics
3. To examine how multiple social processes, forces and ideologies shaped the terrain of the nation.

Course Learning Outcome:

1. Through informed interrogation of concepts and institutions of India, the course contributes to the development of critical and analytical thinking. The course, supported by an inter-disciplinary approach, facilitates learning and reflecting about the multiple – and contextual – socio-cultural registers of Indian society.
2. The course adds to the sociological interpretation of Indian history and society. The India-specific themes of the course – discourse/knowledge-making, mobilization, transformation, ideology, identity and politics, for example – are treated, moreover, by drawing from sociological concepts and theories. The course connects the practical and conceptual in terms of both substance and relevance.
3. The adoption of an inter-disciplinary framework, without losing sight of the sociological, makes the course wider in scope and scale. It broadens viewpoints and encourages students to reflect deeply on the multicultural reality which is the defining feature of India. Use of innovative teaching-learning methods, the course prepares students to successfully compete in global academia.

Course Content:

UNIT 1: Indian Society: Concepts and Institutions

(15 hours)

1. Caste: Concept and Critique
 - a. Srinivas, M.N., 1969, “The Caste System in India”, in A. Beteille (ed.) *Social Inequality: Selected Readings*. Harmondsworth: Penguin Books, Pp. 265-272.
 - b. Mencher, J. P. (1974). The caste system upside down. *Current Anthropology*, 15(4), 469–493.
2. Village: Characteristics and Change
 - a. Madan, V., 2002, “Introduction” in V. Madan (ed.), *The Village in India*. Delhi: Oxford University Press, Pp. 1-26.
3. Kinship: Types and Usages
 - a. Karve, I., 1994, “The Kinship Map of India”, in P. Uberoi (ed.), *Family, Kinship and Marriage in India*. Delhi: Oxford University Press, Pp.50-73.
4. Varna System
 - a. Srinivas, M. N. (1962). *Caste in Modern India and Other Essays*. Asia Publishing House. Chapter: “The Concept of Varna in Indian Society”

UNIT 2: Classes and Communities in Indian Society

(15 hours)

1. Agrarian Classes
 - a. Thorner, D. (1962). *Agrarian Structure in India: Some General Considerations*. *Indian Economic Review*, 1(1), 1–12.
 - b. Beteille, A. (1974). *Studies in Agrarian Social Structure*. New Delhi: Oxford University Press.
2. Features of Industrial Labour
 - a. Breman, J. (1999). The Study of Industrial Labour in Post-Colonial India—The Formal Sector: An Introductory Review. *Contributions to Indian Sociology*, 33(1-2), 1–41.
 - b. Breman, J. (2013). At Work in the Informal Economy of India: A Perspective from the Bottom Up. *Oxford University Press*.
3. Tribes
 - a. Christoph von Fürrer-Haimendorf (1982). *Tribes of India: The Struggle for Survival*. Oxford University Press.
 - b. Verrier Elwin (1964). *The Tribal World of Verrier Elwin: An Autobiography*. Oxford University Press.

UNIT 3: Weaker Sections

(15 hours)

1. Minorities
 - a. Zoya Hasan (ed.). (1998). *Politics and the State in India*. Sage.
 - b. Madan, T.N. (1997). *Modern Myths, Locked Minds: Secularism and Fundamentalism in India*. Oxford.
2. Women
 - a. Desai, Neera & Krishnaraj, Maithreyi. (1987). *Women and Society in India*. Ajanta Publications.

UNIT 4: Social Problems in India

(15 hours)

1. Social Problems: Meaning and Definition
2. Sociological Perspectives on Social Problems – Anomie and Suicide

3. Issues – Causes and remedies - Dowry, Domestic Violence, Communalism, Casteism

- Fuller, R. C., & Myers, R. D. (1941). *The Natural History of a Social Problem*. American Sociological Review, 6(3), 320–329.
- Merton, R. K., & Nisbet, R. (1976). *Contemporary Social Problems*. New York: Harcourt Brace Jovanovich.
- Ahuja, Ram. (2014). *Social Problems in India* (3rd ed.). Jaipur: Rawat Publications.

Suggested readings:

- गुप्ता, मोतीलाल, भारत में समाज, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर.
- Sharma, A. (1986). *Āśrama system: The history and hermeneutics of a religious institution*. Oxford University Press.
- Kumar, Radha. (1993). *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800–1990*. Zubaan
- J. P. Singh, Bharat Ka Adhunik Samaj (Society in Modern India), Jaipur: Rawat Publ. House, 2019.
- J. P. Singh, Adhunik Bharat Men Samajik Parivartan: New Delhi: PHI Learning, 2016 (2nd Edition).
- J. P. Singh, Badalte Bharat Ki Samshyaen, Patna: Janaki Prakashan, 2003.PHI learning, New Delhi
- Sociology of change and development: G.R. Madan, Vivek Prakashan, New Delhi
- Globalization and Society: Ravi Prakash Pandey, Shekhar Publication, Allahabad

**II. SKILL ENHANCEMENT COURSE- SEC 3:
ELEMENTARY COMPUTER APPLICATION SOFTWARES**

Marks: 75 (ESE: 3Hrs) = 75

Pass Marks: Th (ESE) = 30

A Common Syllabus for FYUGP

(Credits: Theory-03) 45 Hours

Instruction to Question Setter

There will be objective type test consisting of Seventy-five questions of 1 mark each. Students are required to mark their answer on OMR Sheet provided by the University.

Course Objectives:

The objective of the course is to generate qualified manpower in the area of Information Technology (IT) and Graphic designing which will enable such person to work seamlessly at any Offices.

1. Basic Concept of Computer: What is Computer, Applications of Computer, Types of computer, Components of Computer System, Central Processing Unit (CPU) **(3 Hours)**

2. Concepts of Hardware: Input Devices, Output Devices, Computer Memory, Types of Memory, processing Concept of Computer **(4 Hours)**

3. Operating system: Operating System, Functions of Operating System (Basic), Introduction to Windows 11, Working on Windows 11 environment, Installation of Application Software, My Computer, Control Panel, searching techniques in windows environment, Basic of setting **(6 Hours)**

4. Concept of Software: What is Software, Types of Software, Computer Software- Relationship between Hardware and Software, System Software, Application Software, some high level languages **(4 Hours)**

5. Internet & its uses: Basic of Computer networks; LAN, WAN, MAN, Concept of Internet, Applications of Internet; connecting to internet, what is ISP, World Wide Web, Web Browsing software's, Search Engines, URL, Domain name, IP Address, using e-governance website, Basics of electronic mail, getting an email account, Sending and receiving emails. **(6 Hours)**

6. Microsoft Word: Word processing concepts, Creation of Documents, Formatting of Documents, Formatting of Text, Different tabs of word 2016 environment, Formatting Page, Navigation of Page, Table handling, Header and footer, Page Numbering, Page Setup, Find and Replace, Printing the documents **(7 Hours)**

7. Microsoft Excel (Spreadsheet): Spreadsheet Concepts, Creating, Saving and Editing a Workbook, Inserting, Deleting Work Sheets, Formatting worksheet, Excel Formula, Concept of charts and Applications, Pivot table, goal seek, Data filter, data sorting and scenario manager, printing the spreadsheet **(6 Hours)**

8. Microsoft Power Point (Presentation Package): Concept and Uses of presentation package, Creating, Opening and Saving Presentations, working in different views in Power point, Animation, slide show, Master Slides, Creating photo album, Rehearse timing and record narration **(5 Hours)**

9. Digital Education: Introduction & Advantages of digital Education, Concept of e-learning, Technologies used in e learning **(4 Hours)**

Suggested readings

1. Nishit Mathur, *Fundamentals of Computer*, APH publishing corporation (2010)
2. Neeraj Singh, *Computer Fundamentals (Basic Computer)*, T Balaji, (2021)
3. Joan Preppernau, *Microsoft Power Point 2016 step by step*, Microsoft press (2015)
4. Douglas E Corner, *The Internet Book 4th Edition*, prentice –Hall (2009)
5. Wallace Wang, *Microsoft Office 2019*, Wiley (January 2018)
6. Noble Powell, *Windows 11 User Guide For Beginners and Seniors*, ASIN, (October 2021)

SEMESTER IV**I. MAJOR COURSE- MJ 5:
IKS IN SOCIOLOGY****Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40****(Credits: Theory-04) 60 Hours****Course Objective:**

1. To help students understand the basic ideas and traditions in Indian Knowledge Systems (IKS) of relevance to Sociology.
2. To show how Indian ways of thinking relate to social life, culture, and practices.
3. To encourage students to think about how IKS can be useful in today's society.

Course Learning Outcomes:

1. Students will be able to explain key concepts and practices from IKS relevant to Sociology.
2. Students will be able to use IKS ideas to look at current social issues.

Course Content:**UNIT 1: Understanding Indian Knowledge System****(10 hours)**

1. Define Indian Knowledge System (IKS)
2. Importance of Indian Knowledge System
3. IKS and Sociology
 - a. Mahadevan B, Bhat Vinayak Rajat, R. N. Nagendra Pavana, 2022, Introduction to Indian Knowledge System, Concepts and Application, PHI

UNIT 2: Culture, Civilization and Society:**(10 hours)**

1. Indus Valley
2. Vedic
3. Sangam
 - a. Majumdar, R.C., 2018 Ancient India, Delhi: Motilal Banarasidas Publication Pvt. Ltd.
 - b. Kosambi, D.D., 2001, The Culture and Civilisation of Ancient India in Historical Outline.
 - c. Thapar Romila, 1990, A History of India, Vol. 1, Penguin Books

UNIT 3: Social life in Ancient India**(10 hours)**

- 1 Family
- 2 Marriage
 - a. Prabhu, P.H., 2015, Hindu Social Organization, Popular Prakashan
 - b. Patel, Tulsi, 2005, The Family in India, Structure and Practice, Sage Publications (English & Hindi)

UNIT 4: Traditional Power Structure in Rural India**(10 hours)**

1. Zamindari
2. Caste
3. Village Panchayat
4. Tribal Power-structure – Parha Panchayat, Hatu Panchayat, Tola Panchayat.
 - a. Sen, Asoka K., 2024, Manki Munda System of Kolhan.
 - b. Roy, S. C., 1915, Oraon of Chota Nagpur : their history, economic life and social organization.
 - c. Singh, Hira, 1969, Strains in Leadership Structure : From Status group to Pluralism in an East UP Village

UNIT 5: Traditional Economic Systems**(10 hours)**

1. Jajmani
2. Barter
 - a. Gough, Kathleen, 1960, The Hindu Jajmani System, Economic Development and Cultural Change 9 (1, Part 1) 83 – 91.
 - b. Thakur, Upendra, 1972, A Study in barter and exchange in Ancient India, Journal of the Economic and Social History of the Orient

UNIT 6: Indigenous Medicinal Practices**(5 hours)**

1. Ayurveda
2. Siddha
3. Unani
4. Tribal

- a. Sujatha V and Abraham Leena, 2009, Medicine, State and Society, Economic & Political Weekly, Vol. 44. No. 16, PP 35-43.
- b. Sujatha V and Abraham Leena, 2012, Medical Pluralism in Contemporary India.

UNIT 7: Performance & Art in Indian Tradition**(5 hours)**

- 1. Ritual Performance – Vedic, Oral Cultures.
- 2. Theatrical – Ram Lila, Terukkutu, Yaksagana, Kathakali.
- 3. Paintings – Madhubani, Warli, Sohrai.
- 4. Dance – Paika, Chhau.

a. Brudcher H. & Schonibucher, E, 2004, Performance, in Veena Das (ed) Oxford Handbook of Indian Sociology

Suggested Readings:

- a. ज्ञा, अजीत, प्राचीन भारतीय इतिहास, पियर्सन इंडिया एजुकेशन सर्विसेज प्रा. लि., 2022, पृ.सं. 3.1-4.19
- b. महाजन, बी. डी., प्राचीन भारत का इतिहास, एस. चन्द एण्ड कम्पनी लि. 2001, पृ.सं. 48-73, 91-114, 826-835
- c. गुप्ता, एम. एल. एवं शर्मा, डी. डी., भारतीय ग्रामीण समाजशास्त्र, साहित्य भवन, आगरा, पृ.सं. 270-289
- d. वर्मा, उमेष कुमार, 2009, ज्ञारखेड का जनजातीय समाज, सुबोध ग्रन्थमाला, राँची, पृ.सं. 226-228
- e. Gupta, Sharma, 2020, Bhartiya Grameen Samajshastra, Sahitya Bhawan Publications.
- f. Vijayvargi, A, 2024, Ayurveda, Gorakhpur Prakashan.

**II. MAJOR COURSE- MJ 6:
URBAN SOCIOLOGY**

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

Course Objective:

1. Urbanisation is an important aspect of modern society. This course will provide an exposure to key theoretical perspectives for understanding urban phenomena in historical and contemporary contexts.
2. It also reflects on vital concerns of urban living while narrating the subjective experiences of urban communities. With case studies from India and this course will help students understand and relate to the complexities of urban living.
3. The course seeks to evolve critical thinking and develop a policy perspective on the urban.

