

**Syllabus for Manipur University Four Years
Undergraduate Programme (FYUP), 2025 for Sociology
based on the Choice Based Credit System (CBCS) with
Learning Outcome-based Curriculum Framework (LOCF)**

Course Structure for Four Years Undergraduate Programme (FYUP), 2025 for Sociology is restructured in exercise of the powers conferred by Section 31 and Statute 41 of the Manipur University Act, 2005, and in view of the National Education Policy 2020 of the Government of India; the University Grants Commission's Guidelines for the Learning Outcomes-based Curriculum Framework (LOCF); the National Higher Education Qualifications Framework (NHEQF) 2023; the National Credit Framework 2023; the Curriculum and Credit Framework for Undergraduate Programmes 2022 of the University Grants Commission; and the University Grants Commission (Minimum Standards of Instruction for the Grant of Undergraduate Degree and Postgraduate Degree) Regulations, 2025, the Manipur University hereby makes the Ordinance titled *Manipur University Ordinance for Four Year Undergraduate Programmes, 2025*. In adherence to this ordinance, the syllabus for the undergraduate programme (FYUP), 2025 for Sociology has been restructured-

There are total 20 (twenty) Sociology Majors and 8 (eight) Minor Courses that students are required to take across eight semesters (4 years). All the Major Courses of Sociology are compulsory and the Minor Courses are to choose any discipline other than Sociology offered in the college. In addition to Major courses in Sociology, a student of FYUP will have to choose three Multi-Disciplinary Courses (MDC), three Skill Enhancement Courses (SEC) and three Value Added Courses.

Dissertation Part I and II are undertaken in the final year (4th Year), specifically during the VII and VIII semesters, as a requirement for the award of a Bachelor's Degree in Honours with Research. The dissertation begins in the VII semester and is to be completed in the VIII semester with an expanded and more in-depth scope

Discipline Specific Elective (DSE) Courses are offered in lieu of Dissertation in the last two semesters of the 4th Year undergraduate programme. 1 (one DSE in VII Semester and 2 (two) DSE in VIII Semester for the award of Bachelor's Degree with Honours.

There are two compulsory papers for every student in the first and second semesters. AEC-01 (Communication Skills) and AEC-02 (Academic Writing) respectively

Mark distribution and Evaluation-

Internal assessment (30%) and semester-end examination (70%). The internal assessment of 30 % shall be distributed as under

- (i) Total marks for each course shall be based on Seminar/Presentation/Assignment/Quiz/Unit Test, etc. (10 %).
- (ii) In-Semester Written Test (15%)
- (iii) Attendance 5%

Course Structure for 4 Year UG Programmes in Sociology

Semester	MAJOR (Credit)	MINOR (Credit)	MDC (Credit)	AEC (Credit)	SEC (Credit)	Experiential learning	VAC (Credit)	Semester Credit
I	Major – 1 (4) (Level 100)	Minor – 1 (4) (Level 100)	MDC - 1 (3)	AEC – 1 (Communication Skills) (4)	SEC – 1 (3)		VAC – 1 (2)	20
II	Major – 2 (4) (Level 100)	Minor – 2 (4) (Level 100)	MDC - 2 (3)	AEC – 2 (Academic Writing) (4)	SEC – 2 (3)		VAC – 2 (2)	20
Students exiting at 1 st Year will be awarded a Bachelor's Certificate after earning a minimum credits in the concerned discipline, provided the student earned an additional 4 credits in work-based vocational courses offered during the Summer internship or apprenticeship.								
III	Major – 3 (4) (Level 200) Major – 4 (4) (Level 200)	Minor – 3 (4) (Level 200 & above)	MDC - 3 (3)		SEC – 3 (3)		VAC – 3 (2)	20
IV	Major – 5 (4) (Level 200) Major – 6 (4) (Level 200) Major – 7 (4) (Level 200) Major – 8 (4) (Level 200)	Minor – 4 (4) (Level 200 & above)						20

Students exiting at 2nd Year will be awarded a **Bachelor's Diploma** after earning a minimum credits in the concerned discipline, provided the student earned an additional **4 credits** in work-based vocational courses offered during the 1st Year or 2nd Year Summer internship or apprenticeship.

V	Major – 9 (4) (Level 300) Major – 10 (4) (Level 300) Major – 11 (4) (Level 300)	Minor – 5 (4) (Level 200 & above)				Internship/Community engagement and service/Field project (4)		20
VI	Major – 12 (4) (Level 300) Major – 13 (4) (Level 300) Major – 14 (4) (Level 300) Major – 15 (4) (Level 300)	Minor – 6 (4) (Level 200 & above)						20
Total	60 Credits	24 Credits	9 Credits	8 Credits	9 Credits	4 Credits	6 Credits	120

Students who want to exit after 3 years will be awarded a Bachelor's Degree in the relevant Discipline/Subject upon earning the required credit of 120 from 1st exiting at 1st, 2nd and 3rd year

VII	Major – 16 (4) (Level 400) Major – 17 (4) (Level 400) Major – 18 (4) (Level 400) (RM)	Minor – 7 (4) (Level 300 & above)			For Honours with Research Dissertation Part 1 (4 Credits) For Honours Students DSE-1**(4) (Level 300) in lieu of Dissertation		20
VIII	Major – 19 (4) (Level 400) Major – 20 (4)	Minor – 8 (4) (Level 300 & above)			For Honours with Research Dissertation Part 2 (8 Credits) For Honours Students		20

	(Level 400)				DSE-2**(4) (Level 400) DSE-3**(4) (Level 400) in lieu of Dissertation		
Total	80 Credits	32Credits	9 Credits	8 Credits		6 Credits	160
Students will be awarded a Bachelor's Degree (Honours/Honours with Research) in the relevant Discipline/Subject upon earning 160 credits							

Note-

* AEC and VAC are to be opted by students out of the list of suitable/approved courses being offered by the college/University/ SWAYAM available from time to time.

** SEC should be Major Oriented

*** DSE should be Major Oriented. These courses are offered in lieu of the Dissertation/Project.

Major-18 is Research Methodology, which is mandatory for both Honours and Honours with Research.

A minimum of 12 credits may be allocated to vocational education and training and training as part of the minor course component.

Course Structure for 4 Year UG Programmes in Sociology

			Name of the Programme	Level	Credit
Semester		Subject Code	Course detail		
I	Major-1	MJC45SOC101(T)25	Introduction to Sociology	100	4
	Minor-1	MNC45SOC101(T)25	Sociological Foundations	100	4
	MDC-1	MDC45SOC101(T)25	Fundamentals of Social Psychology		3
	AEC-1	To be opted from AEC-1 Pool	English/MIL		4
	SEC-1	SEC45SOC101(T)25	Introduction to Sociological Research		3
	VAC-1	VAC45SOC101(T)25	Gardening and Floriculture		2
			Total Credit		20
II	Major-2	MNC45SOC102(T)25	Sociology of India	100	4
	Minor-2	MNC45SOC102(T)25	Understanding Indian Society	100	4
	MDC-2	MDC45SOC102(T)25	An Introduction to Sustainable Development		3
	AEC-2	To be opted from AEC-2 Pool	English/MIL		4
	SEC-2	SEC45SOC102(T)25	Gender Sensitization		3
	VAC-2	VAC45SOC102(T)25	Fundamentals of Entrepreneurs		2
			Total Credit		20
III	Major-3	MJC50SOC203(T)25	Fundamentals of Sociological Thinker	200	4

	Major-4	MJC50SOC204(T)25	Family, Marriage and Kinship	200	4
	Minor-3	MNC50SOC203(T)25	Sociological Thinker	200	4
	MDC-3	MDC50SOC203(T)25	Social Demography		3
	SEC-3	SEC50SOC203(T)25	Environmental Sociology		3
	VAC-3	VAC50SOC203(T)25	English Communication Skill		2
			Total Credit		20
IV	Major-5	MJC50SOC205(T)25	Sociological Theory	200	4
	Major-6	MJC50OC206(T)25	Sociology of Marginal Groups	200	4
	Major-7	MJC50SOC207(T)25	Social Change and Development	200	4
	Major-8	MJC50SOC208(T)25	Indian Social System	200	4
	Minor-4	MNC50SOC204(T)25	Economic Sociology	200	4
			Total Credit		20
V	Major-9	MJC55SOC309(T)25	Sociology of Gender	300	4
	Major-10	MJC55SOC310(T)25	Social Stratification	300	4
	Major-11	MJC55SOC311(T)25	Urban Society in India	300	4
	Minor-5	MNC55SOC205(T)25	Rethinking Development	200	4
	Internship/ Project work	INT55SOC301(T)25	Academic Research and Report Writing		4
			Total Credit		20
VI	Major-12	MJC55SOC312(T)25	Social Problems in India	300	4
	Major-13	MJC55SOC313(T)25	Contemporary Sociological Theories	300	4
	Major-14	MJC55SOC314(T)25	Agrarian Sociology	300	4
	Major-15	MJC55SOC315(T)25	Gender and Violence	300	4
	Minor-6	MNC55SOC206(T)25	Sociology of Social Movements	200	4
			Total Credit		20
VII	Major-16	MJC60SOC416(T)25	Classical Sociological Thought	400	4
	Major-17	MJC60SOC417(T)25	Indian Sociological Thought	400	4
	Major-18	MJC60SOC418(T)25	Sociological Research Methods	400	4
	Minor-7	MNC60SOC307(T)25	Urban Sociology	300	4
	DSE-1 for Hons	DSE60SOC401(T)25	Rural Sociology	300	4
	Dissertation-1 (Hons with Research)	DIS60SOC401(D)25			4
			Total Credit		20
VIII	Major-19	MJC60SOC419(T)25	Sociology of Development	400	4
	Major-20	MJC60SOC420(T)25	Society and Environment	400	4
	Minor-8	MNC60SOC308(T)25	Sociology of Religion	300	4
	DSE-2 for Hons	DSE60SOC402(T)25	Sociology of Work	400	4
	DSE-3 for Hons	DSE60SOC403(T)25	Political Sociology	400	4
	Dissertation-2 (Hon with Research)	DIS60SOC402(D)25	Research work		8
			Total Credit		20

BA 1st Semester
MAJOR – MJC45SOC101(T)25

Introduction to Sociology

Course Objectives-

The mandate of the course is to introduce the discipline to students from diverse backgrounds and capabilities. The course is intended to introduce the students to a sociological way of thinking. It also provides a foundation for the other, more detailed and specialised courses in sociology.

Course Learning Outcomes-

1. This paper will introduce students to new concepts of the Sociology discipline. These concepts will enhance the conceptual learning and understanding of the basic concepts used in Sociology.
2. The course, supported by an interdisciplinary approach, facilitates learning and reflecting about the multiple and contextual socio-cultural registers of Indian society.
3. The students learn to apply the sociological perspective in understanding how society shapes our individual lives. It also provides a foundation for the other, more detailed and specialised courses in sociology.
4. The course is designed to incorporate all the key concepts of sociology, which would enable the learner to develop keen insights to distinguish between the commonsense knowledge and Sociological knowledge

Course contents-

1. Nature and Scope of Sociology-
Origin and history of the discipline, Nature and scope of Sociology, Relationship with other social Sciences - Anthropology, History, Psychology, Political Science and Economics.
2. Basic Institutions and concepts -
Society, Community, Institution, Association, Group, Social structure and function, Status and Role.
3. Social Processes-
Cooperation, Competition, Conflict, Accommodation and Assimilation.
4. Social Institution-

- Marriage, Family, Kinship and Religion.
5. The individual and the society-
Society, Culture and Socialisation, Relationship between individuals and Society,
Social control, Norms, Values and Sanctions.

Suggested Readings-

1. Bottomore, T.B. 1972, Sociology: A Guide to Problems and Literature, Bombay: George Allen and Unwin.
2. Haralambos, M. and Heald, R.M. 2005. Sociology: Theme and Perspectives, OUP, Oxford.
3. Johnson, Harry, M. 1995, Sociology: A Systematic Introduction, New Delhi, Allied Publication.
4. Kshetri Rajendra, 2012. Sociology: Perception and Conception, Mittal Publication, New Delhi
5. McIver and Page, 2006. Society: An Introductory analysis, Surjeet Publication, New Delhi.
6. Shah A.M 1973. The Household Dimension of Family in India, Orient Longman, New Delhi.

BA 1st Semester
MINOR – MNC45SOC101(T)25

Sociological Foundation

Course Objectives-

The mandate of the course is to introduce the discipline to students from diverse training and capabilities. The course is intended to introduce the students to a sociological way of thinking. It also provides a foundation for the other, more detailed and specialised courses in sociology.

Course Learning Outcomes-

1. This paper will introduce students to new concepts of the Sociology discipline. These concepts will enhance the conceptual learning and understanding of the basic concepts used in Sociology.
2. The course, supported by an interdisciplinary approach, facilitates learning and reflecting about the multiple and contextual socio-cultural registers of Indian society.
3. The students learn to apply the sociological perspective in understanding how society shapes our individual lives. It also provides a foundation for the other, more detailed and specialised courses in sociology.
4. The course is designed to incorporate all the key concepts of sociology, which would enable the learner to develop keen insights to distinguish between the common-sense knowledge and Sociological knowledge

Course content-

1. Nature and Scope of Sociology-
Origin and history of the discipline, Nature and scope of Sociology, Relationship with other social Sciences- Anthropology, History, Psychology, Political Science and Economics
2. Basic Institutions and concepts –
Society, Community, Institution, Association, Group, Social structure and function, Status and Role.
3. Social Processes-
Cooperation, Competition, Conflict, Accommodation and Assimilation.
4. Social Institution-
Marriage, Family, Kinship and Religion.
5. The individual and the society-
Society, Culture and Socialisation, Relationship between individuals and Society, Social control, Norms, Values and Sanctions.

Suggested Readings-

1. Bottomore, T.B. 1972, Sociology: A Guide to Problems and Literature, Bombay: George Allen and Unwin.
2. Haralambos, M. and Heald, R.M. 2005. Sociology: Theme and Perspectives, OUP, Oxford.
3. Johnson, Harry, M. 1995, Sociology: A Systematic Introduction, New Delhi, Allied Publication.
4. Kshetri Rajendra, 2012. Sociology: Perception and Conception, Mittal Publication, New

Delhi

5. McIver and Page, 2006. Society: An Introductory analysis, Surjeet Publication, New Delhi.
6. Shah A.M 1973. The Household Dimension of Family in India, Orient Longman, New Delhi.

BA 1st Semester

Multi-Disciplinary Course (MDC) –MDC45SOC101(T)25

Fundamentals of Social Psychology

Course Objectives-

To introduce the basic concepts of Social Psychology to expand the horizons of students' understanding social behaviour. To expose students to the understanding of social issues and problems as well as dealing with proper reasons. To understand the nature and cause of individual behaviour and thought in social situations.

Course Outcomes-

Studying social psychology can enhance empathy, communication, and compassion, leading to better relationships and social interactions. It provides frameworks for understanding how groups form, function, and make decisions, as well as how individuals behave within groups. The understanding of how people perceive, interpret, and remember information about themselves and others in social situations can help explore how attitudes are formed, how they influence behaviour, and how they can be changed through persuasion. It learns many opportunities to understand the self as a social being, to enhance the comprehension of the social phenomena involving self and others by underscoring the role of cultural differences. The knowledge gained from social psychology can be applied to various real-world issues, including social problems, interpersonal relationships, and organisational behaviour.

Course Content-

1. Introduction to Social Psychology:

Definition and nature of social psychology, understanding social behaviour in relation with

Motivational, Learning, and Cognitive. Relationship of Social Psychology and Sociology.

2. Social Cognition and Person Perception:
Social Cognition -- Social world, Schemas, and attribution
Person Perception – impressions, nonverbal communication
3. Learning about the Self:
Nature of self-awareness, self-esteem, and self-presentation. Understanding Social identity in terms of social roles and group memberships.
4. Attitudes towards social interaction:
Attitude Formation, components, develop and change. Relationship between attitudes and social behaviour.
5. Applications of Social Psychology:
Nature and consequences of prejudice, bias, stereotyping, violence and discrimination.
Social Influence and importance of empathy, resilience, altruism, conformity and obedience.

Suggested Readings-

1. Baron, R. A., & Byrne, D. (1998). *Social psychology* (10th ed.). New Delhi: Prentice-Hall of India Pvt. Ltd.
2. Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). *Social psychology* (12th ed.). New Delhi: Pearson.
3. Kuppaswami, B. (1980). *An introduction to social psychology*. Bombay: Media Promoters and Publishers Pvt. Ltd.
4. Kuppaswamy, B. (1983). *Elements of social psychology*. New Delhi & New York: Vikas; Advent Books.
5. Myers, D. G. (1999). *Social psychology* (6th ed.). New York: McGraw-Hill Companies Inc.
6. Myers, D. G. (2005). *Social psychology* (8th ed.). New Delhi: Tata McGraw Hill Publishing Co. Ltd.
7. Rosenberg, M., & Turner, R. H. (Eds.). (1981). *Social psychology: Sociological perspectives*. New York: Basic Books.
8. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2006). *Social psychology* (12th ed.). New Delhi: Pearson.

BA 1st Semester
Skill Enhancement Course – SEC45SOC101(T)25

Introduction to Sociological Research

Course Objectives-

The course is a general introduction to the methodologies of sociological research methods. It will provide the student with some elementary knowledge of the complexities and philosophical underpinnings of 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-

1. Meaning, Scope and Significance of Social Research. Characteristics of Science, scientific Attitude, Meaning and Objectives of Research, Motivation in Research, Significance of Research, The scientific Method, The Research Process.
2. Conceptualisation and Formulation of Hypothesis: The Role of Theory, The Role of Fact, Conceptualisation and Problems in it, Formulation of Hypothesis, Types and Characteristics of Hypothesis, Testing of Hypothesis.

3. Types of Research: Basic and Applied, Historical, Descriptive, Explanatory, Experimental.
4. Techniques of Data collection: Survey, Sampling Techniques, Primary and Secondary Sources of Data, Observation, Questionnaire, Interview.
5. Field Visit and Survey

Suggested Readings-

1. Ahuja, Ram 2001. Research Methods. New Delhi: Rawat Publications
2. Blumer, Martin(eds). 1977. Sociological Research Methods: An Introduction, London: Macmillan
3. Cochran, W.G.1977. Sampling Techniques, New York: John Wiley & Sons.
4. Goode, W J and P.K Hatt.1952: Methods in Social Research. New Delhi McGraw Hill.
5. Gupta, SP, 2012. Statistical Methods. New Delhi: S. Chand & Sons.
6. Jayaram,N.1989: Sociology: Methods and Theory: Madras: MacMillan
7. Kothari, C R.1989.Research Methodology: Methods and Techniques. Bangalore: Wiley Eastern.
8. Kumar, Ranjit 2011. Research Methodology: A Step-by-Step Guide for Beginners. New Delhi Sage Publications.
9. Majumdar PK. 2015. Research Methods in Social Science. New Delhi : Viva Books
10. Srinivas, MN and AM Shah. 1979. Field Worker and the Field. Delhi : OUP
11. Young, P.V. 1988. Scientific Social Surveys and Research, New Delhi: Prentice-Hall
- 12.

BA 1th Semester

VAC-1 - VAC45SOC101(T)25

Gardening and Floriculture

Course Objectives:

1. To provide health benefits along with relaxing and pleasing place

2. To generate employment to the youth
3. To use for religious offerings, which is a large market

Course Learning Outcomes:

Students at the successful completion of the course will be able to

1. Acquire a critical knowledge about the aesthetic value, types and styles of gardens.
2. Propagate garden plants through various propagation techniques.
3. Demonstrate skills of designing and developing a garden.
4. To understand the present situation, scope and future of floriculture in India.

Course Contents-

1. Objective and importance of gardening, Styles of gardening- Formal, informal and free style gardens, Home garden, Hanging garden: Types of garden- English, Mughal, Babylonian garden.
2. Garden plant components – Ornamental plants, Shrubbery, fernery, palmatum, arches and pergolas, edges and hedges, climbers and creepers, cacti and succulents, annuals, flower borders and beds, ground covers and carpet beds.
3. Floriculture: Introduction and scope, Present situation and scope in India. Flower Crops, various types of flowers, seasonal flowers, cut flowers, pot plants, seeds and bulbs and aquatic plants, Crops- Rose, Chrysanthemum, Carnation, Gerbera, Gladioli, Tuberose, Aster, Lilioms, Dahlia and Marigold.
4. Open Cultivation, protected cultivation, soil requirements, Soil decontamination techniques, Planting methods, fertilisation, propagation techniques for selected ornamental plants, Indoor and foliage plants. Use of growth regulators. Weed management, IPM and IDM.
5. Cut flower standards grades, Harvest indices, Harvesting techniques, Post harvest handling, pre-cooling, Pulsing, Packing, Storage & Transportation present status and future scope of floriculture in Chhattisgarh state.

Suggested Readings:

1. Randhawa. G.S and Mukhopadhyay. A (1986) – Floriculture in India, Allied Publisher (India).
2. Bhattacharjee. S.K (2006) Advances in Ornamental Horticulture- Vol I-VI Pointer Pub.

3. Lauria, A and Victor H.R (2001) Floriculture- Fundamentals and Practices, Agrobios.
4. Sabina, G.T and PeterK.V (2008) Ornamental Plants for Gardens , New india Pub. India.

BA 2nd Semester
MAJOR -2- MJC50SOC102(T)25

Sociology of India

Course Objectives –

This paper introduces the processes and modes of construction of knowledge of India. Further, it aims to draw attention to the key concepts and institutions which are useful for the understanding of Indian society.

Course Learning Outcomes-

1. The course lays the foundation of viewing images and ideas of India through a sociological lens. It further investigates sociological concepts and institutions in the Indian context.
2. Through informed interrogation of images, ideas, concepts and institutions of India, the course contributes to the development of critical and analytical thinking.
3. The course, supported by an interdisciplinary approach, facilitates learning and reflecting about the multiple and contextual socio-cultural registers of Indian society.
4. Given the high standard/quality of the syllabus and use of innovative teaching-learning methods, the course prepares students to successfully compete in global academia.

Course content-

1. Basic Institutions of Indian Society –
Family and Marriage: Types and changing trends and factors responsible for the changes –
Kinship: Types and contemporary trends. Religion: types, functions and dysfunctions
2. The Structure and Composition of Indian Society –
Diversity and Pluralistic Indian social structure: characteristics - components complexities,
Village structure: rural community – Jajmani System – Panchayati Raj, Town structure:

Urbanism – Urbanisation - Smart Cities, Tribal structure: Land Ownership – Chieftainship – Customary Law, Changing patterns of Indian Social structure.

3. Social stratification and mobility –

Social stratification: meaning – types – characteristics, Concepts of stratification: equality – inequality – hierarchy – exclusion – deprivation, Caste, Class, differences and Changing Dimensions. Meaning and types of social mobility.

4. Social Issues and Problems in India –

Gender Inequality and Women's Rights; Poverty and Economic Disparities; Healthcare Challenges and Mental Health; Environmental Issues and Sustainability; Religious and Ethnic Conflicts; Urbanisation and its Social Impact; Youth and Employment Issues; Crime and Public Safety; Migration and demographic imbalance.

5. Convergence and Integration –

Cultural space, Language and Regional ethos, the evolution of composite cultural legacy, Change and Transformation in Indian Society, Nation-building and National Identity.

Suggested Readings -

1. Ahuja, Ram. (1998). *Social problems*. Jaipur: Rawat Publications.
2. Ahuja, R. (1999). *Indian social system*. New Delhi: Rawat Publications.
3. Dube, S. C. (1990). *Sociology in India*. New Delhi: National Book Trust.
4. Kapadia, K. M. (1966). *Marriage and family in India*. Calcutta: Oxford University Press.
5. Karve, I. (1961). *Hindu society: An interpretation*. Poona: Deccan College.
6. Merton, R. K., & Nisbet, R. (1971). *Contemporary social problems* (4th ed.). New York: Harcourt Brace and Company.
7. Rao, C. N. S. (2004). *Sociology of Indian society*. New Delhi: S. Chand Publications.
8. Srinivas, M. N. (1980). *India: Social structure*. New Delhi: Hindustan Publishing House.