Course Learning Outcomes:

1. To appreciate the significance of the city and the process of urbanisation and its consequences across the globe, through cross disciplinary texts and ethnographic studies. To understand the urban in the historical as well as modern contexts - the idea of urbanism and urban space and the intersections in these of institutions, processes and identities. This is to be achieved by exposing students to critical theoretical debates which help them to gain a deeper understanding of city life and urban environment which can also help them understand their own social environment better.
2. To learn about key urban processes such as migration, displacement and urban slums, as well as critical contemporary issues such as resettlement and rehabilitation and also engage in issues of public policy, urban transformation and change. Knowledge of such themes will help students pursue further studies in academic areas such as development and also engage in research on public policy, urban transformation and change.

Course Content:

UNIT 1: Introduction to Urban Sociology

(15 hours)

1. Nature, Scope and Importance of Urban Sociology
 - a. Mumford, Lewis 1961. *The City in History: its origins and transformations and its prospects*. Mariner Books: Pp 3-29, 94-118
2. Concepts – Urban, Urbanism and the City (concept and types)
 - a. Weber, Max 1978. *The City*. The Free Press: New York. Pp 65-89
 - b. Holton, R. J. Cities, Capitalism and Civilization, London: Allan and Unwin, Chapters. 1 & 2. Pp. 1 – 32

UNIT 2: Movements and Settlements

(10 hours)

1. Town and its types, Slums
 - a. Simmel, Georg, 1903, “Metropolis and the Mental Life” in Gary Bridge and Sophie Watson, eds. *The Blackwell City Reader*. Oxford and Malden, MA: Wiley-Blackwell, 2002.

UNIT 3: Community

(10 hours)

1. Formation of urban communities
2. Rise of New Middle Class – Occupation, Culture
 - a. Deshpande, S., 2003, *Contemporary India: A Sociological View*. New Delhi: Penguin Books, Pp.125-150.

UNIT 4: Family

(10 hours)

1. concept and types
2. changing family structure in India
 - a. Goode, W. J. (1963). *World Revolution and Family Patterns*. Free Press.
 - b. Parsons, T., & Bales, R. F. (1955). *Family, Socialization and Interaction Process*. Free Press.
 - c. Uberoi, P. (1993). *Family, Kinship and Marriage in India*. Oxford University Press

UNIT 5: Rural and Urban differences, rural urban continuum

(15 hours)

- a. Park, R. E., Burgess, E. W., & McKenzie, R. D. (1925). *The City*. University of Chicago Press.
- b. Redfield, R. (1947). The Folk Society. *American Journal of Sociology*, 52(4), 293–308.
- c. Gillin, J.L., & Gillin, M. (1948). *The Urban-Rural Continuum*. *American Journal of Sociology*, 53(1), 65–73.

Suggested readings:

1. सिंह, वी. एन. एवं सिंह, जनरीय समाजशास्त्र, विवेक प्रकाशन, जयपुर.
2. Singh, Prabhat Kumar, Migration and Urbanization, Janaki Prakashan, Patna
3. Singh, Prabhat Kumar, Migration and Occupational Mobility, Janaki Prakashan, Patna
4. Patel, Sujata & K. Deb (eds.) 2009, Urban Studies, Oxford University Press India.
5. Park, Robert, E., Ernest W. Burgess, Robert J. Sampson, 2019, The City, The University of Chicago Press, London
6. Srinivas, M. N. (1962). *Village India: Studies in the Little Community*. University of Chicago Press.
7. Bhagat, R. B., & Mohanty, S. (2009). *Urbanisation and Rural-Urban Continuum in India*. Economic and Political Weekly, 44(29), 89–95.
8. Parker, Simon, *Urban Theory and Urban Experience: Encountering the City*, London: Routledge. Chapter 2. Foundations of Urban Theory Pp. 8 - 26

III. MAJOR COURSE –MJ 7:
INDIAN SOCIOLOGICAL THINKERS

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

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

Course Objectives:

1. Improve sociological understanding of Indian society.
2. Examine how sociologists in India have primarily been engaged with issues of tradition and modernity, caste, tribe and gender.
3. Acquaint the students to the continuities and contradictions in Indian society.
4. Help understand the history of ideas related to the analysis of Indian society.

Course Learning Outcomes:

1. Ensure that students have conceptual clarity and can articulate the main debates and arguments with regard to sociology in India.
Acquaint the students to the continuities and contradictions in Indian society
2. To ensure that students have understood the formation of the discipline in India and the challenges that it has faced.
3. To help students understand the history of ideas related to the analysis of Indian society.

Course Content:

UNIT 1: G. S. Ghurye

(10 hours)

1. Caste and Race
 - a. Ghurye, G. S. (1969). *Caste and Race in India* (4th ed.). Bombay: Popular Prakashan. Chapter 1 and 2
 - b. Upadhyaya, Carol 2010, The Idea of an Indian Society: G.S. Ghurye and the Making of Indian Sociology" in Patricia Uberoi, Satish Despande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black
 - c. Ghurye, G.S. 1969, *Caste and Race in India*, Delhi: Popular Prakashan Pp114-140, 404-460

UNIT 2: D. P. Mukerji

(10 hours)

1. Tradition and Modernity
 - a. Madan, T.N. 2010, Search for Synthesis: The Sociology of D.P. Mukerji" in Patricia Uberoi, Satish Despande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black
 - b. Mukerji D.P. (1958 second edition 2002), *Diversities: Essays in Economics, Sociology and Other Social Problems*, Delhi: Manak Publications Pp. 177-225, 261-276
2. Middle Class
 - a. Chakraborty, D 2010, D P Mukerji and the Middle Class in India, Sociological Bulletin 59(2), May-August 235-255

UNIT 3: M. N. Srinivas

(10 hours)

1. Social Change
 - a. Srinivas, M.N. 1996, Indian Anthropologists and the study of Indian Society, *Economic and Political Weekly*, 31(11) 656-657
 - b. Srinivas, M. N. 1971, *Social Change in Modern India*, University of California Press Berkeley Chp 4-5

UNIT 4: Irawati Karve

(10 hours)

1. Gender and Kinship
 - a. Karve, Irawati 1965, *Kinship Organization in India*, Bombay and New York: Asia Publishing House

UNIT 5: R. K. Mukherjee

(10 hours)

1. Civilisation
 - a. Mukherjee, R. K. (1963). *The Dynamics of Civilization*. Calcutta: World Press. Chapters 1,2 and 4 Personality, Society, Values
 - b. Mukerjee, Radhakamal 1950, The Social Structure of Values, London: George Allen and Unwin Chp 2,3, 5, 6 & 9
2. Social Ecology
 - a. Mukerjee, Radhakamal 1932, (reproduced in 1994) „An Ecological Approach to Sociology" in Ramchandra Guha (ed) *Social Ecology* Delhi: OUP

UNIT 6: Yogendra Singh

(10 hours)

1. Modernization of Indian Tradition
 - a. Singh, Y. (1973). *Modernization of Indian Tradition*. Delhi: Thomson Press (India). Chapters 1,2 and 4

Suggested readings:

1. दोषी, एस. एल., भारतीय समाजिक विचारक, रावत प्रकाशन, जयपुर
2. नागला, बी. के., भारतीय समाजशास्त्र चिन्तन, रावत प्रकाशन, जयपुर
3. G.S. Ghurye, Caste and race in India, Popular Prakashan, Bombay
4. A.R. Desai, Social Background of Indian Nationalism, Popular Prakashan,
5. Bombay Gail Omvedt, Dalits and the Democratic Revolution, Sage Publication, New Delhi
6. Das.Veena,2006. Oxford Handbook of Indian sociology, OUP: New Delhi, pp1-18
7. Mukerjee, Radhakamal 1932, The concepts of balance and organization in Social Ecology Sociology and Social Research 16 (July-August 1932) 503516

SEMESTER V**I. MAJOR COURSE- MJ 8:
POPULATION AND SOCIETY****Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40****(Credits: Theory-04) 60 Hours****Course Objectives:**

1. This course provides a critical understanding of the interface between population and society. It analyses the role of fertility, mortality and migration on the composition, size, and structure of population.
2. The course addresses the issue of domestic and international population movements and their economic, political and social implications.

Course Learning Outcomes:

On successful completion of this course, students will be able to:

1. Demonstrate knowledge of key concepts in and different approaches to population studies.
2. Recognise the relations between population and social groups and processes by linking population size, composition, and growth with fertility, reproduction, and mortality.
3. Explain the dynamics between population, gender, and migration in terms of the role of institutions, policies and programmes, and social relations and groups.
4. Undertake a sociological analysis of international and national population dynamics and population policies.

Course Content:**UNIT 1: Demography****(12 hours)**

1. Meaning & Scope
 - a. Bhende, A., & Kanitkar, T. (2018). *Principles of Population Studies* (15th ed.). Mumbai: Himalaya Publishing House. Chapters 1 & 2
2. Subject Matter
 - a. Caldwell, J. C., & Schindlmayr, T. (2003). *The Demography of Fertility and Family*. New York: Springer.
 - b. Bhende, A., & Kanitkar, T. (2018). *Principles of Population Studies* (15th ed.). Mumbai: Himalaya Publishing House. Chapters 3–5
3. Importance
 - a. Poston, D. L., & Bouvier, L. F. (2010). *Population and Society: An Introduction to Demography* (2nd ed.). Cambridge University Press.
 - b. Gupta, S. P. (2011). *Population Trends and Policy in India*. New Delhi: Vikas Publishing.
4. Demography and Sociology
 - a. Kinsella, K., & Gist, Y. J. (1995). *Population: An Introduction to Concepts and Issues*. Belmont: Wadsworth.
 - b. Srinivasan, K. (1996). *Population Studies: A Guide to the Literature*. New Delhi: Sage Publications.
 - c. Bhende, A., & Kanitkar, T. (2018). *Principles of Population Studies* (15th ed.). Mumbai: Himalaya Publishing House. Chapters 10-12

UNIT 2: Concept**(12 hours)**

1. Fertility – Concept, Determinants
 - a. Bhende, A., & Kanitkar, T. (2018). *Principles of Population Studies* (15th ed.). Mumbai: Himalaya Publishing House. Chapters 4 & 5
 - b. Heer, David M. and Grigsby, Jill S. 1992. ‘Fertility’, Society and Population. New Delhi: Prentice-Hall, pp. 46-61.
2. Mortality – Concept, Determinants
 - a. Bhende, A., & Kanitkar, T. (2018). *Principles of Population Studies* (15th ed.). Mumbai: Himalaya Publishing House. Chapters 6 and 7
 - b. Haq, Ehsanul. 2007. ‘Sociology of Infant Mortality in India’, Think India Quarterly, July-September, 10(3): 14-57.
3. Population Structure – Age, Sex
 - a. Bhende, A., & Kanitkar, T. (2018). *Principles of Population Studies* (15th ed.). Mumbai: Himalaya Publishing House. Chapter 8
 - b. Shryock, H. S., Siegel, J. S., & Associates (1976). *The Methods and Materials of Demography*. Washington D.C.: U.S. Bureau of the Census.
 - c. UN Population Division. (2019). *World Population Prospects: The 2019 Revision*. United Nations.
 - d. Premi, Mahendra K. 2006. ‘Population Composition (Age and Sex)’, Population of India: In the New Millennium. New Delhi: National Book Trust, pp. 103-127.

4. Demographic Dividend

- Bloom, D. E., Canning, D., & Sevilla, J. (2003). *The Demographic Dividend: A New Perspective on the Economic Consequences of Population Change*. Santa Monica: RAND Corporation.
- Bose, A., & Bhagat, R. B. (2019). Demographic Dividend in India: Opportunities and Challenges. *Economic and Political Weekly*, 54(14), 30–37.

UNIT 3: Theories**(12 hours)**

1. Malthusian, Neo Malthusian
 - a. Malthus, Thomas Robert. 1986. *An Essay on the Principle of Population*. London: William Pickering, Chapters 1-2, pp. 01-11.
 - b. Caldwell, J. C., & Caldwell, P. (2002). *Demography and Development in the Third World*. Oxford: Oxford University Press.
2. Theory of Optimum Population
 - a. Davis, K. (1951). The Theory of Optimum Population. *Population Studies*, 5(1), 3–14.
 - b. Bhende, A., & Kanitkar, T. (2018). *Principles of Population Studies* (15th ed.). Mumbai: Himalaya Publishing House.
 - c. Eugenio, S. (2000). *Population and Resources: Concepts and Applications*. Delhi: Sage Publications.
3. Theory of Demographic Transition
 - a. Dudley, Kirk. 1996. ‘Demographic Transition Theory’, *Population Studies*, 50(3): 361-387.
 - b. Notestein, F. W. (1945). Population: The Long View. In T. W. Schultz (Ed.), *Food for the World* (pp. 36–57). Chicago: University of Chicago Press.

UNIT 4: Social Structure and Demography**(12 hours)**

1. Migration – Concept, Types
 - a. Bhende, A., & Kanitkar, T. (2018). *Principles of Population Studies* (15th ed.). Mumbai: Himalaya Publishing House.
 - b. Deshingkar, P., & Akter, S. (2009). *Migration and Human Development in India*. Oxford University Press.
2. Urbanisation
 - a. Sharma, K. L. (2007). *Urban Sociology in India*. Jaipur: Rawat Publications.
 - b. Davis, K. (1965). *The Urbanization of the World*. New York: Macmillan.
 - c. Bhagat, R. B. (2011). Emerging pattern of urbanization in India. *Economic and Political Weekly*, 46(34), 10–12.
3. Population Explosion
 - a. Bhende, A., & Kanitkar, T. (2018). *Principles of Population Studies* (15th ed.). Mumbai: Himalaya Publishing House. Chapters 1-3
 - b. Bogue, D. J. (1969). *Principles of Demography* (2nd ed.). New York: John Wiley & Sons.
 - c. Visaria, P. 1976. ‘Recent Trends in Indian Population Policy’, *Economic and Political Weekly*, August, 2: 31–34.