BA 2nd Semester
MINOR - MNC50SOC102(T)25

Understanding Indian Society

Course Objectives –

This paper introduces the processes and modes of construction of knowledge of India. Further, it aims to draw attention to the key concepts and institutions which are useful for the understanding of Indian society.

Course Learning Outcomes-

1. The course lays the foundation of viewing images and ideas of India through a sociological lens. It further investigates sociological concepts and institutions in the Indian context.
2. Through informed interrogation of images, ideas, concepts and institutions of India, the course contributes to the development of critical and analytical thinking.
3. The course, supported by an interdisciplinary approach, facilitates learning and reflecting about the multiple and contextual socio-cultural registers of Indian society.
4. Given the high standard/quality of the syllabus and use of innovative teaching-learning methods, the course prepares students to successfully compete in global academia.

Course content-

1. Basic Institutions of Indian Society –
Family and Marriage: Types and changing trends and factors responsible for the changes –
Kinship: Types and contemporary trends. Religion: types, functions and dysfunctions
2. The Structure and Composition of Indian Society –
Diversity and Pluralistic Indian social structure: characteristics - components complexities,
Village structure: rural community – Jajmani System – Panchayati Raj, Town structure:
Urbanism – Urbanisation - Smart Cities, Tribal structure: Land Ownership – Chieftainship –
Customary Law, Changing patterns of Indian Social structure.
3. Social stratification and mobility –
Social stratification: meaning – types – characteristics, Concepts of stratification: equality –
inequality – hierarchy – exclusion – deprivation, Caste, Class, differences and Changing
Dimensions. Meaning and types of social mobility.
4. Social Issues and Problems in India –
Gender Inequality and Women's Rights; Poverty and Economic Disparities; Healthcare

Challenges and mental health; Environmental Issues and Sustainability; Religious and Ethnic Conflicts; Urbanization and its Social Impact; Youth and Employment Issues; Crime and Public Safety; Migration and demographic imbalance.

5. Convergence and Integration –

Cultural space, Language and Regional ethos, the evolution of composite cultural legacy, Change and Transformation in Indian Society, Nation-building and National Identity.

Suggested Readings -

1. Dube, S.C, 1990, Sociology in India, New Delhi: National Book Trust.
2. C.N Shankar Rao, 2004, Sociology of Indian Society, S. Chand Publication, New Delhi
3. Indian Social System, 1999, Ram Ahuja; Rawat Publication, New Delhi.
4. Iravati Karve, 1961. Hindu Society, An Interpretation. Poona; Deccan College.
5. K.M Kapadia, 1966, Marriage and Family in India, Calcutta
6. M.N Srinivas 1980. India: Social Structure: New Delhi: Hindustan Publishing House.
7. Ram Ahuja (1998). Social Problems. Jaipur: Rawat Publications.
8. Merton K., Robert, Nisbet Robert, 1971 Contemporary Social Problems, Fourth Edition, Harcourt Brace and Co., New York.

BA 2nd Semester

MULTI-DISCIPLINARY COURSE (MDC) – MDC50SOC102(T)25

An Introduction to Sustainable Development

Course Objectives-

This course is structured to integrate all core dimensions of education, including knowledge dissemination towards critical thinking and sustainable action. The syllabus is divided into five interconnected units that begin with foundational concepts and gradually advance toward contemporary global perspectives on sustainability. The key thematic areas include Environment, Ecology, and Biodiversity, all of which are integral to understanding current sustainability challenges. The final unit focuses on global efforts and policy executions aimed at achieving sustainable development.

Course Outcomes-

This course on Sustainable Development is to cultivate moral responsibility among learners, encouraging them to become conscientious citizens, committed not only to their nation but also to the preservation of Mother Nature, who sustains life and intellect through her abundant resources. Ultimately, the course endeavours to inspire lifelong learning and action-oriented thought processes that support sustainable development at both individual and collective levels.

Course Content-

1. Sustainable development: Idea and background –

Sustainable Development: Central Theme, Scope and Nature as a Discipline, Industrialisation, Urbanisation and threats to Sustainable Development, Economic Growth and Triple ‘P’ concept.

2. Ecology and biodiversity-

Ecosystem: Biotic and abiotic elements and their sustainable use, Ecology and Sustainability: Terms and Thoughts- Food chains, Food web, Energy flow in ecosystem, Ecological niche, Habitat, Geographical range, tolerance range.

3. Biodiversity preservation and sustainable development goals-

Causes of Biodiversity Depletion and Strategies for Sustainable Use of Biodiversity, Endangered and Threatened Species and their sustainable conservation needs, Major Biodiversity Zones of the world, Biodiversity Hot Spots, Biomimetics and Sustainable Development.

4. Sustainable development and Urbanities-

Sustainable City Environment: concept, Gender role in sustainable development, Education for sustainable Development: Evolutionary history of Sustainable Development ideas, Healthcare, Well-being and Sustainable Development, Millennium Development Goals (MDGs) to Sustainable Development Goals (SDGs): Agenda 2030

5. Sustainability and Executions –

Sustainability & its factors, sustainability Needs: food security and agriculture, renewable resources - water and energy, non-renewable resources, sustainability conflicts, Clinical Economics and Development.

Suggested Readings-

1. Ajay Ahlawat (2019). Sustainable development goals: directive principles for sustainable India, Notion Press.
2. Arjun Gope, Abhijit Sarkar, Prasamita Sarkar, Santanu Majumder, Kuldeep Gosai (2019). Environmental Issues & Sustainable Development, Notion Press.
3. Elliott, Jennifer. 2012. An Introduction to Sustainable Development. 4th Ed. Routledge, London.

4. Franco, I. B. and Tracey, J. (2019), "Community capacity-building for sustainable development: Effectively striving towards achieving local community sustainability targets", International Journal of Sustainability in Higher Education, Vol. 20 No. 4, pp. 691-725.
5. Jeffrey D. Sachs (2015). The Age of Sustainable Development, Columbia University Press.
6. Martin J. Ossewaarde (2018). Introduction to Sustainable Development, First Edition, SAGE Publications Pvt. Ltd.
7. Santosh V. Rankhamb, Yasmeen Shaikh, T. S. Pathan, & Atulkumar R. Chourpag (2021). Sustainable Development for Future: "Insights from agriculture, Health, Aquaculture, Energy, Education and Environment, Notion Press; 1st edition.
8. Rogers, Peter P., Kazi F. Jalal, and John A. Boyd. "An introduction to sustainable development." (2012).
9. Kerr, Julie. Introduction to energy and climate: Developing a sustainable environment. CRC Press, 2017.
10. Sala, Serenella, Biagio Ciuffo and Peter Nijkamp. "A systemic framework for sustainability assessment." Ecological Economics 119 (2015): 314-325.

BA 2nd Semester
SEC-2 - SEC50SOC102(T)25

Gender Sensitization

Course Objectives-

This course will sensitise students to issues related to gender and equality among all sexes. It will provide them with the tools and skills to develop and integrate a gendered perspective in work and life. In particular, students will be acquainted with laws that have an immediate bearing on gender relations.

Course Learning Outcomes-

1. Understand the basic concepts related with gender and sex.
2. Acquire the skills to problematize the taken for granted gender bias and prejudices

3. Understand the gender studies and the law to safeguard it.
4. Contemplate gender in Indian Social context and appraise the emerging issues and concerns in gender

Course Contents-

1. Introduction-
Defining sex, gender, sexuality, masculinity and femininity.
2. Sex, Gender and Sexuality-
Introduction to debates on the social construction of sex and gender, cultural construction of masculinity and femininity, and understanding sexual preference as a right
3. Gender, Family, Community and the State
4. Gender Rights and the Law-
Right to property, Personal laws, Violence against women, Sexual harassment, Rape, Domestic violence.
5. Field Visit and survey

Suggested Readings:

1. Geetha, V. 2002. Gender. Calcutta: Stree
2. Menon, Nivedita. 2012. Seeing like a Feminist. New Delhi: Zubaan/PenguinBooks
3. Bhasin, Kamala. 1993, Patriarchy. New Delhi: Kali for Women
4. Murty, Laxmi and Rajshri Dasgupta. 2012. 'Our Pictures, Our Words - A Visual Journey Through The Women's Movement'. New Delhi.
5. Shah, Chayanika et al. 2005. Marriage, Family and Community: A Feminist Dialogue. Economic and Political Weekly February 19: 709 -722
6. Tharu, S. and Niranjana, T. 1999. Problems for contemporary theory of gender in Nivedita Menon, Gender and Politics in India. New Delhi: Oxford University Press.
7. Ghai, Anita. (2003). (Dis) Embodied Form: Issues of Disabled Women. New Delhi. Har-Anand Publications.

BA 2nd Semester
VAC-2 - VAC45SOC102(T)25

FUNDAMENTALS OF ENTREPRENEURSHIP

Course objectives:

The purpose of this paper is to enable students to develop the importance of Entrepreneurship and to understand the generation of self-employment

Course Learning Outcomes:

After completion of the course, learners will be able to:

1. Discern distinct entrepreneurial traits;
2. Identify the parameters to assess opportunities and constraints for new business ideas;
3. Develop a business idea by adopting a systematic process;
4. Design strategies for the successful implementation of ideas;
5. Create a Business Plan.

Course Content-

1. Entrepreneur-entrepreneurship-and- enterprise: Meaning, conceptual framework, Entrepreneurship versus Intrapreneurship, Role of entrepreneurship functions of entrepreneur in relation to new venture creation.
2. Theories of Entrepreneurial Emergence – Sociological and Psychological perspectives, Entrepreneurial competencies, motivation, performance and rewards: Role in Entrepreneurial manifestation and sustenance – Innovation theory.
3. Global Entrepreneurship Monitor (GEM) Project and total Entrepreneurship Index (TEI), India's rank and the issues facing Indian Entrepreneurship families' business management.
4. Policy for Entrepreneurship and Small Business Development in India. Genesis and the evolution of the Government of India's small-scale sector policy, Industrial Policy Resolutions, Entrepreneurial environment in India.
5. Promotional Programme:- Evaluation of their effectiveness-Role of financial Institutions and Govt. – Vendor development cells, business incubators and venture capital and their interface with the entrepreneur.

Suggested Readings:

1. Bhidé, Amar V, “The Origin and Evolution of New Business”, Oxford University Press, New York, 2000.
2. Desai, Vasant, “Small Scale Entrepreneurs Vols.1,12”, Mumbai, Himalaya Publishing House (Latest edition).
3. Desai, Vasant., “Dynamics of Entrepreneurial Development and Management.” Mumbai Himalaya Publishing House, (Latest Edition)
4. Dollinger, Mare I “Entrepreneurship: Strategies and Resources”, Illinois, Irwin, 2004.
5. Holt, David, “Entrepreneurship: New Venture Creation”, Prentice-Hall of India, New Delhi, Latest Edition.

BA 3rd Semester**MAJOR-3 – MAJ50SOC203(T)25****FUNDAMENTALS OF SOCIOLOGICAL THINKERS****Course Objectives**

- To introduce students to the foundational thinkers of sociology.
- To understand how classical sociologists explained society, social order, and change.
- To develop critical insights into the evolution of sociological thought and its relevance today.

Course Learning Outcomes-

1. To explain the historical and intellectual background that led to the emergence of sociology as a distinct discipline.
2. Identify and describe the key concepts, theories, and contributions of classical sociological thinkers such as Comte, Spencer, Marx, Durkheim, and Weber.
3. Compare and contrast different theoretical perspectives on social order, change, and development proposed by early sociologists.
4. Analyze how classical sociological theories address major social issues like industrialization, capitalism, and social solidarity.
5. Develop foundational theoretical understanding that serves as a basis for studying modern and contemporary sociological theories.

Course Contents-

1. Introduction to Classical Sociological Theory-

- Emergence of Sociology: Historical and Intellectual Context (Industrial Revolution, Enlightenment, French Revolution)
- Nature and Characteristics of Classical Sociological Theory

2. Auguste Comte and Herbert Spencer-

- Auguste Comte: Law of Three Stages, Positivism, Hierarchy of Sciences, Social Statics and Dynamics
- Herbert Spencer: Organic Analogy, Theory of Social Evolution

3. Karl Marx-

- Dialectical Materialism
- Historical Materialism
- Class and Class Struggle
- Alienation

4. Émile Durkheim-

- Division of Labour and Social Solidarity
- Rules of Sociological Method
- Suicide (Types and Causes)
- Religion and the Sacred–Profane Dichotomy

5. Max Weber-

- Theory of Social Action
- Verstehen and Ideal Types
- Protestant Ethic and the Spirit of Capitalism
- Bureaucracy and Authority Types

Suggested Readings

1. Ritzer, George (2011). *Sociological Theory*. McGraw Hill Education.
2. Coser, Lewis A. (1977). *Masters of Sociological Thought*. Harcourt Brace Jovanovich.
3. Aron, Raymond (1967). *Main Currents in Sociological Thought*, Vol. 1 & 2. Penguin.
4. Morrison, Ken (2006). *Marx, Durkheim, Weber: Formations of Modern Social Thought*. Sage.
5. Ritzer, George and Stepnisky, Jeffrey (2017). *Classical Sociological Theory*. Sage.
6. Zeitlin, Irving M. (1981). *Ideology and the Development of Sociological Theory*. Prentice-Hall.
7. C.N. Shankar Rao (2004). *Sociology: Principles of Sociology with an Introduction to Social Thought*. S. Chand.

8. Inkeles, Alex (1987). *What is Sociology?* Prentice-Hall of India.

BA 3rd Semester
MAJOR-4 – MJC50SOC204(T)25

Family, Marriage and Kinship

Course Objectives :

This course aims to introduce general principles of Family, Marriage and Kinship by reference to key terms and theoretical statements substantiated by ethnographies. The course looks at the trajectories and new directions in kinship studies.

Course Learning Outcomes:

1. Evaluate the structure and function of the family, marriage and kinship system in India.
2. Present case studies on various types of marriages by analysing them.
3. Analyse issues arising in family, marriages and kinship in contemporary India.
4. Explain the new trends in family, marriages and kinship systems in India.

Course Contents-

1. Family - Definitions of Family and Household; Changing structure of family; changes in size and composition.
2. Weakening of gender and age stratification - democratisation of relationships: between spouses, parent-children; step-parenting.
3. Changes in caregiving of children and elderly, decrease in number of children and voluntary childlessness.
4. Marriage - Definition; changing patterns of marital relations
 - cohabitation, separation, divorce and remarriage
 - Changes in age of marriage, marriage decision making and regional variations.
5. Kinship- Definition of kinship, Biological and Social, Cultural kinship.

Suggested Readings:

1. CN Shankar Rao, 2008, *Sociology; Principles of Sociology*, New Delhi, S Chand.

2. Vidyabushan & D.R Sachdeva, An Introduction to Sociology, New Delhi, Kitab Mahal Publications.
3. Kapadia K.M Marriage and Family in India, Bombay Oxford University Press.
4. Madan T.N 1989 Family and Kinship (2nd Edition), Delhi: Oxford University Press.
5. Mandelbaum, David G. 1970. Society in India: Continuity and Change (vol 1) Bombay Popular Prakashan.
6. Karve, Iravati; Kinship Organisation in India, Kolkata, Asia Publishing House.

BA 3rd Semester
MINOR -3 – MNC50SOC203(T)25

SOCIOLOGICAL THINKERS

Course Objectives-

The course aims to provide a general introduction to sociological thought. The focus is on studying from the original texts to give the students a flavour of how, over a period of time, thinkers have conceptualised various aspects of society. This paper also provides a foundation for thinkers in the other papers.

Course Learning Outcomes:

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.
4. Understanding the basic methodological approaches of the thinkers, through some original texts and their role in building sociological knowledge.

Course Content-

1. Functionalism:
Redcliff Brown, Durkheim

2. Interpretive Sociology
Max Weber, George Simmel
3. Conflict Perspective
Karl Marx, Ralf Dahrendorf
4. Interactionism:
Herbert Blumer, Herbert Mead
5. Feminist Perspective
Cultural Feminism, Liberal Feminism, Socialist (Marxist) Feminism, Radical Feminism

Suggested Readings -

1. Bottomore, T.B.1971. Sociology: A Guide to Problems and Literature, London: Allen and Unwin.
2. Gouldner, Alvin, 1977, Sociology Basic Assumptions in Thompson, Kenneth and Jeremy Tunstall, Sociological Perspectives, New York: Penguin Books Ltd,
3. Durkheim, mile, 1984, The Division of Labour in Society, Basingstoke: Macmillan.
4. Radcliffe Brown, A.R., 1976, Structure and Function in Primitive Society, Free Press
5. Weber, Max, 1978, Economy & Society: An outline of Interpretive Sociology, Vol 1, University of California Press, Basic Concepts.
6. Marx, Karl, 1990, Selected writings in Sociology and Social Philosophy, Penguin Books Limited.
7. Dahrendorf, Ralf, 1968, Essays in the Theory of Society, Stanford: Stanford University Press.
8. Leach, Edmund, 1973, 'Structuralism in Social Anthropology', In Robey, David Structuralism: An Introduction, 1st ed., Oxford :Clarendon Press, 37-56
9. Magill, Frank N., 1996, International Encyclopedia of Sociology, Volume 1, Routledge.
10. Giddens, Anthony, 2010, Sociology, 6th edition, Polity, Chapter 7, Social Interaction in Everyday Life.

BA 3rd Semester
MDC -3 – MDC50SOC203(T)25

SOCIAL DEMOGRAPHY

Course Objectives:

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. 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 a 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-

1. Population and Society –
Development of population studies, World Population: Growth and distribution, population growth in India.
2. Demographic theories :
Pre-Malthusian theories, Malthusian theory, Optimum population theory, Demographic transition theory.
3. Population Structure and Characteristics –
Age and Sex structure, Marital status, Literacy and religion.
4. Demographic Processes-
Mortality, Fertility, Migration- Concepts, Determinants, differentials and Measures.
5. Population Planning and control:

Population Policy in India, National Population Policy 2000, National Rural Health Mission, Implementation and effectiveness of growth control measures.

Suggested Readings -

1. Principles of Population Studies (14th Edition): Asha and Tara Kanitkar: Himalaya Publishing House, Mumbai.
2. An Introduction to Social Demography: K Mahendra, Usha Bambawale: Vikas Publishing House, Delhi.
3. Bose A. 1991. Demographic Diversity of India. Delhi: Publishing Corporation.
4. Bose, A 1996, India's population Policy; Changing Paradigm, Jaipur: Rawat Publications.
5. Mahadevan, K 1996 Demographic Transition and Development Strategy in India. Jaipur Rawat Publication.
6. Sharma R.K 2002. Demography and Population Problems, New Delhi; Atlantic Publications and Distribution.
7. Srivastava, O.S 1994 Demography and Population Studies, New Delhi; Vikas Publishing House.

B.A. 3rd Semester
SEC-3 –SEC50SOC203(T)25

Environmental Sociology

Course Objectives:

This course is designed to introduce students to the core debates of environmental sociology, different approaches within the sub-discipline and how these approaches may be used to understand environmental issues and movements in India.

Course Learning Outcomes:

1. An understanding of the dynamic between natural and social worlds from a sociological perspective.
2. A grasp of fundamental principles and core theoretical debates of the discipline.
3. An ability to contribute from a sociological standpoint to any research endeavours or public policy conversations that assess cause, effects and possible solutions of environmental issues and problems.
4. To be alive to the questions of ecology and inequity and sensitive to the questions of environmental justice and ethics.

Course Content-**1. Envisioning Environmental Sociology**

- (i) Meaning, Definition, Nature and Scope
- (ii) Realist Constructionist Debate

2. Environmental Movement in India

- (i) Forest based movements–Chipko
- (ii) Water based movement–Narmada
- (iii) Land based movements–Anti-mining and Seed
- (iv) Anti Big Dam Movements in North East India

3. Sustainable development and environmental concerns

- (i) Major environmental issues: Global warming, Depletion of Ozone layer and rise of sea level.
- (ii) Sustainable development as a critique to growth-oriented development,
- (iii) Environment, technology and society.

4. Global issues-

- (i) Global Environmental Politics: Major issues
- (ii) Climate change- Major issues

5. Field Visit/Study Tour

Suggested Readings –

1. Bell, MM. (2008). An Invitation to Environmental Sociology. Thousand Oaks, CA: Sage, 3rd ed.
2. Hannigan, J.A. (1995). Environmental Sociology. Routledge, London and New York.
3. Leahy, T. (2007). Sociology and the Environment. Public Sociology: An Introduction to Australian Society. Eds. Germov, John and Marilyn, Poole. NSW: Allen & Unwin,
4. Evanoff, R.J. (2005). Reconciling realism and constructivism in environmental ethics. Environmental Values.
5. Wright, E. O. (2004). Interrogating the Treadmill of Production: Some Questions I Still Want to Know about and Am Not Afraid to Ask. Organisation & Environment.
6. Mol, A.P. (2002). Ecological modernisation and the global economy. Global Environmental Politics.
8. Buttel, F.H. (2000). Ecological modernization as social theory. Geoforum.
9. O. Connor, J. (1994). Is sustainable capitalism possible? Is capitalism sustainable? Political Economy and the Politics of Ecology. The Guilford Press.
10. Shiva, V. (1988). Women in Nature. In Staying Alive: Women, Ecology and Development. Zed Books.
11. 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.
12. Guha, R. Chipko: Social history of an environmental movement. In Ghanshyam Shahed. (2002).

VAC-3 – VAC50SOC203(T)25

English Communication Skill

Course objectives:

1. To impart knowledge about the importance of report writing in academics and research activities. To identify various kinds of academic and research activities. To explore and achieve academic and research goals through various kinds of reports/presentations. Characteristics of academic and research reports/presentations, Conclusions, Assignments.

Course of Learning Outcomes:

1. Communication skills impact our ability to persuade people to enroll people in our ideas and our visions.
2. Demonstrate that challenges have been undertaken, developing new skills in the process.
3. Students will be able to find, use and evaluate primary academic writing associated with the communication discipline.
4. Students will be able to understand and apply knowledge of human communication and language processes as they occur across various contexts.

Course Contents-

1. Recap of language skills – Parts of Speech, Grammar. Vocabulary, Phrase, Clause, Sentences, punctuation.
2. Listening Skill : Comprehending – Retaining, Responding. Dictations, introduction to phonetics sounds through examples, vowels consonants and pronunciation.
3. Speaking skill: Formal and informal conversation , conversation in the workplace, public speech, speaking words, articulation.
4. Reading Skill : Acquiring reading comprehensive interpret and decode written language and text fluency and vocabulary strategies that help readers to interpret and find meaning in text and retention.
5. Writing Skill : Report writing paragraph writing , Circular, essay writing, C,V, Resume, generating ideas, organizing ideas.

Suggested Readings-

1. Hewing martin 1999, Advanced English Grammar: A Self Study Refence and Practice Book for South Asian Students. Reprint 2003, Cambridge University, Press-N. Delhi
2. Lewis Norman, 1991, Word Power Made Easy, Pocket Books
3. Hall and Shepherd. The Anti-Grammar Book: Discovery Activities for Grammar Teaching. Longman.
4. Sasikumar, Vand P.V Dharmija 1993, Spoken English : A Self Learning Guide Conversation Practice, 34th Reprint, Tata Mc Graw Hill N. Delhi.
5. John Seely. The Oxford Guide to Writing and Speaking Oxford UP. 1998 1998 Delhi.

BA 4th Semester
MAJOR-5 – MJC50SOC205(T)25

Sociological Theory

Course Objectives-

The course aims to provide a general introduction to sociological theories. The focus is on studying from the original texts to give the students a flavor of how over a period of time thinkers have conceptualized various aspects of society. This paper also provides a foundation for theories propounded by different thinkers.

Course Learning Outcomes:

1. The students are introduced to the relationship between theory and perspectives.
2. The students are introduced to sociological theories which they learn in greater detail during the later semesters.
3. This paper also provides a foundation for sociological theories that are a part of papers in the subsequent semesters.
4. The students learn critical thinking skills. They learn how to read, interpret and critique original works of various thinkers.