UNIT 5: Population and Society of India**(12 hours)**

- a. Srinivas, M. N. (1980). *India: Social Structure*. Hindustan Publishing.
- b. Government of India. (2021). *Population Policy 2021*. Ministry of Health and Family Welfare, New Delhi.
- c. Bose, A., & Bhagat, R. B. (2019). Demographic dividend in India: Opportunities and challenges. *Economic and Political Weekly*, 54(14), 30–37.

Suggested readings

1. कौशल, डी. एस. और चौधरी, किरण। जनगिकी। पुस्तक प्रकाशन, दिल्ली।
2. मिश्रा, जय प्रकाश., जनांकिकी, साहित्य भवन प्रकाशन, आगरा
3. सिन्हा, वी. सी. एवं सिन्हा, पुष्पा, जनांकिकी के सिद्धांत, मध्यर पेपरबैक्स, नोएडा
4. Bhende, A., & Kanitkar, T. (2018). *Principles of population studies* (15th ed.). Himalaya Publishing House.
5. Shryock, H. S., Siegel, J. S., & Associates. (1976). *The methods and materials of demography*. U.S. Bureau of the Census.
6. Caldwell, J. C., & Schindlmayr, T. (2003). *The demography of fertility and family*. Springer.
7. Poston, D. L., & Bouvier, L. F. (2010). *Population and society: An introduction to demography* (2nd ed.). Cambridge University Press.
8. Gupta, S. P. (2011). *Population trends and policy in India*. Vikas Publishing.
9. Kinsella, K., & Gist, Y. J. (1995). *Population: An introduction to concepts and issues*. Wadsworth.
10. Srinivasan, K. (1996). *Population studies: A guide to the literature*. Sage Publications.

II. MAJOR COURSE- MJ 9: SOCIAL ANTHROPOLOGY

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

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

Course Objectives:

1. Introduction to Social Anthropology and its relation to Sociology.
2. To acquire familiarity with some of the concepts of Social Anthropology.
3. To learn about Ethnography and important ethnographic studies in India.

Course Learning Outcomes:

On completion of the course the student will be able to:

1. Understand the significance of social anthropology.
2. Carry out ethnographic research. Explain important ethnographic works in Indian Sociology

Course Content:

UNIT 1: Concept of Social Anthropology

(10 hours)

11.1. Concept of Social Anthropology (10 hours)

1. Scope 2. Subject Matter
 - a. Béteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology'
 - b. Madan and Majumdar- *Introduction to Social Anthropology*

UNIT 2: Race

(15 hours)

UNIT 3: Magic, Religion and Science

(20 hours)

11.3. Magic, Religion and Science (20 hours)

1. Totem – Concept, Characteristic, Theory of Origin
 - a. Durkheim, E. (1912/1995). *The Elementary Forms of Religious Life*. New York: Free Press.
 - b. Frazer, J. G. (1922). *The Golden Bough: A Study in Magic and Religion*. London: Macmillan.
 - c. Murdock, G. P. (1949). *Social Structure*. New York: Macmillan.
2. Taboo – Concept and Factor
 - a. Frazer, J. G. (1922). *The Golden Bough*.
 - b. Malinowski, B. (1922). *Argonauts of the Western Pacific*. London: Routledge & Kegan Paul.
 - c. Radcliffe-Brown, A. R. (1952). *Structure and Function in Primitive Society*. London: Cohen & West.
3. Religion – Theory of Origin
 - a. Durkheim, E. (1912/1995). *The Elementary Forms of Religious Life*.
 - b. Tylor, E. B. (1871). *Primitive Culture*. London: John Murray.
 - c. Frazer, J. G. (1922). *The Golden Bough*.
4. Magic – Concept and Its Elements
 - a. Frazer, J. G. (1922). *The Golden Bough*.
 - b. Malinowski, B. (1948). *Magic, Science and Religion*. Glencoe: Free Press.
 - c. Evans-Pritchard, E. E. (1937). *Witchcraft, Oracles and Magic among the Azande*. Oxford: Clarendon Press.
5. Magic and Science
 - a. Malinowski, B. (1948). *Magic, Science and Religion*.
 - b. Frazer, J. G. (1922). *The Golden Bough*.
 - c. Evans-Pritchard, E. E. (1937). *Witchcraft, Oracles and Magic among the Azande*.

UNIT 4: Ethnography

(15 hours)

11.1. Ethnography (15 hours)

1. Concept and Types
 - a. *Kwame Harrison, Anthony, Ethnography, Understanding Qualitative Research* (New York, 2018; online edn, Oxford Academic, 24 May 2018)
 - b. *Srinivas, M. N. (1980). The Remembered Village.* United Kingdom: University of California Press.
 - c. *Roy, S.C. 1915. The Orosans of Chotanagpur.*

Suggested readings

1. कुमार, मिथिलेश, जनजातीय समाज में शिक्षा और आधुनिकीकरण, कलासिकल 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, मध्यूर पेपर बैक्स, नोएडा
5. वर्मा, उमेश कुमार, झारखण्ड का जनजातीय समाज, सुबोध ग्रन्थमाला, राँची
6. Majumdar, D. N. & Madan, T. N., An Introduction to Social Anthropology, Mayur Paperbacks, Noida

III. MAJOR COURSE- MJ 10:
FAMILY, MARRIAGE AND KINSHIP

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

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

Course Objectives:

1. Impart a comprehensive study of the concepts relevant for understanding kinship, marriage and family.
2. Evolve a better understanding of family, marriage and kinship both in historical and evolutionary perspective.
3. Look beyond the surface of issues to discover the "why" and "how" of kinship.
4. Explores the new possibilities and critical insights offered by reproductive technologies in revisiting kinship.

Course Learning Outcomes:

1. Grasp the historical evolution of kinship theories from a biological deterministic approach to culture of relatedness
2. Develop an analytical perspective on concepts relevant for understanding kinship
3. Comprehend the coexistence of multiple perspectives in the study of family, marriage and kinship
4. Acknowledge the significance of the emergence of new reproductive technologies on recasting kinship

Course Content:

UNIT 1: Family

(12 hours)

1. Concept 2. Feature 3. Functions 4. Types 5. Change
6. Joint Family – Concept, Characteristics, Meaning
 - a. Das Veena. 2004. Handbook of Indian Sociology. New Delhi: OUP
 - b. MN. Srinivas (1990) Social change in Modern India, New Delhi: Orient Longman.
 - c. Dumont Louis. 1970 Homo Hierachicus: The Caste System and its Implications. Delhi: OUP.

UNIT 2: Marriage

(12 hours)

1. Concept 2. Types 3. Changes, Its factors
4. Rules of Marriage
5. Marriage Transaction – Dowry Bride Price
 - a. Ghurye G.S. 1990. Caste and Race in India. Bombay: Popular Prakasham
 - b. Guha, Ranajit, ed. (1992) Subaltern studies. Delhi: OUP.
 - c. Sharmila Rege Sociology of Gender-SAGE Publications Pvt. Ltd (2003).

UNIT 3: Kinship

(12 hours)

1. Meaning and Type
2. Usages
 - a. Madan T.N. (ed.). 1992. Religion in India, New Delhi: OUP.
 - b. Kalpana Kannabiran (2009) Sociology of Caste and the Crooked Mirror: Recovering B R Ambedkar's Legacy. EPW-XLIV. 4-1-2009

UNIT 4: Approaches

(12 hours)

1. Alfred Radcliffe-Brown
2. Claude Levi-Strauss
 - a. T N Madan (2006) Pathways: Approaches to the Study of Society in India. Oxford University Press.
 - b. T N Madan (2009) Modern Myths. Locked Minds Secularism and Fundamentalism in India. Oxford University Press.

UNIT 5: Kinship Organisation in India

(12 hours)

1. Regional Variations.

Suggested readings:

1. सिंह, गोपीरमण प्रसाद रू नातेदारी, विवाह और परिवार, अग्रवाल प्रकाशन, दरभंगा (बिहार)
2. महाजन, धर्मवीर एवं महाजन, कमलेश, नातेदारी, विवाह एवं परिवार का समाजशास्त्र, विवेक प्रकाशन, नई दिल्ली
3. Radcliffe Brown, A. R., and Daryll Forde (eds.) 1950. African Systems of Kinship and Marriage London: Oxford University Press. (Introduction)
4. Bose, N. K. 1975. *The Structure of Hindu Society*. Delhi: Orient Longman.
5. Patricia Oberioi. 1993. Family, Kinship and Marriage in India, New Delhi: OUP.
6. Srinivas, M.N. 1987. *The Cohesive Role of Sanskritization and other Essays*. Delhi:
7. Srinivas, M.N. 1987. The Dominant Caste and other Essays. New Delhi: OUP
8. Yogendar Singh (1986) Modernization of Indian Traditions- A systematic study of Social Change, Jaipur: Rawat Publications. Chapters:1, 5&6.

IV. MAJOR COURSE –MJ 11:
INDIAN SOCIETY - II

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

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

Course Objectives:

1. Understanding key concepts and institutions of Indian society.
2. To understand the modes of knowledge – construction of Indian history, society, Culture and politics
3. To examine how multiple social processes, forces and ideologies shaped the terrain of the nation.

Course Learning Outcome:

1. Through informed interrogation of concepts and institutions of India, the course contributes to the development of critical and analytical thinking.
2. The course, supported by an inter-disciplinary approach, facilitates learning and reflecting about the multiple – and contextual – socio-cultural registers of Indian society.
3. The course adds to the sociological interpretation of Indian history and society. The India-specific themes of the course – discourse/knowledge-making, mobilization, transformation, ideology, identity and politics, for example – are treated, moreover, by drawing from sociological concepts and theories. The course connects the practical and conceptual in terms of both substance and relevance.
4. The adoption of an inter-disciplinary framework, without losing sight of the sociological, makes the course wider in scope and scale. It broadens viewpoints and encourages students to reflect deeply on the multicultural reality which is the defining feature of India.
5. Use of innovative teaching-learning methods, the course prepares students to successfully compete in global academia.

Course Content:

UNIT 1: Perspectives on India

(15 hours)

1. Nationalist Discourse
 - a. Srinivas, M.N., 2002, “Nation-Building in Independent India”, in M.N. Srinivas, *Collected Works*. New Delhi: Oxford University Press. Pp. 388-413.
 - b. Anderson, B. (2006). *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (Revised Edition). London: Verso.
2. Subaltern Discourse
 - a. Arnold, David and David Hardinan, 1994, Writings on South Asian History and Society, OUP.
 - b. Guha, R., 1982, *Subaltern Studies*, Volume I. Delhi: Oxford University Press, Pp.1-8. 1.3. Colonial Discourse
3. Indological Discourse
 - a. Dumont,L. and D.Pocock, 1957, “For a Sociology of India”, *Contributions to Indian Sociology*, 1, Pp. 7-22.
 - b. Inden, R. B. (1990). *Imagining India*. Oxford: Blackwell.

UNIT 2: Social Processes

(15 hours)

1. Assimilation
 - a. Gordon, M. M. (1964). *Assimilation in American Life: The Role of Race, Religion, and National Origins*. New York: Oxford University Press.
 - b. Srinivas, M. N. (1956). *A Note on Sanskritization and Westernization*. *The Far Eastern Quarterly*, 15(4), 481-496.
2. Acculturation
 - a. Redfield, R., Linton, R., & Herskovits, M. J. (1936). Memorandum for the Study of Acculturation. *American Anthropologist*, 38(1), 149–152.
 - b. Berry, J. W. (1997). Immigration, Acculturation, and Adaptation. *Applied Psychology: An International Review*, 46(1), 5–34.
3. Competition
 - a. Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2018). *Introduction to Sociology* (11th ed.). New York: W. W. Norton & Company.
 - b. Davis, K., & Moore, W. E. (1945). Some Principles of Stratification. *American Sociological Review*, 10(2), 242–249.
 - c. Sorokin, P. A. (1927). *Social Mobility*. New York: Harper & Brothers.

UNIT 3: Social Change in India

(15 hours)

1. Sanskritization
 - a. Srinivas, M. N. (1976). *Social Change in Modern India*. Berkeley: University of California Press.
 - b. Srinivas, M. N. (1956). A Note on Sanskritization and Westernization. *The Far Eastern Quarterly*, 15(4), 481–496.
 - c. Srinivas, M. N. (1962). Caste in Modern India and Other Essays. Bombay: Asia Publishing House.
2. Westernization

- a. Srinivas, M. N. (1962). *Caste in Modern India and Other Essays*. Bombay: Asia Publishing House.
- b. Srinivas, M. N. (1956). A Note on Sanskritization and Westernization. *The Far Eastern Quarterly*, 15(4), 481–496.
- 3. Modernization
 - a. Srinivas, M. N. (1976). *Social Change in Modern India*. Berkeley: University of California Press.
 - b. Yogendra Singh. (1990). *Modernization of Indian Tradition*. Jaipur: Rawat Publications.
- 4. Secularization
 - a. Srinivas, MN, 1963, *Social Change in Modern India*
 - b. Jain, J. (2007). *Secularism in India: History, Politics and Challenges*. Jaipur: Rawat Publications.

UNIT 4: Unity in Diversity**(15 hours)*****Suggested readings:***

- 1. गुप्ता, मोतीलाल, भारत में समाज, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर.
- 2. J. P. Singh, Bharat Ka Adhunik Samaj (Society in Modern India), Jaipur: Rawat Publ. House, 2019.
- 3. J. P. Singh, Adhunik Bharat Men Samajik Parivartan: New Delhi: PHI Learning, 2016 (2nd Edition).
- 4. J. P. Singh, Badalte Bharat Ki Samshyaen, Patna: Janaki Prakashan, 2003.PHI learning, New Delhi
- 5. Sociology of change and development: G.R. Madan, Vivek Prakashan, New Delhi
- 6. Globalization and Society: Ravi Prakash Pandey, Shekhar Publication, Allahabad
- 7. Ahuja, R. (2022). Society in India: Concepts, Theories and Recent Trends (6th ed.). Jaipur: Rawat Publications.
- 8. Sinha, D. (2000). Religion and Secularization in Modern India. New Delhi: Sage Publications.

SEMESTER VI**I. MAJOR COURSE- MJ 12:
POLITICAL SOCIOLOGY****Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40****(Credits: Theory-04) 60 Hours****Course Objectives:**

1. Political Sociology 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 political sociology.
2. To familiarize students with the basis of examines the bases of social power and the relationship between politics and society both analytically as well as in specific empirical contexts.
3. To make students familiar with the different political institutions, political processes and political change in the Indian context.

Course Learning Outcomes:

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

Course Content:

UNIT 1: Political Sociology- Meaning, Nature, Scope and Importance	(10 hours)
a. Eisenstadt, S. N. '1971, 'General Introduction: The Scope and Development of Political Sociology' in Political Sociology: A Reader Basic Books, New Your Publication, pp 3-24.	
UNIT 2: Political Socialization	(10 hours)
1. Meaning and Definition 2. Stages and Process 3. Agencies 4. Political Socialization in India a. Friedrich, P. 1968. 'The Legitimacy of Caciques', in M.J. Swartz (ed.): <i>Local Level Politics: Social and Cultural Perspectives</i> (243-269). University of London b. John T Guthrie 1981, 'political socialization. Journal of reading, Vol.25 pp 94-95.	
UNIT 3: Bureaucracy	(10 hours)
1. Introduction 2. Definitions of Bureaucracy 3. Salient features of Bureaucracy 4. Types of Bureaucracy 5. Merits and Demerits a. Weber, Max. 1978, <i>Economy and Society: An Outline of Interpretative Sociology</i> , Berkeley: University of California Press, pp. 53-54; 941-54; 212-30; 241-54. b. Lukes, Steven. 2005, <i>Power: A Radical View</i> , 2nd Ed., Hampshire: Palgrave, pp. 14-49.	
UNIT 4: Political Culture	(10 hours)
1. Meaning and Definitions 2. Nature and Characteristics of Political Culture a. Swartz, M.J (Ed), 1968. <i>Local Level Politics: Social and Cultural Perspectives</i> , University of London Press, pp. 281-94	
UNIT 5: Political Participation	(10 hours)
1. Nature 2. Aspects of Political Participation a. Marshall, T. H. 1964. <i>Class, Citizenship and Social Development</i> . Chicago: University of Chicago Press. (Chapters 4, 13 and 14).	
UNIT 6: Pressure Group and Interest Group	(10 hours)
1. Introduction	

2. Meaning and Definitions
3. Nature of Pressure Groups
4. Characteristics of Pressure Group
 - a. Chakraborty, Sunil Ranjan, 1974, Pressure Groups in West Bengal, in Indian journal of political science, April – June, volume 35.
 - b. Das Harihara and Sasmita das, 1988 Indian government and politics, discovery publication house Delhi.

Suggested Reading:

1. शर्मा, शशि, राजनीतिक समाजशास्त्र की रूप रेखा, पी. एच. आई. लर्निंग
2. पाण्डेय, सचिदानन्द, राजनीतिक समाजशास्त्र और इसके आयाम, वाणी एजुकेशनल बुक्स, विकास पब्लिशिंग हाउस प्रा. लि., नई दिल्ली
3. वीर, डॉ. धर्म, राजनीतिक समाजशास्त्र, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
4. सिंहल, डॉ. एस. सी., राजनीतिक समाजशास्त्र, लक्ष्मी नारायण अग्रवाल, आगरा
5. Bottomore, T. B., Political Sociology, 1993, UMP
6. Kothari, R. (Ed): State and Nation Building: A Third World Perspective, Allied Publishers, Delhi, 1976
7. Kothari, R.: Democratic Polity and Social Change in India, Allied Publishers, Bombay
8. Gupta, Dipankar, Political Sociology in India: Contemporary Trends, 1996, Sangam Books Ltd.
9. Kumar, Anand, Political Sociology of India, 2013, Sage

II. MAJOR COURSE- MJ 13:
MODERN SOCIOLOGICAL THOUGHT

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

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

Course Objectives:

1. Objective of teaching Sociological Thinkers to undergraduate students is to enable them to apply theory to their own everyday life experiences.
2. It is requiring that students develop their sociological imagination and the capacity to read each situation sociologically and then to think about it theoretically.
3. To this end, it is imperative that sociological theory courses demonstrate the applicability of theory to students.

Course Learning Outcomes:

1. Understanding the characteristics and dynamics of the social world, and how post-classical sociologists attempt to understand the social world.
2. Appreciating the relevance and limits of the contemporary theories or theoretical approaches to make sense of social reality.
3. Understanding the basic methodological approaches of the thinkers, through some original texts and their role in building sociological knowledge.

Course Content:

UNIT 1: Talcott Parsons

(10 hours)

1. Action Systems and Pattern Variables
 - a. Parsons, T. 1951. (New edition first published 1991) *The Social System*. London: Routledge. Ch. 1 & 2. Pp. 1-44.

UNIT 2: G. H. Mead

(10 hours)

1. Symbolic Interactionism
 - a. Mead, G.H. 1934 (Fourteenth Impression 1967) *Mind Self and Society*. Chicago: University of Chicago Press. Part III, pp 135-226

UNIT 3: Harold Garfinkel

(10 hours)

1. Ethnomethodology
 - a. Garfinkel, H. (1967). *Studies in Ethnomethodology*. Englewood Cliffs, NJ: Prentice-Hall.

UNIT 4: Jurgen Habermas

(10 hours)

1. Public Sphere
 - a. Habermas, J. (1962/1989). *The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society* (T. Burger, Trans.). Cambridge, MA: MIT Press.
 - b. Habermas, J. (1984). *Theory of Communicative Action, Volume 1: Reason and the Rationalization of Society* (T. McCarthy, Trans.). Boston: Beacon Press.

UNIT 5: Pierre Bourdieu

(10 hours)

1. Forms of Capital
 - a. Bourdieu, P. (1986). The forms of capital. In J. Richardson (Ed.), *Handbook of Theory and Research for the Sociology of Education* (pp. 241-258). New York: Greenwood.
 - b. Bourdieu, P. (1977). *Outline of a Theory of Practice*. Cambridge: Cambridge University Press.

UNIT 6: Michel Foucault

(10 hours)

1. Madness and Civilisation,
 - a. Foucault, M. (1965/2001). *Madness and Civilisation: A History of Insanity in the Age of Reason* (R. Howard, Trans.). London: Routledge.
 - b. Foucault, M. (1969/2010). *The Archaeology of Knowledge* (A. M. Sheridan Smith, Trans.). London: Routledge.

Suggested readings:

1. पाण्डेय, रवि प्रकाश, समाजशास्त्रीय सिद्धांत रू अभिगम एवं परिप्रेक्ष्य, विजय प्रकाशन मन्दिर (प्रा.) लि., बाराणसी
2. Parsons, T. 1951. (New edition first published 1991) *The Social System*. London: Routledge. Ch. 1 & 2. Pp. 1-44.
3. Mead, G.H. 1934 (Fourteenth Impression 1967) *Mind Self and Society*. Chicago: University of Chicago Press. Part III, pp 135-226

4. Goffman, E. 1956. *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 1-9, 132-151, 152-162
5. Berger, P. L. and T. Luckmann. 1991. *The Social Construction of Reality*. London: Penguin Books, pp. 31-62
6. Horkheimer, M and Adorno, T.W. *The Dialectic of Enlightenment*. 2002. Stanford University Press. Stanford: California. pp 1-34. Chapter 1, The Concept of Enlightenment
7. Marcuse, H. 1964. *One Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. Boston: Boston Press, pp. 7-92
8. Bourdieu, P. 1977. *Outline of a Theory of Practice*. Cambridge: Cambridge University Press, pp. 72-95.
9. Ritzer, G. 1996. *Sociological Theory*. New York: McGraw Hill Companies
10. Black, Max ed. 1961. *Parsons Sociological Theory* in The Social Theories of Talcott Parsons: A Critical Examination. Englewood Cliffs, NJ. Prentice Hall. pp. 1-63

**III. MAJOR COURSE- MJ 14:
SOCIAL MOVEMENTS**

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

Course Objective:

1. This course is designed to equip students with diverse disciplinary trainings to understand the conceptual, theoretical and methodological issues involved in the study of social movements, as well as the historical and descriptive analyses of collective action. It also draws attention to an important aspect of the analysis of social movements: their articulation with states, societies and cultures.
2. Through case studies drawn from comparative contexts, this course demonstrates the vital connectedness between collective action in social movements and other forms of institutional and cultural contexts. Particular case studies will be used as illustrations to understand more general patterns of social movements.
3. The course will also equip students to visualize the transition from traditional to contemporary social movements. The course envisages that studying social movements would ultimately foster an understanding of the dynamics of power, justice and human agency in transforming societies and cultures. To that extent it is a course that has a universal relevance and appeal.

Course Learning Outcomes:

1. At the end of the course, students should be able to distinguish the central principles of different theoretical perspectives in the sociology of social movements and relate them to specific historical and empirical contexts.
2. Learn to use sociological theories on social movements to identify a phenomenon as one. Further, students should be able to distinguish a phenomenon as social movement from other cognate political phenomena.
3. Understand the dynamics and motivations of individuals and groups participating in social movements and identify reasons for success (or failure) of social movements.

Course Content:

UNIT 1: Social Movements: Concepts and Types

(12 hours)

- a. Goodwin, J. & J. Jasper (eds.). 2015. *The Social Movements Reader: Cases and Concepts*, 3rd Edition, MA: Wiley Blackwell, p. 3-7
- b. Tilly, Charles. 1978. 'Theories and Descriptions of Collective Action', in *From Mobilization to Revolution*, New York: Random House, p. 12-51

UNIT 2: Agrarian Movements in India

(12 hours)

- a. Tarrow, Sidney. 1996. "States and Opportunities: the Political Structuring of Social Movements". in Doug McAdam, John D. McCarthy and Mayer N. Zald, eds, *Comparative Perspectives on Social Movements*, MA: Cambridge University Press, p. 41-61.

UNIT 3: Dalit Movements – Jotiba Phule, Periyar, Ambedkar

(12 hours)

- a. Phule, J. (1883). *Gulamgiri (Slavery)*. Pune: Jyotirao Phule Prakashan.
- b. Periyar, E. V. R. (1991). *Social Justice and Caste* (Selected Writings). Chennai: Periyar Publications.
- c. Ambedkar, B. R. (1948). *The Annihilation of Caste*. Bombay: India Publishing.

UNIT 4: Tribal Movements – Birsa Movement, Santhal Movement

(12 hours)

- a. Xaxa, V. (1999). *Tribal Identity and Politics in India*. New Delhi: Sage Publications.
- b. Mohanty, M. (2010). *Tribal Movements in India*. New Delhi: Manohar Publications.

UNIT 5: Environmental Movements – Chipko, Water Conservation, Narmada Bachao Andolan

(12 hours)

- a. Shiva, V. (1988). *Staying Alive: Women, Ecology, and Development*. Delhi: Zed Books.
- b. Guha, R. (1989). *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*. Berkeley: University of California Press.
- c. Baviskar, A. (1995). *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Delhi: Oxford University Press.

Suggested readings:

1. शाह, घनश्याम। (2004). भारत में सामाजिक आंदोलनों से संबंधित साहित्य की एक समीक्षा। सेज पब्लिकेशन्स, नई दिल्ली।
2. सिंह, वी. एन. एवं सिंह, जनमेजय, भारत में सामाजिक आंदोलन, रावत पब्लिकेशन्स।
3. Shah, Ghanshyam, 1990, *Social Movements in India: A Review of Literature*, New Delhi: Sage Publications (English and Hindi versions)
4. Menon, Krishna and Ranjana Subberwal, 2019, *Social Movements in Contemporary India*
5. Gopal, Vishnu and Rajeev Nayak, 2004, *Sociology of Social Movement*, (Hindi). Varanasi: Academic Publication
6. Singh, VN, and Janmejay Singh, 2013, *Social Movements in India*, (Hindi), Rawat Publications
7. Ramaswamy, A. (2000). *Environmental Movements in India*. New Delhi: Sage Publications.