Course Contents-

1. Basic The emergence of Sociology -
Transition from social philosophy to Sociology, the Intellectual context.
Enlightenment : The social Economics and Political Forces, The French and Industrial revolutions.
2. Schools of Sociological Theory I :
Functionalism: Emergence, Functionalism of Talcott Parsons & R.K Merton.
3. Schools of Sociological Theory II :
Conflict School: Origin of conflict/ Critical theorising, conflict theory of Karl Marx, Ralf Dahrendorf and Lewis Coser.
4. Schools of Sociological Theory III :
Exchange theory: Early stage, Homans, Blau and Emerson
5. Schools of Sociological Theory IV :
Interactionist theory: Early Interactionism, symbolic interactionism of Blumer and Kuhn, Role Theory of Turner, Ethnomethodology.

Suggested Readings :

1. Sociological theory: F. Abraham, MacMillan India Limited, Madras
2. The structure of Sociological Theory: J.H. Turner, Dorsey Press.
3. Fletcher, Ronald, 1994, The Making of Sociology (2 Volumes), Jaipur: Rawat.
4. Giddens, A. 1987, Social Theory and Modern Society, Cambridge: Polity Press.
5. Ritzer, George, 1996. Sociological Theory, New Delhi: Tata McGraw-Hill.
6. Singh, Yogendra, 1986, Indian Sociology: Social conditioning and Emerging Trends, New Delhi, Vistaar.
7. Sorokin, P. 1978 Contemporary Sociological Theories, New Delhi, Kalyani Publishers.
8. Turner J.H. 1995: Contemporary Sociological Theories, New Delhi, Rawat Publications.

Sociology of Marginal Groups

Course Objectives :

This course introduces students to the Sociological study of socially excluded and marginalised groups of society. It acquaints students with principal theoretical perspectives on and diverse forms of Social inequality in articulation with each other.

Course Learning Outcomes:

1. Analyse the varied problems of the marginal groups.
2. Evaluate the effectiveness of various programmes/schemes towards the alleviation of the given social problem.
3. Present the role of various agencies in the alleviation of a given social problem.
4. Design Programme for the welfare of people.
5. Access the issues affecting women's image and quality of life.

Course Contents-

1. Marginalised People-
Concepts – Inequality, social exclusion, Stereotype, Prejudice, Discrimination, Marginalisation, Vulnerable groups, Transgender, Aged persons, Approaches.
2. Exclusion through Social stratification:
Scheduled Cast, Untouchables/ Dalits, Scheduled Tribe/Adivashis, Measures.
3. Women and girl child:
Absence of identity, Discrimination in social Privileges and Division of labour, Power and subordination, Gender as a social construct, sex-gender distinction, Gender Socialisation, Measures.
4. Differently Abled :
Conceptual shifts- from disabled to the physically challenged group to differently abled, characteristics and problems, fighting for recognition, role of family, legislative measures.
5. HIV related victims:
Discrimination-Social and Medical, Social Exclusion of the HIV infected women and children, Role of family and NGOs, Measures.

Suggested Readings-

1. Social Problems in India: Ram Ahuja; Rawat Publications, New Delhi.
2. Disability studies in India: Retrospects and Prospects G.N Karna; Gyan Publishing House, New Delhi.
3. Challenges of AIDs: M. Parvi; National Book Trust, New Delhi.
4. Untouchables in contemporary India. J.M Mahar; Arizona, University of Arizona Press.
5. Gender Studies: Sujata Sen; New Delhi.

BA 4th Semester**MAJOR-7 – MJC50SOC207(T)25****Social Change and Development****Course Objectives :**

This course introduces the concept, nature, factors and forms of changes that take place in society.

Course Learning Outcomes:

1. To learn about the concepts of social change and development.
2. To understand the process of social change which leads to the emergence and development of a society.
3. Learners get familiarised with the theories of social change.
4. To appreciate the need for sustainable and inclusive human development.

Course Contents-

1. Social Change : Concepts, Forms and Factors Concepts and Features of Development.
2. Processes of Social Change: Modernisation, Industrialisation, Urbanisation and

Globalisation

3. Theories of Social Change: Linear (Spencer), Cyclical (Pareto), Conflict Theory (Marx), Cultural Lag (Ogburn).
4. Development: Colonialism, agrarian transformation, Planned Development (Development programmes in India, Five-Year Plans –Success and Failures- Critical Analysis).
5. Developmental Issues: Ecological and Environmental, Development induces Displacement and Rehabilitation, Social - Commodification, Consumerism, Impact on Local Crafts, Crisis of Values.

Suggested Readings:

1. Kuppaswamy, B.. 2004. Social Change in India. Delhi: Konark Publishers Pvt. Ltd.
2. Srinivas, M.N., 2009. Social Change in Modern India, New Delhi: Orient Blackswan.
3. Singh, Sheobahal 2010. Sociology of Development. Jaipur: Rawat Publications
4. Dube, S.C. 1992. Understanding Change. New Delhi: Vikas Publishing House.
5. Mohanty, R.N. 2002. Understanding Social Change. Allahabad: Kitab Mahal.
6. Rao, Shanker, C.N. 2004. Sociology Of Indian Society. New Delhi: S. Chand.
7. Singh, Sheobahal 2010. Sociology of Development, Jaipur: Rawat Publications.
8. Singh, Yogendra. 2009. Modernisation Of Indian Tradition. New Delhi: Rawat Publications.

INDIAN SOCIAL SYSTEM

Course Objectives

This course aims to:

1. Introduce students to the structural and cultural foundations of Indian society.
2. Familiarise students with the key institutions, values, and traditions shaping the Indian social system.
3. Enable students to understand the dynamics of caste, class, tribe, family, kinship, and religion in India.
4. Encourage critical reflection on social change, modernity, and continuity in Indian society.
5. Develop an understanding of unity, diversity, and the processes of integration in Indian society.

Course Learning Outcomes

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

- Understand the conceptual and theoretical perspectives on Indian society.
- Analyse the functioning and interrelation of social institutions in India.
- Critically engage with issues of hierarchy, inequality, and change.
- Appreciate India's pluralism and the challenges of national integration.
- Examine the impact of modernisation and globalisation on traditional social structures.

Course Contents

Unit I – Foundations of Indian Social System

- i. Concept of Indian social system
- ii. Traditional Hindu social organisation: Varna, Ashrama, Purushartha, Karma, Dharma
- iii. Unity and diversity in Indian society
- iv. Sanskritization, Westernisation, and modernisation

Unit II – Caste and Class in India

- i. Features and functions of the caste system
- ii. Changing patterns of caste in modern India
- iii. Caste-class nexus and social mobility
- iv. Caste in politics and affirmative action

Unit III – Family, Kinship, and Marriage

- i. Types and features of family in India
- ii. Joint and nuclear family-continuity and change
- iii. Patterns of marriage and kinship in India
- iv. Changing gender roles and family relations

Unit IV – Tribal and Rural Social Structures

- i. Characteristics and classification of tribes in India
- ii. Tribal integration and development
- iii. Rural social structure-village community and its institutions
- iv. Rural-urban continuum and social change

Unit V – Social Change and Contemporary Issues

- i. Impact of industrialisation, urbanisation, and globalisation
- ii. Social movements and reform in India
- iii. Religion, secularism, and communalism
- iv. National integration and challenges to social cohesion

Suggested Readings-

1. Ahuja, R. (1999). *Indian social system*. Jaipur: Rawat Publications.
2. Rao, C. N. S. (2004). *Sociology of Indian society*. New Delhi: S. Chand Publications.
3. Dube, S. C. (1990). *Indian society*. New Delhi: National Book Trust.
4. Kapadia, K. M. (1966). *Marriage and family in India*. Oxford University Press.
5. Srinivas, M. N. (1966). *Social change in modern India*. University of California Press.
6. Singh, Y. (1973). *Modernization of Indian tradition*. Jaipur: Rawat Publications.
7. Karve, I. (1953). *Kinship organization in India*. Asia Publishing House.
8. Desai, A. R. (1978). *Rural sociology in India*. Popular Prakashan.

ECONOMIC SOCIOLOGY

Course Objectives-

The course provides an understanding of the social and cultural bases of economic activity. It highlights the significance of sociological analysis for the study of economic processes in local and global contexts.

Course Learning Outcomes:

1. Develops familiarity with different theoretical and conceptual aspects of economic sociology as a specialised branch of knowledge.
2. Develops background knowledge about the diverse ways in which economy is interlinked with other aspects of society and culture.
3. Acquire capacities to understand and analyse the transformations of economy and its key processes in a historical and comparative perspective.
4. Develops abilities to generate research questions and arguments about the intersections of economy and society.

Course Contents-

1. Introduction –

Conceptualising economic sociology, Sociological aspects of economic processes.

2. Perspectives in Economic Sociology

Formalism and Substantivism: New Economic Sociology

3. Forms of Exchange

Reciprocity and Gift; Exchange and Money

4. Systems of Production, Circulation and Consumption

Hunting and Gathering; Domestic Mode of Production; Peasant; Capitalism, Socialism

5. Some Contemporary Issues in Economic Sociology

Development; Globalisation

Suggested Readings:

1. Anderson Perry: Passages from Antiquity to Feudalism, London. NLB: Verso
2. Appu. PS: Land Reform in India, Vikash Publishing House, Chapters 1,2,3.

3. Bottomore, Tom: Theories of Modern Capitalism
4. Dube, SC: Kumar Oxford. Chapter 2, the economic life.
5. Granovetter, Mark: Economic Action and Social Structure in Granovetter and Swedberg (ed)
6. Dasgupta, Ajit K: Ibid, Chapter 9, Gandhian economics.
7. Dasgupta, Ajit K: A History of Indian Economic Thought, Routledge. Chapter 5, Famine and famine policy.
8. Harrison David: Sociology of Modernisation and Development, London, Unwin Hyman.
9. Hynes, Jeffrey: Development Studies, Polity.
10. Le Claire and Schneider (ed): Economic Anthropology, Rinehart and Winston
-Three Articles: Karl Polanyi: The Economy as instituted process: (ii) George Dalton: Economic theory and primitive society; and (iii) Richard F. Salsbury: Anthropology and Economics.
11. Mair, Lucy: An Introduction to Social Anthropology
12. NMC Machado: Karl Polanyi and New Economic Sociology: Notes on the concept of Disembeddedness(article in PDF on Google)
13. Polanyi: Ibid. Chapter also available in Granovetter and Schneider (ed) The Sociology of Economic Life.
14. Sen Sudhir: Rabindranath Tagore on Rural Reconstruction, Visva-Bharati
15. Srinivas, MN: The remembered Village, Oxford, Chapter IV, The Universe of Agriculture.
16. Sur, Basabi: The Economic and the Non-Economic, World View, Kolkata Chapter 4
17. Weber, Max: Essay in Economic Sociology, ed, by Swedberg, Princeton University Press. Chapter sixteen, Sociological category of economic action.

Sociology of Gender

Course Objectives :

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 problematizing common-sensical notions of gender.
2. 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.
3. Understanding issues relating to gender both at a national and global level.
4. Places gender in juxtaposition with other forms of stratification and identity such as caste, class, family and work.

Course Content-

1. Gender Studies. A Historical view from women's Lib to Gender Shifts in the Paradigm. A Historical Perspective
2. Gender as a Social construct: Sex, Gender Distinction, Socialisation, Masculinity and Femininity.
3. Gender Differences and Inequality: Gender, Class, Caste, Race < Family and Property Rights.
4. Gender Power and Resistance: Power and Subordinate Resistance and Movements.
5. Gender Constructs in North East India: Problems and Prospects.

Suggested Readings:

1. Agrawal, Bina ed. 1988. Structures of Patriarchy: State, community and Household in Modernising Asia, London: Zed
2. Caroline ON Moser & Fiona C. Clark (ed), Victims, Perpetrators or Actors: Gender, Armed Conflict And Political Violence, Zubaan and Zed Books, New Delhi. 2004, The Gendered Nation: Contemporary Writings from South Asia.