IV. MAJOR COURSE –MJ 15:
RURAL SOCIOLOGY

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

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

Course Objectives:

1. This course explores the traditions of enquiry and key substantive issues in rural sociology.
2. It is comparative in nature, but pays attention to Indian themes. It also introduces emerging agrarian concerns.

Course Learning Outcomes:

On successful completion of this course the student should know:

1. Concepts of rural sociology
2. Issues of agrarian society and its transformation

Course Content:

UNIT 1: Introduction to Rural Sociology

(10 hours)

1. Nature, scope and importance
 - a. Desai, AR, 1959, *Rural Sociology in India*, Popular Prakashan, Bombay
2. Village- concept and features
 - a. Madan, V., 2002, "Introduction" in V. Madan (ed.), *The Village in India*. Delhi: Oxford University Press, Pp. 1-26.
3. Rural Polity (Panchayati Raj System and its functions) and Economy (MNREGA)
 - a. Thorner, Daniel and Alice Thorner. 'The Agrarian Problem in India Today', from, *Land and Labour in India*,
 - b. Bombay: Asia Publishing House. 1962. Pp. 3-13
4. Family – concept and types, changing family structure in India
 - a. Murdock, G. P. (1949). *Social Structure*. New York: Macmillan.
 - b. Parsons, T., & Bales, R. F. (1955). *Family, Socialization and Interaction Process*. Glencoe: Free Press.
 - c. Dube, L. (1997). *Indian Society*. New Delhi: National Book Trust. (Chapter on Family)

UNIT 2: Migration

(10 hours)

1. Types
2. Factors
 - a. Rao, M.S.A., 1981, "Some aspects of the sociology of migration", *Sociological Bulletin*, Vol. 30, I. Pp21-38

UNIT 3: Agrarian structure and classes

(10 hours)

1. Agrarian structure in Historical Perspective: Feudal, Colonial and Capitalist.
 - a. Dobb, M. (1963). *Studies in the Development of Capitalism*. London: Routledge & Kegan Paul.
 - b. Thorner, D., Thorner, A., & Chandhoke, N. (1975). *Land and Labour in India*. London: Asia Publishing House.
 - c. Beteille, A. (1974). *Studies in Agrarian Structure and Change in India*. Oxford: Oxford University Press.
2. Agrarian Classes landlord, peasant, tenant, and labourer.
 - a. Kautsky, K. (1899/1988). *The Agrarian Question*. London: Zwan Publications.
 - b. Dhar, P. N. (1982). *Agrarian Change and Class Formation in India*. Delhi: Macmillan.
 - c. Chakravarti, A. (1999). *Landlord, Peasant and Labourer: Agrarian Relations in Colonial India*. Delhi: Oxford University Press.
 - d. Patnaik, P. (1982). *Some Aspects of the Agrarian Question in India*. Bombay: Popular Prakashan.

UNIT 4: Agrarian Reform

(10 hours)

1. Principle and Practice
 - a. Herring, R. J. (1993). *Land to the Tiller: The Political Economy of Agrarian Reform in South Asia*. New Haven: Yale University Press.
 - b. World Bank. (2009). *Land Policies for Growth and Poverty Reduction*. Washington, DC: World Bank.
 - c. Bhatia, B. M. (1981). *Agrarian Reform in India: Its Implementation and Impact*. New Delhi: Vikas Publishing.

UNIT 5: Little Tradition – Great Tradition

(10 hours)

- a. Redfield, R. (1956). *The Little Community and Peasant Society and Culture*. Chicago: University of Chicago Press.
- b. Redfield, R., & Singer, M. (1954). The Cultural Role of the Village. *American Journal of Sociology*, 59(6), 523–536.

UNIT 6: Innovation and Technology in Agricultural Practices**(10 hours)**

- a. Rogers, E. M. (2003). *Diffusion of Innovations* (5th ed.). New York: Free Press.
- b. Feder, G., Just, R. E., & Zilberman, D. (1985). Adoption of Agricultural Innovations in Developing Countries: A Survey. *Economic Development and Cultural Change*, 33(2), 255–298.
- c. Singh, K. (2000). *Agricultural Extension*. New Delhi: ICAR Publications.

Suggested Readings:

- 1. शर्मा, वीरेन्द्र प्रकाश, ग्रामीण समाजशास्त्र, पंचशील प्रकाशन, जयपुर.
- 2. गुप्ता, एम. एल. एवं शर्मा, डॉ., भारतीय ग्रामीण समाजशास्त्र, साहित्य भवन, आगरा.
- 3. सिंह, वी. एन. एवं सिंह, जनमेजय, ग्रामीण समाजशास्त्र, विवेक प्रकाशन, जयपुर.
- 4. Desai, A. R., 1969, Rural Sociology in India, Popular Prakashan, Bombay
- 5. Doshi, S. L. & P. C. Jain, 1999, Rural Sociology, Rawat Publishers, Jaipur
- 6. Srinivas, M. N. (1962). Caste in Modern India and Other Essays. Bombay: Asia Publishing House. (Chapter: Family and Kinship)
- 7. Uberoi, P. (2006). Family, Kinship and Marriage in India. New Delhi: Oxford University Press.
- 8. Raj, A., & Sinha, S. (2007). Changing family structures in rural India. *Economic and Political Weekly*, 42(25), 2403–2409.
- 9. Chand, R., & Raju, S. S. (2013). Indian Agriculture: Performance, Challenges, and Policies. New Delhi: Oxford University Press.
- 10. Pingali, P. (2012). Green Revolution: Impacts, Limits, and the Path Ahead. *Proceedings of the National Academy of Sciences*, 109(31), 12302–12308.
- 11. Singh, S. (2000). Land Reforms in India: Theory and Practice. New Delhi: Sage Publications.
- 12. Rao, M. S. A. (1975). Social Movements and Social Change in India. New Delhi: Macmillan. (Chapter on agrarian reforms)
- 13. Rudra, A. (1982). Land Reform in India: Achievements and Failures. *Economic and Political Weekly*, 17(16), 743–751.

SEMESTER VII**I. MAJOR COURSE- MJ 16:
RESEARCH METHODS AND STATISTICS****Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40**(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*, 3rd 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* Prentice 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.

II. MAJOR COURSE- MJ 17:
SOCIAL CHANGE AND DEVELOPMENT

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

Course Objectives:

1. This course invites students to explore issues relating to development, one of the key ideas, concepts, and animating forces of our societies and lives. It offers sociological modes to investigate the bewildering, often contradictory, ways in which development comes to mean a promise or desire, an inevitable consequence or persuasive project, and how it is closely connected to notions of progress and modernity.
2. It introduces students from various disciplines to the scholarship on development from a sociological vantage point. It aims to familiarise students with ideas, theories, and practices of development. The course also acquaints them with the trajectory of development in post- colonial India.
3. Drawing from disciplines such as sociology, anthropology, economics, political studies, and development studies, it shall help students analyse different approaches to, and practices and experiences of, development. With its emphasis on the role and interplay of institutions, apparatus, policies, practices, and social relations, this course shall also aid in the critical analysis of development's diverse manifestations across locations and moments.

Course Learning Outcomes:

1. Understand different ideas of, and approaches to, development.
2. Explain the dynamics between developmental institutions, actors, policies, theories, approaches, and ideas and the implementation, consequences, and experiences of development.
3. Critically analyse the key features of developmental processes in post-colonial India.
4. Undertake a sociological examination of developmental practices in different locations, moments, and fields, and to interpret different outcomes and experiences of development.

Course Content:

UNIT 1: Concepts

(12 hours)

1. Development Concepts and characteristics
 - a. Hann, Chris. And Keith Hart. *Economic Anthropology*. Cambridge, U K: Polity Press, 2011. Pp. 100-119
2. Evolution
3. Progress
 - a. Sen, Amartya. 1999. *Development as Freedom*. New Delhi: Oxford University Press, pp. 3-11, 35-54.
 - b. Redclif, Michael. 1984. *Development and the Environmental Crisis: Red or Green Alternatives?* New York: Methuen & Co., chapters 1 & 7, pp 5-19, 122-130.
 - c. Visvanathan, Nalini, Lynn Duggan, Laura Nison off & Nan Wiegersma (eds). 1997. *The Women, Gender and Development Reader*. Delhi: Zubaan, pp 33-54.
 - d. Escobar, Arturo. 1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press, pp. 3-54.

UNIT 2. Theories of Change

(12 hours)

1. Modernization
2. Dependency
3. World System
4. Alternative Development
5. Participatory Development
6. Post- Development
 - a. Peet, Richard and Hartwick, Elaine, 2010, *Theories of Development: Contestations, Argument, Alternatives*, Rawat Publications
 - b. Gupta, Akhil and Sharma, Aradhana. 2006. 'Globalization and Postcolonial States,' *Current Anthropology* 47 (2), pp. 277-293.
 - c. Escobar, Arturo. 1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press, pp. 3-54.
 - d. Sassen, Saskia. 2007. *A Sociology of Globalization*. W.W. Norton & Co. NY. London

UNIT 3: Contemporaries themes in Development

(12 hours)

1. Sustainable Development
2. Environment and Development
 - a. WCED (World Commission on Environment and Development). (1987). *Our Common Future*. Oxford: Oxford University Press.
 - b. Daly, H. E. (1990). *Towards Sustainable Growth?* In H. E. Daly, *Steady-State Economics* (2nd ed., pp. 41-65). Washington, DC: Island Press.

c. Guha, R. (1989). *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*. Berkeley: University of California Press.

UNIT 4: Issues in Development Praxis: Sustainability, Inclusivity, Displacement, Ecological Problem(s). (12 hours)

- a. Sachs, W. (Ed.). (1992). *The Development Dictionary: A Guide to Knowledge as Power*. London: Zed Books.
- b. Escobar, A. (1995). *Encountering Development: The Making and Unmaking of the Third World*. Princeton University Press.
- c. Sen, A. (1999). *Development as Freedom*. New York: Alfred A. Knopf.

UNIT 5: Developmental Regimes in India (12 hours)

- a. Bardhan, P. (1998). *The political economy of development in India* (Expanded Edition). Delhi: Oxford University Press.
- b. Chatterjee, P. (1997). *A possible India: Essays in political criticism*. Delhi: Oxford University Press.

Suggested readings:

1. सिंह, जे. पी., आधुनिक भारत में सामाजिक परिवर्तन, पी. एच. आई., प्राइवेट लिमिटेड, दिल्ली.
2. पाण्डेय, रवि प्रकाश, वैश्वीकरण एवं समाज, विजय प्रकाशन मन्दिर (प्रा.) लिमिटेड, वाराणसी.
3. मदन, जी. आर., परिवर्तन एवं विकास का समाजशास्त्र, विवेक प्रकाशन, दिल्ली.
4. धर्मवीर, परिवर्तन एवं विकास का समाजशास्त्र, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर.
5. Baviskar, A. (1995). In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley. Delhi: Oxford University Press.
6. Shiva, V. (1988). Staying Alive: Women, Ecology, and Development. Delhi: Zed Books.
7. Government of India. (2021). State of Environment Report. Ministry of Environment, Forest and Climate Change.
8. Sen, A. (1999). Development as Freedom. New Delhi: Oxford University Press.
9. Dreze, J., & Sen, A. (2002). India: Development and Participation. Oxford University Press.
10. Cernea, M. M. (2000). Risks, Safeguards and Reconstruction: A Model for Population Displacement and Resettlement. In M. Cernea & C. McDowell (Eds.), Risks and Reconstruction. World Bank.
11. Baviskar, A. (1995). In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley. Oxford University Press.
12. Gadgil, M., & Guha, R. (1992). This Fissured Land: An Ecological History of India. Oxford University Press.
13. Guha, R. (2000). Environmentalism: A Global History. Oxford University Press

III. MAJOR COURSE –MJ 18:
SOCIOLOGY OF GLOBALISATION

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(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 Defense 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. भार्गव, 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.

**IV. ADVANCED MAJOR COURSE- AMJ 1:
SOCIOLOGY OF GENDER**

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

(Only for Hons Degree)

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.)
 - b. *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.
 - b. 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].

OR RESEARCH COURSES- RC 1: (In lieu of AMJ 1)

RESEARCH PLANNING & TECHNIQUES

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

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

(Only for Hons with Research Degree)

Course Objectives:

1. To introduce philosophical and theoretical foundations of sociological research
2. To develop competence in qualitative and quantitative research methods
3. To enable students to design and execute sociological research ethically
4. To strengthen academic writing, citation, and dissemination skills
5. To promote interdisciplinary and socially relevant research perspectives

Course Learning Outcomes:

After completing this course, students will be able to:

1. Understand the basic philosophical and theoretical foundations of sociological research.
2. Identify and formulate sociological research problems and research questions.
3. Use appropriate qualitative and quantitative methods in sociological research.
4. Apply ethical principles while conducting social research.
5. Analyze social data and interpret research findings.
6. Write and present sociological research in an academic and professional manner.

Course Content:

Unit 1: Foundations of Sociological Research

- 1.1. Nature and Scope of Sociological Research
- 1.2. Sociology as a Scientific and Interpretive Discipline
- 1.3. Philosophy of Social Science
- 1.4. Research Paradigms: Positivist, Interpretivist, Critical, Feminist
- 1.5. Types of Sociological Research: Basic, Applied, Action

Readings:

- a) Kothari, C. R. – Research Methodology: Methods and Techniques
- b) Baronov, D. (2015). Conceptual foundations of social research methods. Routledge.

Unit 2: Epistemology, Ontology and Sociological Perspectives

- 2.1 Epistemological Foundations of Sociological Knowledge
- 2.2 Ontological Assumptions in Social Research
- 2.3 Objectivity, Subjectivity, and Reflexivity
- 2.4 Structure–Agency Debate

Readings:

- a) Weber, M. (2017). Methodology of social sciences. Routledge.
- b) Routledge Encyclopaedia of Philosophy, ed. Craig, Edward. Vol. III. London and New York, 1998

Unit 3: Sociological Methods and Methodology

- 3.1 Meaning of Method and Methodology in Sociology
- 3.2 Qualitative Methods: Ethnography, Interviews
- 3.3 Quantitative Methods: Survey, Census
- 3.4 Mixed Methods and Triangulation
- 3.5 Reliability, Validity, and Generalizability

Readings: -

- a) Cresswell, J.W. (2018). Research Design. Sage Publication.
- b) Kothari, C. R. – Research Methodology: Methods and Techniques

Unit 4: Research Design and Fieldwork in Sociology

- 4.1 Identification of Sociological Research Problems
- 4.2 Formulation of Research Questions and Objectives
- 4.3 Research Design and Sampling Techniques
- 4.4 Tools of Data Collection (Interview Schedule, Questionnaire, virtual tools)

4.5 Fieldwork Practices and Challenges

4.6 Ethics in Sociological Research: Consent, Confidentiality, Bias

Readings: -

- a) Randall, D., Harper, R., & Rouncefield, M. (2007). *Fieldwork for design: theory and practice*. London: Springer London.
- b) Shaffir, W., & Stebbins, R. A. (Eds.). (1990). *Experiencing fieldwork: An inside view of qualitative research*. Sage Publications.

Unit 5: Analysis, Writing and Dissemination of Sociological Research (12 Hours)

- 1.1 Data Analysis and Interpretation
- 1.2 Writing Research Proposals and Research Papers
- 1.3 Structure of Sociological Research Reports
- 1.4 Referencing Styles (APA) and Avoidance of Plagiarism
- 1.5 Visual Presentation of Data (Tables, Charts, Graphs)
- 1.6 Research Communication: Journals, Conferences

Readings: -

- a) Cresswell, J. W. (2018). *Research Design*. Sage Publication.
- b) Kothari, C. R. – *Research Methodology: Methods and Techniques*

Suggested Teaching–Learning Pedagogy

- Lectures and Interactive Discussions
- Case Studies and Research Exercises
- Field-based Mini Projects
- Group Presentations and Seminars

Assessment Pattern (Suggested)

- Internal Assessment: Assignments, Term Paper, Review Paper and Presentations / Viva
- End Semester Examination: Descriptive and Analytical Questions

Suggested Readings

1. Kothari, C. R. – *Research Methodology: Methods and Techniques*
2. Wilkinson, T. S. & Bhandarkar, P. L. – *Methodology and Techniques of Social Research*
3. Babbie, Earl – *The Practice of Social Research*
4. Bryman, Alan – *Social Research Methods*
5. Weber, Max. *Methodology of social sciences*. Routledge, 2017.

SEMESTER VIII**I. MAJOR COURSE- MJ 19:
SOCIOLOGY OF RELIGION****Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40****(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 so 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, Rajatshubhra, 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.

**II. MAJOR COURSE –MJ 20:
SOCIOLOGY OF TRIBES**

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(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 Civilization 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, मिथिलेश, जनजातीय समाज में शिक्षा और आधुनिकीकरण, 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, रोँची
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 Advance Study
11. Singh K.S. 1985-TribalSociety, 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

**III. ADVANCED MAJOR COURSE- AMJ 2:
ENVIRONMENTAL SOCIOLOGY**

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) 60 Hours

(Only for Hons Degree)

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, अर्चना, 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. Oxan: Routledge.
8. IGNOU, BSOE 143ए पर्यावरण समाजशास्त्र, <https://egyankosh.ac.in/handle/123456789/79826>
9. Carson, Rachel, 2020, Silent Spring, Penguin Publications.

**IV. ADVANCED MAJOR COURSE- AMJ 3:
SOCIOLOGY OF EDUCATION**

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

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

(Only for Hons Degree)

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. Macionis, 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. Paulo Friere
 - c. 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, डी. 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

OR RESEARCH COURSES- RC 2: (In lieu of AMJ 2 & AMJ 3)
RESEARCH/ PROJECT DISSERTATION/ RESEARCH INTERNSHIP/ FIELD WORK

Marks: 50 (SIE: 25 Synopsis + 25 Viva on Synopsis: 1Hr) + 100 (ESE Pr: 6Hrs) + 50 (Viva) = 200

Pass Marks = 80

(Only for Hons with Research Degree)

Guidelines to Examiners for Semester Internal Examination (SIE):

Evaluation of project dissertation work may be as per the following guidelines:

<i>Project Synopsis</i>	= 25 marks
<i>Project Synopsis presentation and viva-voce</i>	= 25 marks

Guidelines to Examiners for End Semester Examination (ESE):

Evaluation of project dissertation work may be as per the following guidelines:

<i>Project model (if any) and the Project record notebook</i>	= 70 marks
<i>Project presentation and viva-voce</i>	= 30 marks

The 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 an Internship programme with a reputed organization
- Application of the Research technique in Data collection
- Report Presentation
- Presentation style
- Viva-voce

Research Project

Research project under a Supervisor of the Department/Institution may be allocated to the eligible and qualifying candidate.

Project Dissertation/ Research Internship/ Field Work

The students of Post-Graduation must work Thirty-Six (36) days as Interns under Any Organisation having an MoU with the Ranchi University, which may include Government Organizations/judiciary/ Health Care Sectors/ Educational Institutions/ NGOs etc.

- The nature and the place of working must be informed in writing, seeking permission from the head of the department or the institution before undertaking the Project dissertation.

Submission of the Project Work

Each student has to submit two copies of the dissertation work duly forwarded by the HOD of the Department concerned. The forwarded copies will be submitted to the Department/Institution for evaluation at least seven days before the seminar.

The Project Report will consist of:

- a. Field work/Lab work related to the project.
- b. Preparation of the dissertation based on the work undertaken.
- c. Presentation of project work in the seminar on the assigned topic & open viva there on.
- d. At least one Research paper must be presented at a conference or may be published in a reputed journal.

Topics

Project work related to the Industrial/socially relevant topics may be given.

NB: Students will select topics for the project work in consultation with a teacher of the department.

The seminar will be held in the respective University Department at Ranchi University, Ranchi.

MINOR COURSE-B**MINOR COURSE- MN B:
CULTURE AND SOCIETY****Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40**(Credits: Theory-04) **60 Hours****Course Objectives:**

1. Sociology of 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 culture.
2. To familiarize students with the basis of examines the bases of culture and the relationship between culture and society both analytically as well as in specific empirical contexts.
3. To make students familiar with the different cultures, social processes and cultural change in the Indian context.

Course Learning Outcomes:

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

Course Content:**UNIT 1: Culture****(15 hours)****1.1Definition****1.2Elements****1.3Characteristics**

1. Culture and Civilisation
 - a. Les Back, Andy Bennett Laura Destor Edles,2012, Cultural Sociology: An Introduction, pp 3-31, 47-91
 - b. Chris Jenks, 2006, Culture: Routledge Publication

UNIT 2: Culture and Personality**(15 hours)**

1. Relationship between Culture and Personality
 - a. Anthony FC Wallace,1970, Culture and Personality.
 - b. Ralph Linton,1973, The cultural background of personality.

UNIT 3: Theoretical Approach**(15 hours)**

1. Public Sphere – Habermas
 - a. Jurgen Habermas, 2015, The structural transformation of the public sphere: *An inquiry into a category of bourgeois society*.
 - b. Craig Calhoun,1993, Habermas and the public sphere the; MIT Press, Massachusetts and London.

UNIT 4: Media and Society**(15 hours)**

1. Types of Media – Old and New
2. Media and Globalisation
 - a. James Curran, 2010, Media and Society; Bloomsbury Publication.
 - b. Nicholas Carah, 2021, Media and Society: *power platform and participation*; Sage Publication.
 - c. Terhi Rantanen, 2005. The media and globalization; Sage Publication.

Suggested readings:

1. सिंह, जे. पी., समाजशास्त्र रू अवधारणाएँ एवं सिद्धांत, प्रेटिस हॉल ऑफ इंडिया प्राइवेट लिमिटेड, नई दिल्ली
2. सिंधी, नरेन्द्र कुमार एवं गोस्वामी, सुधाकर, समाजशास्त्र विवेचन, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
3. पाण्डेय, रवि प्रकाश, वैश्वीकरण एवं समाज, विजय प्रकाशन मन्दिर (प्रा.) लिमिटेड
4. चौधरी, पी. के., समाजशास्त्र के सिद्धांत, विवेक प्रकाशन, दिल्ली
5. गुप्ता, एम. एल. एवं शर्मा, डी. डी., समाजशास्त्र, साहित्य भवन प्रकाशन, आगरा
6. Bhushan, Vidya & Sachdeva, D. R., An Introduction to Sociology, Kitab Mahal, New Delhi Milner, Andrew. Browitt, Jeff (2003) *Contemporary Cultural Theory*. Rawat Publications. Jaipur
7. Miller, Toby (2006 ed.) *A Companion to Cultural Studies*. USA: Blackwell Publishing. (Page 1-18, 79-100)
8. Goffman, Erving. (1972) *The Presentation of Self in Everyday Life*. Penguin Books
9. Mead, George H. (1972) *Mind, Self and Society*. (18th Ed.). Chicago and London: The University of Chicago Press.
10. Guha, Ranajit. (1998) *Dominance without Hegemony: History and Power in Colonial India*. Delhi:
11. Geerts Clifford 1973. The interpretation of cultures

MINOR COURSE-C**MINOR COURSE- MN C:
INTRODUCTION TO MIGRATION AND DIASPORA STUDIES****Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40**(Credits: Theory-04) **60 Hours****Course Objective:**

1. This course aims to provide undergraduate students with a foundational and analytical understanding of migration and diaspora.
2. It explores the causes, patterns, and consequences of population movements, examines key theoretical approaches, and studies the historical and contemporary experiences of migration in India and abroad.
3. Special emphasis is placed on understanding the Indian diaspora, transnational networks, and their socio-economic and cultural impacts.

Course Learning Outcome:

1. By the end of this course, students will be able to critically analyze the causes, processes, and consequences of migration and diaspora formation.
2. Student will be able to evaluate the social, cultural, economic, and political impacts on both origin and host societies.
3. Student will be able to interpret migration theories and policies in historical and contemporary contexts; and demonstrate the ability to conduct informed discussions or basic research on transnational identities, multiculturalism, and global mobility.

Course Content:**Unit 1: An introduction to Migration and Diaspora:****(12 hours)**

1. Basic concept: Migration, Emigration, Immigration, Refugee, Asylum seeker, internally displaced person, Diaspora.
 - a. Castles, S., de Haas, H., & Miller, M. J. (2020). *The Age of Migration: International Population Movements in the Modern World* (6th ed.). Red Globe Press. pp. 1–32
 - b. Rajan, S. I., & Zachariah, K. C. (2019). *Emigration and Remittances: New Evidence from Kerala*. Routledge. pp. 1–20
 - c. Mooney, E. (2005). The Concept of Internal Displacement and the Case for IDP Protection. In E. F. Mooney & D. F. Martin (Eds.), *Internally Displaced Persons: Handbook for Parliamentarians* (pp. 15–32)
 - d. Cohen, R. (2008). *Global Diasporas: An Introduction* (2nd ed.). Routledge. pp. 1–28
 - e. Vertovec, S. (1999). Conceiving and Researching Transnationalism. *Ethnic and Racial Studies*, 22(2), 447–462.