- Sage Publications.
3. Foucault, Michel. [1976] 1998. The History of Sexuality Vol.1: The Will to Knowledge. London Penguin
 4. Germaine Greer. The Female Eunuch, Harper & Collins e-book
 5. Jain Devaki(1980). —Women's Quest for Power. Vikas Publishing House.
 6. Mary E John (ed) 2008. Women's Studies in India: A Reader, Penguin Books.
 7. SharmilaRege(ed), 2003. Sociology of Gender, Sage Publications, London

BA 5th Semester
MAJOR-10 – MJC55SOC310(T)25

Social Stratification

Course Objectives :

This course introduces students to Sociological Study of Social Inequalities. It 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 and its forms.
2. Inculcate in them a truly inter-disciplinary approach in the study of society especially stratification in all its manifestations.
3. Understanding of stratification and theories would sensitize students to its various sociological aspects, providing ample scope for applied learning and application.
4. Examining forms of stratification, understanding the relevance of caste, race and ethnic identities in contemporary world.

Course Content-

1. Introducing Stratification

- (a) Definition of Social stratification
- (b) Idea of Inequality, Difference and hierarchy
- (c) Patterns of Social Stratification - Closed and Open

2. Forms of Social Stratification

- (a) Factors determining social stratification,
- (b) Social stratification and social differentiation

3. Theories of Stratification

- (a) Marx Weber and Class
- (b) Functionalism

4. Identities and Inequalities

- (a) Caste, Race and Ethnicity
- (b) Feminism and Gendered Stratification

5. Mobility and Reproduction

- (a) Caste, Race and Ethnicity
- (b) Definition and types of social mobility
- (c) Concept of Social reproduction
- (d) Social Reproduction of class and occupational categories

Suggested Readings:

1. Beteille, Andre, 1977. Inequality amongst Men, Delhi, Oxford University Press
2. Worsley, Peter. Introducing Sociology 2nded. Harmondsworth: Penguin Books, 1970.
3. McLellan, David. The Thought of Karl Marx. London: Papermac, 1995.
4. Weber, Max, Hans Heinrich Gerth and C. Wright Mills. From Max Weber. New York: Oxford University Press
5. Bendix, Reinhard- Inequality and Social Structure: A Comparison of Marx and Weber', American Sociological Review, Vol.39, No.2 (Apr., 1974)
6. Bottomore, T. B. Classes in Modern Society. New York: Pantheon Books, 1966.
7. Bailey, F.G. Closed Social Stratification in India', European Journal of Sociology Vol.4
8. Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. American Sociological Review 10.2 (1945):
9. Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis American Sociological Review 18.4 (1953)

10. Bottero, Wendy. Stratification. London: Routledge, 2005.

BA 5th Semester
MAJOR-10 – MJC55SOC310(T)25

Urban Society in India

Course Objectives:

- To provide Sociological understanding of Urban Society in India
- To understand about the evolution of cities and urban communities
- To make the students aware of urban problems in India
- To understand urban planning and urban development

Course Learning Outcomes:

1. The students will build an understanding about urban society and problems associated with rapid urbanisation.
2. Learners become aware of the sociological perspectives on urban social life.
3. Learners develop analytical capacity about urbanisation, urban communities and urban problems.
4. Learners will understand the relevance of urban planning and development.

Course Contents-

1. Introduction to Urban Society in India; Meaning and Characteristics of Urban Society; Significance of the Study of Urban Life; Types of Cities; Urban Development in Ancient and Medieval Periods.
2. Cities in India: History and Growth of Cities in India; Factors for the Growth of Cities; Metropolitan and Mega Cities: Meaning and Characteristics; Growth of Metropolitan and Mega Cities in India.

3. Urbanisation in Modern India: Meaning and Nature of Urbanisation
Rural-Urban Migration; Factors Responsible for Rapid Urbanisation;
Consequences of Overurbanisation and Its Measures.
- 4 Urban Problems in India: Problems of Housing, Slums and Sanitation
Urban Crimes, Drug Addiction, Water Supply and Transportation;
Environmental Problems: Pollution and its Effects, Remedies for
Environmental Problems.
5. Urban Planning and Development : Urban Development and Its
Objectives; Urban Policy and Urban Development Programmes ; Urban
Governance and Its Role ; Challenges of Urban Management

Suggested Readings:

1. Alfred D'Souza (1978): The Indian City: Poverty, Ecology and Urban
Development, Manohar, New Delhi.
2. Bose. Ashis (1901-2001): Urbanisation in India
3. Raj Bala (1986): Trends in Urbanisation, Rawat Publications, Jaipur
4. Ram Nath Sharma: Urban Sociology. Rajhans Publications, Meerut.
5. Rao MSA (1974): Urban Sociology in India. Orient Longman, New
Delhi.
6. Siddarth, K. & Mukherjee (2005): Cities, Urbanisation and Urban
System, Kishalay Publications, Delhi.
7. Vibooti Shukla(1988): Urban Development and Regional Policy-
An Economic Analysis. Himalaya Publishing House, Delhi.
8. Ramchandran, N (1989): Urbanization and Urban Systems in
India. Oxford University Press, New Delhi.
9. Rajendra K. Sharma, 1997. Urban Sociology, New Delhi: Atlantic Publishers.
10. Shrivastava A.K. 1989. Urbanisation: Concept

Rethinking Development

Course Objectives:

This paper examines the ideas of development from a sociological perspective. It introduces students to different approaches to understanding development and traces the trajectory of Indian experience with development from an interdisciplinary perspective.

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 postcolonial 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-

1. Introduction - Meaning of development, Sociology of development: Meaning and Scope.
2. Unpacking Development:
Basic concepts: Growth and Development, Human development and Social Development, Growth of the idea of development and underdevelopment, Meaning of development over time, Sociology of development: Meaning and Scope
3. Theorizing development:
Modernization, Dependency theory, Environment and development, Gender and Development, Development as Freedom
4. Development Regimes in India :
State and economic development in India: Colonial and post-colonial experience, Participatory Development in India: 73rd and 74th Amendment Act,
5. Issues in Developmental Praxis:
Development and Displacement, Development and Empowerment.

Suggested Readings-

1. Bernstein, Henry. Underdevelopment and Development. Harmondsworth: Penguin.
2. Wolfgang, Sachs (ed.) The Development Dictionary: A Guide to Knowledge and Power. London: Zed Books. 1992.
3. Ferguson, J. 2005. Anthropology and its Evil Twin; Development‘ in the Constitution of a Discipline‘, in M. Edelman and A. Haugerud (eds.) The Anthropology of Development and Globalisation. Blackwell Publishing.
4. Visvanathan, Nalini, Lynn Duggan, Laura Nisonoff & Nan Wiegersma (eds). 1997. The Women, Gender and Development Reader. Delhi: Zubaan,
5. Sanyal. Kalyan. 2007. Rethinking Capitalist Development: Primitive Accumulation, Governmentality and Post-Colonial Capitalism. New Delhi: Routledge,
6. Sen, A. 1999. Development as Freedom. New Delhi: Oxford University Press,
7. Bardhan, Pranab. The Political Economy of Development in India. Delhi: Oxford.
8. Chatterjee, Partha. Democracy and Economic Transformation in India, Economic and Political Weekly, Vol. 43, No. 16 (Apr. 19 - 25, 2008).
11. Scudder. T. 1996. Induced Impoverishment, Resistance and River Basin Development‘ in Christopher McDowell (ed.) Understanding Impoverishment: The Consequences of Development-Induced Displacement. Oxford: Berghahn Books.
12. Sharma, Aradhana. Logics of Empowerment: Development, Gender and Governance in Neoliberal India. Minneapolis: University of Minnesota Press, 2008. Chapters. Introduction, Chapter 4 and Conclusion

Social Problems in India

Course Objectives:

This course attempts to study the concepts of social problems that exist in the society and measures to combat with it.

Course Learning Outcomes:

1. Given a social problem in India students will use secondary source research to objectively describe the social problem as it exists in contemporary society and delineate and assess strategies for addressing social problems in an oral or written assignment.
2. Analyze the role of social problem in India from a sociological perspective.
3. Construct the evolution and impact of a given social problem in India.
4. Discuss and ask questions about social problem in India.

Course Contents :

1. Social Problems - Concepts : Types and approaches
2. Communalism, Secularism and Regionalism, Concepts: Causes and Effects of Regionalism and Communalism; Measures to Regionalism and Communalism.
3. Child abuse and child labour : Concepts and types : Theoretical explanation of Child Abuse, Causes and Effect of Child Labour.
4. Drug Abuse and Addiction : Basic concepts : Nature and impact of drug abuse; control over Drug Abuse; Measures to combat drug trafficking, Treating Addicts and preventing Drug Abuse, Role of family and Peer in Drug Abuse.
5. Youth Unrest and Agitations: Concepts and Characteristics of Youth Unrest; Youth Protest, Agitation and Movements; Types of Youth agitation: Causes of Youth Agitations; Controlling Youth Agitation.

Suggested Readings:

1. Ahuja Ram, 1999, Social Problems in India, New Delhi, Rawat Publications.
2. Becker, Howard, 1966 : Social Problems, A Modern Approach, New York, John Willey and Sons Inc.
3. Blachy, P.H, 1970: Drug Abuse, Illinois, Charles C. Thomas.

4. Chandra Bipan, 1989, Communalism in Modern India, New Delhi.
5. Kewalramani, C.S, 1992: Child Abuse, Jaipur Rawat Publications.
6. Madan, G.R, 1966: Indian Social Problems Vol I: Social Disorganisation, New Delhi, Allied Publishers, Pvt. Ltd.
7. Julian Joshep, 1977, Social Problems New Jersey, Prentice Hall.
8. Singh V.V, 1993: Communal Riots, Jaipur, Rawat Publications.

B.A. 6th Semester
MAJOR-13 – MJC55SOC313(T)25

Contemporary Sociological Theories

Course Objectives-

To introduce students to contemporary sociological theories through some original texts.

Course Learning Outcomes:

1. Be able to understand the role and function of theory in the discipline.
2. Know the work and contribution of key thinkers in contemporary Sociology.
3. Describe the classical contribution in sociological theories.
4. Summarise the philosophical roots of sociological theories.

Course Contents-

1. Action Theories : Max Weber and Talcott Parson; Symbolic Interactionism : G.H Mead and Herbert Blumer
2. Phenomenology: Phenomenological Sociology: E. Husserl and A. Schutz Social construction of Reality : Peter Berger and Thomas Luckmann
3. Dramaturgy : Erving Goffman Ethnomethodology : Harold Garfinkel.
4. Critical Theories and Neo- Marxism
 Frankfurt School- Life world and system: J. Habermas and Herbert Marcuse

Structural Marxism : L. Althusser.

5. Post modern turn and feminist theory/ Perspectives : Post modern: Frederic Jameson and Jean Baudrillard.

Feminist perspectives : Dorothy Smith, Patricia Hill- Collins and Judith Butler.

Suggested Readings-

1. Adam, Bert N. and Sydie, R.A 2002, Contemporary Sociological Theory, California Pine Forge Press.
2. Adam, Bert N. and Sydie, R. 2001, Sociological Theory, California Pine Forge Press.
3. Alexander, J 1982, Theoretical Logic in Sociology, Berkeley, California, University of California Press.
4. Bauman, Z 1976 Towards a Critical Sociology : An Essay on Common-sense and Emancipation , London, Routledge and Kegan Paul.
5. Bourdieu, Pierre, 1990 In other words, Essay towards a Reflexive Sociology, Stanford, Stanford University Press.
6. Bourdieu, P 1990 The Logic of Practice, Polity Stanford: SUP.
7. Butler, Judith, 1989 Gender Trouble: Feminism and Subversion of Identity. NY Routledge.
8. Garfinkel, Harold, 1967, Studies in Ethnomethodology; NJ: Prentice Hall.
9. Goffman, Erving 1953, The presentation of self in Everyday Life, New York: DA
10. Habermas, Jurgen, 1988, Life world and System: A critique of Functionalist reason, UK polity.
11. Whelehan, Imelda, 2015 Modern Feminist thought, New Delhi, Rawat Publication.
12. Pampel Fred C 2000, Sociological Lives and ideas: An Introduction to the Classical Theorist, NY Worth Publishers.
13. Parson Talcott, 1937, The Structure of Social Action, MacGraw Hill.
14. Ritzer, George. 1996, Sociological Theory, London, Sage Publication.

B.A. 6th Semester

Agrarian Sociology

Course Objectives:

The objective of an agricultural society is to encourage an awareness of agriculture and promote improvements in the quality of life of persons living in an agricultural community by researching the needs of the agricultural community and developing programs to meet those needs.

Course Learning Outcomes:

1. An empathy for and ability to engage agrarian communities as living societies and understand grasp their condition as human condition.
2. An appreciation of agrarian world and familiarity with the trajectory of theoretical conversation on agrarian issues and their social, political and policy implications.
3. An understanding of emerging as well as enduring issues of concern in Indian agrarian scene.
4. To be ready for a range of academic and professional roles that may require a knowledge of agrarian societies.

Course Content-

1. Sociology of Agrarian studies: Emergence of Agrarian studies as a subject of Sociology.
2. Conceptual Issues: The concept of peasant and agrarian society; caste, tribe and peasantry.
3. Evolution of land tenure system in India: Patterns of land settlement (Permanent, Ryotwari and Mahalwari); Commercialisation of agriculture; Co-modification of land and de-peasantisation.
4. Agrarian change in Post-Independent India: Land reforms, Green Revolution and class differentiation.
5. Economic Reforms and Agrarian Change: Agricultural productivity, Regional disparity, Farmer Suicides.

Recommend Books:

1. A.R. Desai 1969. Rural Sociology in India. Bombay: Popular Book.
2. Beteille, Andre. 1974. Studies in Agrarian Social Structure. New Delhi: OUP
3. Patnik, U. 1987. Peasant Class Differentiation. New Delhi: OUP.

4. Rothermund, Dietmar .1988.An Economic History Of India : From Pre – Colonial Times To 1986.New Delhi : Manohar.
5. Dhanagare, D.N.1988 Peasant Movements in India .New Delhi: OUP.
6. Appu ,P.S1996.Land Reforms In India . New Delhi: Vikas .
7. Joshi ,P.C.1975 .Land Reforms In India: Trends and Prospect .Bombay: Allied Pub.
8. Mohanty, B.B(ed.) 2012.Agrarian Change And The Mobilisation. New Delhi : Sage Publications.

B.A. 6th Semester
MAJOR-15 – MJC55SOC315(T)25

Gender and Violence

Course Objectives:

Gendered violence is routine and spectacular, structural as well as situated. This course attempts to provide an understanding of the logic of that violence, awareness of its most common forms and tries to equip the students with a sociologically

Course Learning Outcomes:

1. Analyze how the social construction of gender across cultures is fundamental to several experiences of violence.
2. Engage with different theoretical perspectives and their critiques in the comprehending-individual, social, culture, political, or economic experiences of violence.
3. Critique the dominant western white feminist theories and articulations of liberation, freedom, emancipation and justice through critically informed ideas and responses from non- western contexts.
4. Re- think and re-formulate ideas on various structures of struggle and strategies to counter gendered violence.

Course Contents-

1. Social construction of Gender
Sex and gender, gender stratification and inequality, gender discrimination and patriarchy.
2. Gender and Violence-
Defining Gender Based Violence, Perspectives of gendered violence (Individualistic, Social perspective and Functionalist Perspective,
3. Structural and Situated Violence
Caste, Gender and Violence, Caste, Gender and Violence, Domestic and Familial Violence, Gender and the Conflict Situation, Violence, Harassment and Workplace.
4. Sexual Violence
Nature of Sexual Harassment (Legal Perspective) Sexually Transmitted Disease, female foeticide, Spousal violence, Gendered Violence and Media
5. Addressing Gendered Violence: Politics and Public Policy
Legislative measures in India for curbing sexual Violence, Domestic Violence Act 2005, Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013

Suggested Readings

1. Kannabiran, Vasanth and Kalpana Kannabiran, Caste and Gender: Understanding Dynamics of Power and Violence, Economic and Political Weekly, Vol. 26, No. 37 (Sept. 14, 1991) pp 2130-2133
2. Agnes, Flavia, 'My Story, Our Story: Building Broken Lives' Mumbai: Majlis. 1984.
3. Tejani, Sheba. Sexual Harassment at the Workplace: Emerging Problems and Debates, Economic and Political Weekly, Vol. 39, No. 41 (Oct. 9-15, 2004),
4. Omvedt, Gail, Violence Against Women: New Movements and New Theories in India. Delhi: Kali for Women, 1990 pp 1-40.
5. Karlekar, Malavika. Domestic Violence, Economic and Political Weekly, Vol. 33, No. 27 (July 4-10, 1998) pp. 1741-1751.

BA 6th Semester
MINOR-6 – MNC55SOC206(T)25

Sociology of Social Movements

Course Objectives:

- To introduce to the students with the concept of social movements and their dynamics.
- To introduce to the students to the role of social movements in social transformation.
- To help them understand the various approaches to the study of social movements.

Course of 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 another cognate political phenomenon.
3. Understand the dynamics and motivations of individuals and groups participating in social movements and identify reasons for success (or failure) of social movements.
4. Discuss and ask questions about social movement theories and methodologies with insight and precision.

Course Contents-

1. Social Movements: Nature, Definitions, Characteristics of social movements, types: Revolutionary, Reforms, Revival, Counter movements. Basis of social movements: Leadership, ideology, resource.
2. Religious movements in India: The SNDP Movements in Kerala, The Brahmo Samaj and The Arya Samaj.
3. Peasants' Movements in India: The Champaran Satyagraha (1971). The Peasant Revolt in Telangana. The Tebhaga Movement in Bengal.
4. Backward Class Movements in India: Mahar Movement in Maharashtra. Dalit Movement in Tamil Nadu, The Non-Brahmin Movement in Tamil Nadu.
5. Women's Movement in India: In the pre-independence era and the post-independence period.

Suggested Readings

1. Rao, M.S.A ed. 1979 Social movements in India Vol I and II, Manohar, New Delhi
2. Dhanagare. D.N 1983 peasant movements in India 1920 – 1950. OUP, Delhi, 1983
3. Kaur, Manmohan, 1968 “Role of Women in the Freedom Movement , 1857 – 1947” Sterling , New Delhi
4. Basu, Aparna, 1976 “Role of Women in the Freedom Movement” in B.R Nanda, ed, Indian Women from Purdah to Modernity, Vikas, Delhi
5. Chattopadhyaya , Kamala Devi , 1983 “Indian Women’s Battle for Freedom” Abhinav Publications, New Delhi

B.A. 7th Semester
MAJOR-16 – MJC60SOC416(T)25

Classical Sociological Thought

Course Objectives-

1. To introduce students to the historical evolution of sociological thought from Enlightenment to classical theory.
2. To understand how early thinkers such as Rousseau, Saint-Simon, Comte, Pareto, Weber, Durkheim, and Marx conceptualized society, change, and order.
3. To examine the methodological foundations laid by classical sociologists for the scientific study of society.
4. To explore the key concepts, theoretical models, and analytical frameworks developed by these thinkers.
5. To develop students' ability to relate classical sociological ideas to contemporary social realities and theoretical debates.

Course Learning Outcomes -

The learning outcomes of this paper are:

- Students will learn the Sociological theory of 'pre-classical' and the 'classical' period.
- They will learn how Sociology emerged and went on to become a distinct social science/ academic discipline.
- They will learn contributions of the founding fathers of Sociology in the development and shaping of Sociology as a distinct discipline.
- This paper will make the students aware of the importance and relevance of Sociology in any given society.

Course Contents-

Unit-I History of Sociological Thought:

Enlightenment Thought with reference to Rousseau, St. Simon and Auguste Comte.

Unit-II Vilfredo Pareto:

- a. Methodology - Logical and non-logical action; Explanation of non-logical action in terms of his theory of Residues and Derivations.
- b. Basic Concepts - Type of Elites, their classification, Circulation of Elites
- c. Theory of Social Change - Elites & Masses.

Unit-III Max Weber:

- a. Methodology-*Verstehen*, Value-Neutrality, the Ideal Type; Adequate Causation.

- b. Basic concepts: Social action and its Types, social relationships; Power, Domination and Legitimate Order.
- c. Protestant Ethic and the Spirit of Capitalism; the Rationalization process, Bureaucracy, distribution of Power.

Unit-IV Emile Durkheim:

- a. Methodology-the nature of Social Facts and their Causation.
- b. Basic concepts: Individual and Collective Conscience, Social Solidarity and Anomie; the Sacred, the Profane and the nature of Religion, Suicide as social fact.
- c. Social change and Social Division of Labour.

Unit – V Karl Marx:

- a. Methodology: Historical Materialism
- b. Basic Concepts: Means, Relations and Modes of Production: Base and Super-structure; Internal Contradiction; Alienation, Surplus Value, bourgeoisie, proletariat.
- c. Capitalism; Class consciousness, Class Conflict, and classless society.

Suggested Readings

1. Aron, Raymond, (Reprint 1990) *Main Currents in Sociological Thought* (Vols. I& II), London, Pelican.
2. Hughes, John A. et. al., (1995) *Understanding Classical Sociology* - Marx, Weber and Durkheim, London, Sage Publications.
3. Nisbet, R.A. 1967. *The Sociological Tradition*. London: Heinemann.
4. Marx, K. 1964. *Pre-capitalist Economic Formations*. London: Lawrence and Wishart
5. Marx, K. 1954. *Capital* - Vol. I. Moscow: Progress Publishers.
6. Marx, K. and F. Engels. 1976. *The Manifesto of the Communist Part, in Marx & Engels Collected Works* - Vol. 6. London: Lawrence and Wishart.
7. Weber, M. 1978. *Economy and Society: An outline Interpretative Sociology* (edited by G. Roth and C. Wittich) - Vol. 1. Berkeley: University of California Press.
8. Weber, M. 1949. *The Methodology of the Social Sciences*. New York: Free Press.
9. Weber, M. 2002. *The Protestant Ethic and the Spirit of Capital*. Los Angeles: Blackwell Publishers.
10. Durkheim, E. 1982. *The Rules of Sociological Method*. London: Macmillan.
11. Durkheim, E. 1933. *The Division of Labour in Society*. Glencoe: The Free Press.
12. Durkheim, E. and M. Mauss. 1969. *Primitive Classifications*. London: Cohen & West.
13. Ritzer, George, (2011) *Sociological Theory*, London, Sage Publications.

B.A. 7th Semester
MAJOR-17 – MJC60SOC417(T)25

Indian Sociological Thought

Course Objectives-

1. To introduce students to the development and growth of sociological thought in India, tracing its historical, cultural, and intellectual foundations.
2. To acquaint students with the major Indian sociological thinkers and their theoretical perspectives, such as Indological, Structural-Functional, Civilizational, Marxist, and Subaltern approaches.
3. To highlight how Indian sociologists have interpreted social structure, culture, caste, religion, and change within the Indian context.
4. To enable students to critically examine the uniqueness and diversity of the Indian sociological tradition in comparison to Western sociological theories.
5. To encourage analytical and reflective understanding of how indigenous theories emerged in response to India's social realities, colonial experience, and modernization.

Course Learning Outcomes-

The learning outcomes of this paper are:

- Students will become familiar with Indian Sociological tradition.
- They will learn and understand the various theories that originated in India.
- They will develop the skill of critical outlook.
- They will be able to think further on Indian Sociological research.

Course Contents

Unit-I

Development of Sociology in India

Indological/ Textual Perspectives: A.K. Coomarswamy, R.K. Mukherjee, G. S. Ghurye and Louis Dumont.

Unit-II

Structuralist & Structural-Functionalist: McKim Marriott, M.N. Srinivas, S.C. Dube and Yogendra Singh.

Unit-III

Civilisational Perspective: N. K. Bose and Surajit Sinha.

Unit -IV

Marxist Perspective: D.P. Mukherjee and A.R. Desai.

Unit – V

Subaltern Perspective: Ranajit Guha, B.R. Ambedkar, and David Hardiman.