Unit 2: Types of Migration:**(12 hours)**

1. 2.1 Internal and International Migration.
2. Rural- Urban, Seasonal.
3. Forced and Voluntary Migration.
 - a. Castles, S., de Haas, H., & Miller, M. J. (2020). *The Age of Migration: International Population Movements in the Modern World* (6th ed.). Red Globe Press. pp. 69–95
 - b. Zachariah, K. C., & Rajan, S. I. (2010). *Migration Monitoring Study, Kerala*. Centre for Development Studies. pp. 10–22
 - c. Breman, J. (1996). *Footloose Labour: Working in India's Informal Economy*. Cambridge University Press. pp. 85–110

Unit 3: Theoretical Approaches:**(12 hours)**

1. Push – Pull Theory
2. World system theory
3. Raven stein's Law of Migration
4. Network and Transnationalism
 - a. Lee, E. S. (1966). A Theory of Migration. *Demography*, 3(1), 47–57. pp. 47–53
 - b. Ravenstein, E. G. (1889). The Laws of Migration. *Journal of the Royal Statistical Society*, 52(2), 241–305. pp. 241–250
 - c. Petersen, W. (1958). A General Typology of Migration. *American Sociological Review*, 23(3), 256–266. pp. 260–265

Unit 4: Historical and Contemporary Migration in India**(12 hours)**

1. Migration under Colonial Rule: Indentured Labour to Mauritius, Fiji and Caribbean.

2. Partition of India and Refugee Movements
3. Post -Independence Labour Migration to Gulf Countries
4. Internal Migration: Rural -Urban Migration, Tribal Displacement, Seasonal Labour Migration.
 - a. Yang, A. (1996). *Diaspora and Homeland in India's Migrant Labour History*. In S. Vertovec & R. Cohen (Eds.), *Migration, Diasporas and Transnationalism*, Edward Elgar. pp. 34–56
 - b. Tinker, H. (1974). *A New System of Slavery: The Export of Indian Labour Overseas 1830–1920*. Oxford University Press. pp. 1–25
 - c. Keshri, K., & Bhagat, R. B. (2013). Socioeconomic Determinants of Temporary Labour Migration in India. *Asian Population Studies*, 9(2), 175–195. pp. 176–185

Unit 5: Diaspora and Transnationalism Communities:**(12 hours)**

1. Defining Diaspora
2. Indian Diaspora across Region: US, UK, Gulf, Africa, South East Asia.
3. Transnationalism, Remittance and Development.
 - a. Cohen, R. (2008). *Global Diasporas: An Introduction* (2nd ed.). Routledge. pp. 1–28
 - b. Safran, W. (1991). Diasporas in Modern Societies: Myths of Homeland and Return. *Diaspora: A Journal of Transnational Studies*, 1(1), 83–99.
 - c. Jayaram, N. (2004). The Indian Diaspora: Dynamics of Migration. *Sociological Bulletin*, 53(2), 189–205.

Suggested Readings:

1. Khadria, B. (1999). *The Migration of Knowledge Workers: Second-generation Effects of India's Brain Drain*. Sage. pp. 1–20
2. Chimni, B. S. (2000). *International Refugee Law: A Reader*. Sage Publications. pp. 3–30.
3. Chimni, B. S. (2013). *The Geopolitics of Refugee Studies: A View from the South*. *Journal of Refugee Studies*, 11(4), 350–374. pp. 351–365
4. Deshingkar, P., & Akter, S. (2009). Migration and Human Development in India. *Human Development Research Paper Series*, UNDP. pp. 5–18
5. Banerjee, P. (2010). *Forced Migration in South Asia*. Routledge. pp. 45–70
6. Kundu, A. (2011). *Trends and Processes of Urbanisation in India*. Human Settlements Group, IIED. pp. 12–36
7. Rogaly, B. (2003). Who Goes? Who Stays Back? Seasonal Migration and Village Inequality. *Economic and Political Weekly*, 38(39), 4213–4220. pp. 4213–4217
8. Bhagat, R. B. (2017). Migration, Gender and Right to the City. *Economic and Political Weekly*, 52(32), 35–40.
9. Srivastava, R. (2020). Understanding Circular Migration in India. *Indian Journal of Labour Economics*, 63(1), 1–22. pp. 1–1

MINOR COURSE-D**MINOR COURSE- MN D:
RURAL SOCIETY IN INDIA****Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40**(Credits: Theory-04) **60 Hours****Course Objective:**

1. To familiarise students with the concept, features and institutions of rural society in India
2. To familiarise students with the contemporary issues and key government policies aimed at rural population in India

Course Learning Outcome:

1. Students will be able to understand the context, themes and issues of rural society in India
2. They will be familiar with key government programmes aimed at the rural population

Course Content:**UNIT 1: Rural Society –****(15 hours)**

1. Concepts
2. Characteristics
3. Change

- a. Ahuja, R. (2010). *Indian Social System* (7th ed.). Jaipur: Rawat Publications.
- b. Beteille, A. (1992). *Backwards Classes and the Social Structure of India*. New Delhi: Oxford University Press.
- c. Ghurye, G. S. (1963). *Caste and Class in India*. Bombay: Popular Prakashan.

UNIT 2: Social Institutions of Rural Society**(15 hours)**

1. Family, Kinship and Marriage
2. Rural Community
3. Caste and Casteism in Rural India
4. Dominant Caste
 - a. Ahuja, R. (2010). *Indian Social System* (7th ed.). Jaipur: Rawat Publications.
 - b. Ghurye, G. S. (1963). *Caste and Class in India*. Bombay: Popular Prakashan.
 - c. Dube, S. C. (1990). *Indian Society* (2nd ed.). New Delhi: National Book Trust.

UNIT 3: Rural Development**(15 hours)**

1. Issues in rural development
2. Rural Development Programmes in India
3. Pradhan Mantri Gram Sadak Yojna
4. MNREGA
5. Swachh Bharat Mission
 - a. Bhatia, B. S. (2014). *Rural Development in India: Policies and Programmes*. New Delhi: Deep & Deep Publications.
 - b. Dhanagare, D. N. (2005). *Rural Development in India: Some Perspectives*. Delhi: Rawat Publications.
 - c. Ahuja, R. (2010). *Indian Social System* (7th ed.). Jaipur: Rawat Publications.

UNIT 4: Little Tradition and Great Tradition**(15 hours)**

- a. Redfield, R. (1956). "The Little Community and Peasant Society and Culture." *American Journal of Sociology*, 62(6), 293–308.
- b. Kumar, S. (2010). *Sociology of Rural India*. Delhi: Pearson.
- c. Dube, S. C. (1990). *Indian Society* (2nd ed.). New Delhi: National Book Trust.

Suggested readings:

1. मुखर्जी ए रबीन्द्रनाथ। ग्रामीण समाजशास्त्र। साहित्य भवन नई दिल्ली।
2. सिंह बी एन और सिंह जितेन्द्र। ग्रामीण समाज। विवेक प्रकाशन दिल्ली।
3. ए एल दोषी और पी सी जैन। भारतीय ग्रामीण समाजशास्त्र। रावत नई दिल्ली।
4. Singh Prabhat Kumar - Migration and Urbanization, Janki Prakashan, Patna, New Delhi
5. Singh Prabhat Kumar - Migration and Occupational Mobility, Janki Prakashan, Patna, New Delhi
6. Rural Sociology in India, A.R. Desai, Macmillan Co. of India, New Delhi
7. S.L. Doshi and P.C. Jain, Rural Sociology, Rawat Publications, Jaipur
8. Dhanagare, D. N. (1993). Peasant Movements in India, 1920–1950. Delhi: Oxford University Press.
9. Mitra, A. (1994). Rural Sociology in India: Tradition and Change. Calcutta: Allied Publishers.
10. Sharma, K. L. (2015). Indian Society: Structure and Change (7th ed.). New Delhi: Atlantic Publishers.
11. Government of India (2023). Rural Development Programmes: Annual Report. Ministry of Rural Development, New Delhi.
12. Redfield, R., & Singer, M. (1954). The Cultural Role of Peasantry in India. Chicago: University of Chicago Press

MINOR COURSE-E**MINOR COURSE- MN E:
SOCIAL INEQUALITY AND SOCIAL MOBILITY****Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40**(Credits: Theory-04) **60 Hours****Course Objectives**

1. Introduce students to the sociological study of social inequality and stratification.
2. Familiarize with key theoretical frameworks—functionalist, Marxist, Weberian, conflict, intersectional perspectives—and their critiques
3. Explore diverse forms of stratification—caste, class, gender, ethnicity—in the Indian social context
4. Develop an interdisciplinary and applied understanding of stratification dynamics and social mobility

Course Learning Outcomes

By the end of the course, students will be able to:

1. Understand socio-historical roots and theoretical dimensions of stratification
2. Articulate multiple forms of inequality—including caste, class, gender, ethnicity—and their intersections.
3. Critically assess the role of social mobility in reproducing or transforming inequality.
4. Apply theoretical insights to current Indian social structures and changes.

Course Content:**Unit 1: Foundations of Stratification:****(12 hours)**

1. Concept, nature, and characteristics of stratification; theoretical foundations (Davis–Moore functionalism, Marx, Weber, critiques by Tumin).
 - a. Davis, K. & Moore, W. E. (1945). "Some Principles of Stratification", *American Sociological Review*, Vol. 10, No. 2, pp. 242–249
 - b. Gupta, D. (ed.), *Social Stratification*, OUP (Delhi)—Chapter 1, pp. 1–25
 - c. Tumin, M. M. (1953). "Some Principles of Stratification: A Critical Analysis", *American Sociological Review*, Vol. 18, No. 4, pp. 387–394

Unit 2: Stratification in India – Caste:

1. Historical and contemporary theories of caste; caste-based inequality; caste in labour markets and social structure.
 - a. Ambedkar, B.R. 1916. Castes in India: Their Mechanism, Genesis and Development, Anthropology Seminar of Dr. A. A. Goldenweizer at The Columbia University, New York, U.S.A. on 9th May 1916, Source: Indian Antiquary, May 1917, Vol. XLI. Available online: <http://www.ambedkar.org/ambcd/01.Caste%20in%20India.htm>
 - b. Fuller C. J. (1996). *Caste Today*, OUP—Introduction, pp. 1–30
 - c. Jodhka, S. S. (2012). *Caste*, Oxford India Short Introductions, pp. 1–20

Unit 3: Stratification in India – Class, Gender, Ethnicity, Disability:**(12 hours)**

1. Theoretical models of class (Marxist, Weberian), class dynamics in India, and emerging axes—gender, ethnicity, disability.
 - a. Grusky, D. B. & Szelenyi, S. (2011). *The Inequality Reader* (Westview Press)—selected chapters on class and intersectionality, pp. 50–80
 - b. Xaxa, V. (2008). *State, Society, and Tribes: Issues in Post-Colonial India*. Pearson Education. pp. 45–70 (Chapter 2: Tribal identity and ethnicity).
 - c. Béteille, A. (1991). *Society and Politics in India: Essays in a Comparative Perspective*. Oxford University Press. pp. 95–112
 - d. Jenkins, R. (1991). Disability and Social Stratification. *British Journal of Sociology*, 42(4), 557–580.

Unit 4: Social Mobility & Intersectionality:**(12 hours)**

1. Concepts and types of mobility; mobility in caste/class systems; intersectionality in Indian stratification.
 - a. Sorokin, P. A. (1959). *Social and Cultural Mobility*. Free Press. pp. 3–40
 - b. Heath, A. F. (2000). Mobility. In N. J. Smelser & P. B. Baltes (Eds.), *International Encyclopedia of the Social & Behavioral Sciences*, Elsevier. pp. 9944–9949
 - c. Borooah, V. K., Dubey, A., & Iyer, S. (2007). The Effectiveness of Jobs Reservations: Caste, Religion, and Economic Status in India. *Development and Change*, 38(3), 423–445. pp. 423–430
 - d. Jodhka, S. S., & Shah, G. (2010). Comparative Contexts of Discrimination and Exclusion: Caste and Race. *Economic and Political Weekly*, 45(24), 55–63. pp. 55–60

Unit 5: Contemporary Debates & Policy Interventions:**(12 hours)**

1. Mechanisms reproducing inequality; policy, education, and legal interventions for mobility
 - a. Tumin, M. M. 1987. *Social Stratification: the forms and functions of inequality*. New Delhi: Prentice-Hall of India, pp. 1-7
 - b. Thorat, S., & Newman, K. S. (Eds.). (2010). *Blocked by Caste: Economic Discrimination in Modern India*. Oxford University Press. pp. 3-28
 - c. Béteille, A. (2012). *Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village* (2nd ed.). Oxford University Press. pp. 240-260
 - d. Galanter, M. (1984). *Competing Equalities: Law and the Backward Classes in India*. Oxford University Press. pp. 550-580

Suggested Readings:

1. Deshpande, A. (2011). *The Grammar of Caste: Economic Discrimination in Contemporary India*. Oxford University Press. pp. 1-35 (Introduction & Chapters 1-2)
2. Patel, V. (2010). *Gender Equality and Women's Empowerment in India*. In N. Jayaram (Ed.), *Social Dynamics in India*, Rawat Publications. pp. 120-145
3. Mehrotra, N. (2011). *Disability Rights Movements in India: Politics and Practice*. In A. K. Singh (Ed.), *Disability Studies in India: Global Discourses, Local Realities*, Rawat Publications. pp. 15-38
4. Deshpande, S. (2003). *Contemporary India: A Sociological View*. Penguin Books. pp. 94-120
5. Jodhka, S. S., & Shah, G. (2010). Comparative Contexts of Discrimination and Exclusion: Caste and Race. *Economic and Political Weekly*, 45(24), 55-63. pp. 55-60
6. Sen, A. (1992). *Inequality Reexamined*. Harvard University Press. pp. 111-138
7. Sharma, K L 2201, Caste, Social Inequality and Mobility in Rural India, Sage,
8. Milton, Y. 1985. "Ethnicity," Annual Review of Sociology 11:211-2395.
9. Xaxa, V. 2003. 'Tribes in India' in Veena Das ed. Oxford India Companion to Sociology and Social Anthropology, 1: 373- 408. Delhi: Oxford University Press.
10. Sen, A. (1999). *Development as Freedom*. Oxford University Press. pp. 87-110
11. Tilak, J. B. G. (2007). Post-elementary Education, Poverty and Development in India. *International Journal of Educational Development*, 27(4), 435-445. pp. 435-440
12. Mehrotra, S. (2006). Well-being and Caste in India. *Human Development Report Office Occasional Paper*, UNDP. pp. 12-25
13. Ray, R., & Qayum, S. (2010). *Cultures of Servitude: Modernity, Domesticity, and Class in India*. Stanford University Press. pp. 120-140
14. Xaxa, V. (2011). The Status of Tribal People in India. *Social Change*, 41(2), 155-170. pp. 160-168

MINOR COURSE-F**MINOR COURSE- MN F:
DIGITAL SOCIETY****Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40**(Credits: Theory-04) **60 Hours****Course Objectives**

1. To understand how digital technologies (internet, smartphones, AI, social media) shape everyday life.
2. To explore how digital media influence society, culture, politics, and the economy.
3. To examine issues of inequality and exclusion in digital access and participation.
4. To study how people use digital spaces for work, leisure, intimacy, and identity.
5. To critically reflect on debates around privacy, surveillance, misinformation, and digital well-being.

Course Learning Outcomes

By the end of the course, students will be able to:

1. Explain major ideas about technology and society in simple terms.
2. Analyze everyday digital practices (WhatsApp groups, online shopping, mobile payments) using sociological insights.
3. Recognize patterns of digital inequality (class, caste, gender, region).
4. Reflect on personal and social experiences of digital culture (friendship, self-presentation, online work).
5. Critically engage with contemporary challenges like privacy, surveillance, and fake news.

Course Content:**UNIT 1: Foundations of the Sociology of Digital Cultures****(10 hours)**

1. Sociological approaches to technology: Technological determinism vs. social construction
2. Theories of media and society: McLuhan, Castells, Bauman, Wellman
3. Digitality as a cultural form: Virtuality, networks, and mediated sociality
 - a. McLuhan, M. (1964). *Understanding media: The extensions of man*. New York: McGraw-Hill. (pp. 3–21, 55–80)
 - b. Castells, M. (1996). *The rise of the network society*. Oxford: Blackwell. (pp. 1–28, 469–492)
 - c. Bauman, Z. (2000). *Liquid modernity*. Cambridge: Polity Press. (pp. 1–16, 117–138)
 - d. Wellman, B. (2001). Physical place and cyberplace: The rise of personalized networking. *International Journal of Urban and Regional Research*, 25(2), 227–252. <https://doi.org/10.1111/1468-2427.00309>

UNIT 2: Digital Inequalities and Access**(10 hours)**

1. Digital divides: Class, caste, gender, and rural–urban differentials
2. Infrastructures of access: Mobile-first users, data affordability, public Wi-Fi initiatives
3. Politics of inclusion/exclusion: E-governance, Aadhaar, citizenship, surveillance
 - a. van Dijk, J. (2020). *The digital divide*. Cambridge: Polity Press. (pp. 1–30, 118–144)
 - b. Jeffrey, R., & Doron, A. (2013). *The Great Indian Phone Book*. Cambridge, MA: Harvard University Press. (pp. 19–52, 205–230)

UNIT 3: Digital Cultures and Everyday Life**(10 hours)**

1. Mediated communication: WhatsApp, memes, GIFs, emojis
2. Streaming cultures: YouTube, OTT platforms, fan communities
3. Everyday surveillance: CCTV, location tracking, datafication
 - a. Key Readings:
 - b. Miller, D., Costa, E., Haynes, N., McDonald, T., Nicoleescu, R., Sinanan, J., ... Wang, X. (2016). *How the world changed social media*. London: UCL Press. (pp. 1–28, 149–168)
 - c. Gillespie, T. (2018). *Custodians of the Internet: Platforms, content moderation, and the hidden decisions that shape social media*. New Haven: Yale University Press. (pp. 1–24, 67–94)

UNIT 4: Politics, Publics, and Digital Mobilization**(10 hours)**

1. Digital publics and counter publics: Hashtag activism, online social movements
2. Political communication: Party propaganda, elections, and disinformation
3. Communalism, identity, and polarization: WhatsApp rumors, meme cultures, hate speech
 - a. Papacharissi, Z. (2015). *Affective publics: Sentiment, technology, and politics*. Oxford: Oxford University Press. (pp. 25–56, 95–120)
 - b. Udupa, S. (2021). *Digital hatred, violent sarcasm: Memes, trolling, and political discourse in India*. Stanford, CA: Stanford University Press. (pp. 1–32, 89–118)

c. Lokaneeta, U. (2019). WhatsApp and the new propaganda. *Economic & Political Weekly*, 54(6), 10–13.

UNIT 5: Work, Economy, and Digital Platforms**(10 hours)**

1. Platform economies: Gig work, algorithmic labor, precarity
2. E-commerce and digital markets: New consumer cultures in India
3. Global South innovation: Mobile payments, fintech, and informal economies
 - a. Srnicek, N. (2017). *Platform capitalism*. Cambridge: Polity Press. (pp. 1–42, 67–98)
 - b. van Doorn, N. (2017). Platform labor: On the gendered and racialized exploitation of low-income service work in the ‘on-demand’ economy. *Information, Communication & Society*, 20(6), 898–914. <https://doi.org/10.1080/1369118X.2017.1294194>
 - c. Aneesh, A. (2015). *Neutral accent: How language, labor, and life become global*. Durham, NC: Duke University Press. (pp. 101–132)

UNIT 6: Selfhood, Intimacy, and Digital Futures**(10 hours)**

1. Digital intimacies: Online dating, friendship, kinship on social media
2. Selfhood and identity: Digital labor of self-presentation, influencers, youth cultures
3. Ethics and futures: AI, privacy debates, and digital well-being
 - a. Boyd, d. (2014). *It's complicated: The social lives of networked teens*. New Haven: Yale University Press. (pp. 29–53, 139–164)
 - b. Abidin, C. (2018). *Internet celebrity: Understanding fame online*. Bingley: Emerald Publishing. (pp. 1–24, 115–142)
 - c. Illouz, E. (2007). *Cold intimacies: The making of emotional capitalism*. Cambridge: Polity Press. (pp. 1–18, 67–88)

Suggested Readings:

1. Athique, A. (2019). Digital transactions in Asia: Economic, informational, and social exchanges. London: Routledge. (pp. 72–98, 155–176)
2. Sharma, D. C. (2019). Surveillance in India’s platform economy. *Economic & Political Weekly*, 54(15), 12–16.
3. Athique, A. (2019). Digital transactions in Asia: Economic, informational, and social exchanges. London: Routledge. (pp. 72–98, 155–176)
4. Sharma, D. C. (2019). Surveillance in India’s platform economy. *Economic & Political Weekly*, 54(15), 12–16.
5. Raval, N., & Dourish, P. (2016). Standing out from the crowd: Emotional labor, body labor, and temporal labor in ride-hailing. In *Proceedings of the 19th ACM Conference on Computer-Supported Cooperative Work & Social Computing* (pp. 97–107). <https://doi.org/10.1145/2818048.2820026>
6. Couldry, N., & Mejias, U. A. (2019). *The costs of connection: How data is colonizing human life and appropriating it for capitalism*. Stanford, CA: Stanford University Press. (pp. 3–24, 191–212)

MINOR COURSE-G**MINOR COURSE- MN G:
CHILDHOOD, YOUTH AND SOCIETY****Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40**(Credits: Theory-04) **60 Hours****Course Objectives**

1. To introduce major theoretical and empirical perspectives in the sociology of childhood and youth.
2. To critically analyse intersections of age with class, caste, gender, ethnicity, and region.
3. To understand children's rights and the evolution of child/youth policies in India.
4. To engage with contemporary challenges faced by youth in education, employment, migration, and digital cultures.
5. To understand social change and impact on youth in contemporary times.

Learning Outcomes

By the end of the course, students will be able to:

1. Situate childhood and youth in sociological debates and Indian realities.
2. Evaluate children's and youth's lived experiences with reference to inequalities and social change.
3. Analyse contemporary issues (education, employment, technology, migration, rights movements) from a sociological perspective.
4. Critically assess the different dimensions of youth and social change in recent times

Course Content**Unit 1: Introduction to Childhood and Youth Studies****(12 hours)**

1. Social construction of childhood and youth
2. Conceptions of childhood in Western and Indian contexts
3. Adolescence and transitions to adulthood
4. Changing notions of childhood and youth in postcolonial societies
 - a. Aries, P. (1962). *Centuries of Childhood: A Social History of Family Life*, Vintage. <https://archive.org/details/CenturiesOfChildhood-PhilippeAries>
 - b. James, A., Jenks, C., & Prout, A. (1998). *Theorizing Childhood*. Teachers' College Press. <https://archive.org/details/theorizingchildh0000jame/page/8/mode/2up>
 - c. Jenks, C. (2005). Childhood: Second edition (2nd ed.). Routledge. <https://doi.org/10.4324/9781003060345>
 - d. Stephens, S. (Ed.). (1995). Children and the politics of culture. Princeton University Press.

Unit 2: Children, Youth and Society**(12 hours)**

1. Socialization processes – family, school, peer groups, media
2. Age, caste, class, gender, and ethnicity intersections
3. Childhood in rural and urban India
4. Youth culture, subcultures, and identities in India
 - a. Berger, P., & Luckmann, T. (1967). *The Social Construction of Reality*. Penguin.
 - b. Benei, V. (2008). *Schooling Passions: Nation, History, and Language in Contemporary Western India*. Stanford University Press.
 - c. Lukose, R. (2009). *Liberalization's Children: Gender, Youth and Consumer Citizenship in Globalizing India*. Duke University Press.

Unit 3: Child Rights**(12 hours)**

1. Evolution of child rights globally and in India
2. Child labour, trafficking, and education rights in India
3. Movements for child rights (Kailash Satyarthi, NGOs, grassroots activism)
4. Policy debates – Right to Education Act, Juvenile Justice Act, POCSO Act
 - a. Burra, N. (1997). Born to Work: Child Labour in India. Oxford University Press.
 - b. Liebel, M. (2012). *Children's Rights from Below: Cross-Cultural Perspectives*. Palgrave.

Unit 4: Youth and Contemporary Issues**(12 hours)**

1. Youth and education – inequality, privatization, aspirations
2. Youth and employment – precarity, migration, unemployment
3. Youth, politics and social movements in India
4. Youth and technology – social media, digital activism, surveillance

5. Youth and popular culture – music, cinema, consumerism
 - a. Furlong, A. (2013). *Youth Studies: An Introduction*. Routledge.
 - b. Jeffrey, C. (2010). *Timepass: Youth, Class and the Politics of Waiting in India*. Stanford University Press.
 - c. Jeffrey, C., & Dyson, J. (2008). *Telling Young Lives: Portraits of Global Youth*. Temple University Press.
 - d. Nayar, K. E. (2011). *The Sociology of Youth Culture and Youth Subcultures*. Rawat.

Unit 5: Childhood, Youth and Social Change**(12 hours)**

1. Globalization and its impact on childhood and youth
2. Neoliberalism, consumerism, and emerging aspirations
3. Youth, precarity, and transnational migration
4. Climate change, sustainability, and youth activism
5. Digital cultures, identity politics, and global citizenship
 - a. Bhadra, B. (2014). *Sociology of Childhood and Youth*. Sage.
 - b. Furlong, A., & Cartmel, F. (2007). *Young People and Social Change*. McGraw Hill.
 - c. Jeffrey, Graig (2010) Timepass: Youth, Class, and the Politics of Waiting in India, Stanford, Stanford University Press,
 - Wyn, J., & Woodman, D. (2006). Generation, Youth and Social Change in Australia. *Journal of Youth Studies*, 9(5), 495–514.

Suggested Readings:

1. Kumar, K. (2016) *Studying Childhood in India*. Economic and Political Weekly, Vol 51: Issue 23
2. Balagopalan, S. (2011). Introduction: Children's lives and the Indian context. *Childhood*, 18(3), 291-297. <https://doi.org/10.1177/0907568211413369> (Original work published 2011)
3. Bhattacharya, S. (2006). *Socialisation in the Indian Context*. Rawat.
4. Nambissan, G. B. (2009). Exclusion and Discrimination in Schools: Experiences of Dalit Children. *Indian Institute of Dalit Studies Working Paper*.
5. UN Convention on the Rights of the Child (1989).
6. Government of India (2009). *Right of Children to Free and Compulsory Education Act (RTE)*.
7. Balagopalan, S. (2019). *Inhabiting Childhood: Children, Labour and Schooling in Postcolonial India*. Palgrave.
8. Sen, A. (2005). Human Rights and Capabilities. *Journal of Human Development*, 6(2), 151–166.
9. Lukose, R. (2009). *Liberalization's Children: Gender, Youth and Consumer Citizenship in Globalizing India*. Duke University Press.
10. Bhatia, S. (2018). Decolonizing psychology: Globalization, social justice, and Indian youth identities. Oxford University Press.
11. Ray, R., & Katzenstein, M. (2005). *Social Movements in India: Poverty, Power, and Politics*. Rowman & Littlefield.
12. UNDP (2021). *Youth and Sustainable Development Goals*.
13. Bhadra, Bula (2014). *Sociology of Childhood and Youth*. Sage.
14. Corsaro, W. A., & Everitt, J. G. (2023). *The Sociology of Childhood*. Sage.