Suggested Readings:

1. Ahuja, Ram. 2000. *Society in India: Concepts, Theories and Social Change*, Rawat, New Delhi.
2. Ahuja, Ram. 2002. *Indian Social System*, Rawat, New Delhi.
3. Atal, Yogesh. 2006. *Changing Indian Society*, Rawat, Jaipur.
4. Atal, Yogesh. 1992. (ed) *Understanding Indian Society*, Her Anand Publication, Delhi.
5. Bose Normal Kumar: *Problems of Indian Nationalism*, Calcutta.
6. Dube, S.C. 2000. *Indian Society*, Popular, Bombay.
7. Dumont, Louis. 1970. *Homo-Hierarchicus: Caste system and its implications*. Chicago.
8. Desai, A.R. 1948. *Social Background of Indian Nationalism*, Popular, Bombay,
9. Dhanagare, D.N. 1993. *Themes and Perspectives in Indian Sociology*, Rawat, Jaipur.
10. Guha, Ranjit (ed). 1982. *Subaltern Studies: Writings on South Asian History and Society*, Oxford.
11. Nagla B.K. 2012. *Indian Sociological Thought*. Rawat, Jaipur.
12. Oommen, T.K. and Partha, Mukherjee. 1986. *Indian Sociology: Reflections and Introspections*, Popular, Bombay.
13. Prabhu, P.N. 1954. *Hindu Social Organization*, Popular Book Depot, Bombay.
14. Sharma, K.L. 2010. *Essays on Social Stratification*, Rawat, New Delhi.
15. Sinha, Surajit. 1980. *Tribes and Indian Civilization in Man in India*.
16. Singh, Yogendra. 1973. *Modernization of Indian Tradition*, Thomson.
17. Singhi, N.K. 1996. *Theory and Ideology in Indian Sociology*, Rawat, Jaipur.

B.A. 7th Semester
MAJOR-18 – MJC60SOC418(T)25

Sociological Research Methods

Course objectives -

1. Introduce students to the philosophical foundations of social research, focusing on key epistemological, ontological, and methodological debates that shape sociological inquiry.
2. Familiarize students with diverse research designs suited for various types of sociological research—exploratory, descriptive, experimental, comparative, and longitudinal.
3. Develop the ability to construct effective instruments of data collection, both quantitative and qualitative, ensuring methodological rigor and ethical integrity.
4. Train students in the use of measurement and scaling techniques such as Thurstone, Likert, Guttman, and Bogardus, and in assessing the validity and reliability of research instruments.
5. Equip students with practical fieldwork skills to conduct sociological research, analyze data, and prepare comprehensive research reports.
6. Encourage critical reflection on methodological choices and enable students to connect theory, method, and empirical research in a coherent and meaningful way.

Course Learning Outcomes

The learning outcomes of this paper are:

- Students will learn the philosophical foundations of social research along with its persisting and emerging methodological dilemmas.
- They will learn the knowledge of preparing corresponding research designs for different types of research.
- They will learn some popular measurement scales in social research and how to construct instruments of data collection.
- They will learn how to choose suitable method and methodology for their research along with learning the practical skills of research and writing a report.

Course Contents-

Unit-I

Epistemological Schools, Ontological Positions, Methodological Dilemmas, and Approaches in Social Research

- i) Positivist and Interpretive; Rationalism and Empiricism;
- ii) Objectivism and Constructivism;
- iii) Subjectivity and Objectivity; Value neutrality;
- iv) Methodological Individualism versus Methodological Collectivism.

Unit-II

Preparing Research Designs for Different Types of Research

- i) Exploratory and Descriptive,
- ii) Experimental and Quasi-experimental,
- iii) Comparative,
- iv) Longitudinal and Panel studies.

Unit-III

Constructing Instruments for Data Collection and Deciding a Research Methodology

- i) Constructing an Instrument of Data Collection in Quantitative Research
- ii) Constructing an Instrument of Data Collection in Qualitative Research
- iii) Deciding Research Methodology and Corresponding Methods
- iv) Case Study as Method and Methodology; Ethnography as Method and Methodology

Unit-IV

Measurement and Collecting Data Using Attitudinal Scales

- i) Measurement: Meaning and Levels,
- ii) Scaling Techniques I- Thurstone and Likert,
- iii) Scaling Techniques II- Guttman and Bogardus,
- iv) Establishing the Validity and Reliability of Scales.

Unit-V

Field-work and Research Project: Sociological Research Practicum*

Note: * It is mandatory for students to do field-work-based research project consisting of data collection, report writing, and presentation of report.

Suggested Readings

1. Bailey, K. D., (1997) *Methods of Social Research*, New York, The Free Press.
2. Bernard, H. Russell (2000) *Social Research Methods – Qualitative and Quantitative Approaches*, New Delhi, Sage Publications India Pvt. Ltd.
3. Brewer, John D. *Ethnography*. Buckingham: Open University Press.
4. Bryman, Alan (2001) *Social Research Methods*, New York, Oxford University Press.
5. Cicourel, A.V. (1964), *Method and Measurement in Sociology*, Glencoe, Free Press.

6. Colin, R. (2000) *Real World Research* Oxford, Blackwell.
7. Creswell, John R. 1994. *Research Design: Qualitative & Quantitative Approaches*. New Delhi: Sage Publications.
8. Goode, W.J. and Hatt P.K. (1952), *Methods in Social Research*, New York: McGraw Hill, International Students Edition.
9. Easthope, Gary. 1974. *A History of Social Research Methods*. London: Longman.
10. Kerlinger, Fred N. (1973), *Foundations of Behavioural Research*, New York, Holt, Rinehart & Winston, INC.
11. Moser and Kalton (1980) *Survey Methods in Social Investigation*. Heinemann Educational Books.
12. Mukherjee, Partha N. (2000), *Methodology in Social Research*, New Delhi: Sage Publication.
13. Punch, K. F, (1998) *Introduction of Social Research, Quantitative & Qualitative Approach*, New Delhi, Sage Robson,
14. Seltiz, Claire, et.al. (1959) *Research Methods in Social Relations*, New York, Henry Holt &Co.
15. Strauss, Anselm (1990) *Basics of Qualitative Research Grounded Theory Procedures and Techniques*, New Delhi: Sage Publication.
16. Tashakkori, A. and Charles Teddlie, (2003) *Handbook of Mixed Methods*, New Delhi, Sage.
17. Tim, May, (2001) *Social Research: Issues, Methods and Process*. Buckingham, Open University Press.
18. Yin, Robert K. 2009. *Case Study Research: Design and Methods*. New Delhi: Sage Publications.

B.A. 7th Semester
MINOR-7 – MNC60SOC307(T)25

Urban Sociology

Course Objectives-

1. Introduce students to the fundamental concepts and nature of urban society, tracing its evolution from pre-industrial to industrial and post-industrial forms.
2. Familiarise students with major theoretical perspectives on urban development, including classical and contemporary models that explain the spatial and social organisation of cities.
3. Enable students to critically examine key urban issues in India, such as poverty, housing, infrastructure, congestion, and environmental challenges, through a sociological lens.
4. Provide an understanding of urban planning and governance mechanisms in India, with special reference to the 74th Constitutional Amendment, local self-governance, and the impact of globalisation.
5. Acquaint students with metropolitan social policies and welfare measures, focusing on issues of social justice, inclusion, and sustainable urban development.
6. Encourage analytical and problem-solving skills by linking sociological theory to contemporary urban realities and policy practices.

Course Learning Outcomes-

The learning outcomes of this paper are:

- Students will learn the basic concepts related to urban society.
- They will learn various theoretical frameworks of urban development.
- They will be able to critically analyse and understand various urban issues in India.
- They will learn the tenets of planning and governance of urban areas.
- They will learn the welfare and social justice measures related to urban governance.

Course Contents-

Unit - I Basic concepts:

- i. Urban society
- ii. Urban ecology, urbanisation, urbanism,
- iii. Pre-industrial city and industrial city,
- iv. The Rise of Urban sociology

Unit – II Theories of Urban Development:

- i. Concentric Zone Theory
- ii. Sector theory and
- iii. Multiple-Nuclei theory
- iv. Public Choice Theory

Unit - III Urban issues in India:

- i. Poverty and slums,
- ii. Housing and infrastructure crisis,
- iii. Urban congestion,
- iv. Environmental issues.

Unit - IV Urban planning and Governance:

- i. Urban planning: meaning, principles and practices in India
- ii. Local self-government and urban planning
- iii. The 74th Constitutional Amendment
- iv. Impact of globalisation on urban society

Unit – V Metropolitan Social Policy:

- i. Urbanisation and issues of Social Justice
- ii. The Challenges of Local and National Government
- iii. Urban Social Welfare in India
- iv. Smart Cities and Urban life

Suggested Readings-

1. Abrahmson, Mare. 1976. *Urban Sociology*, Englewood Cliff, Prentice Hall.
2. Ahuja, Ram. 2005. *Society in India: Concepts, Theories and Social Change*, Rawat, New Delhi.
3. Bergel, E.E. 1955. *Urban Sociology*, Mc-Graw Hill Book Company, New York.
4. Bhardwaj R. K. 1974. *Urban Development in India*, National Publishing House.
5. Bhowmik, K.L. 1988. *Urban Development*. Inter-Indian Publication, New Delhi.
6. Bose, Ashis. 1973. *Studies in India's Urbanization*, Tata Mcgras-Hill PublishignCo.Ltd., New Delhi.
7. Cambell, Scott and Fainstein, S. Susan. 1996. *Readings in Planning Theory*, Blackwell Publishing, London.
8. Das, Amiya Kumar. 2002. *Urban Planning in India*. Rawat Publications, New Delhi.
9. Davey, Brian. 1975. *The Economic Development of India*, Spokesman Books, Bristol.

10. Desai, A.R. and Pillai, S.D. (Eds.). 1970. *Slums and Urbanization*, Popular Prakashan, Mumbai.
11. D'Souza, Alfred. 1978. *The Indian City: Poverty, Ecology and Urban Development*, Manohar, New Delhi.
12. Gosh, Pradeep K. (1984. *Urban Development in the Third World*. Greenwood Press. Westport.
13. Gottdiener, Mark, Ray Hutchison and Michael T. Ryan. 2018. *The New Urban Sociology*. Routledge, New York.
14. Kopardekar, H.D. 1986. 'Social Aspects of Urban Development', Popular Prakashan, Mumbai.
15. Nandy, Ashish. 1999. *Ambiguous Journey to the City*, OUP, New Delhi.
16. Nayar, P.K.B. 1982. *Sociology In India: Retrospect and Prospect*, B.R. Publishing Corporation, Delhi.
17. Quinn, J.A. 1955. 'Urban Sociology', S.Chand& Co., New Delhi.
18. Ramchandran, R. 1991. *Urbanization and Urban system in India*, O.U.P. Delhi.
19. Rao, M.S.A. (ed.). 1992. *Urban Sociology in India*. Orient Longman. Delhi.
20. Ronnan, Paddison. 2001. *Handbook of Urban Studies*, Sage, India.
21. Singh, M. Amarjeet and Singha Komol (eds.) 2020. *Urbanization in Northeast India: Issues and Challenges*, New Delhi and London: Routledge.

B.A. 7th Semester
DSE-1 –DSC60SOC401(T)25

Rural Sociology

Course objectives-

1. Introduce students to the basic concepts, scope, and significance of rural sociology, and to provide an understanding of the dynamics and structure of rural society in India.
2. Acquaint students with major theoretical perspectives and methodological approaches relevant to the study of rural life, including rural ethnography and contemporary paradigms such as modernism and post-modernism.
3. Enable students to critically examine key rural issues in India, such as poverty, labour exploitation, agrarian unrest, and deficiencies in health and education.
4. Encourage analytical and critical thinking on the processes of social change, governance, and policy implementation in rural India.

Course Learning Outcomes

The learning outcomes of this paper are:

- Students will learn the basic concepts related to rural society.
- They will learn various theoretical frameworks and methods in rural sociology.
- They will be able to critically analyse and understand various rural issues in India.
- They will learn the tenets of planning and governance of rural areas.
- They will learn about the various welfare schemes for rural masses in India.

Course Contents-

Unit - I Basic concepts:

- i. Rural Society
- ii. Origin, Scope, and significance of Rural Sociology
- iii. Rurbanism, rural-urban dichotomy, rural-urban continuum
- iv. Nature of village studies in India.

Unit – II Theory and Methods:

- i. Sociological Theory and Rural Sociology
- ii. Methods for Rural Sociology
- iii. Rural ethnography

- iv. Modernism, Post-modernism and rural studies

Unit - III Rural issues in India:

- i. Rural poverty and lack of basic amenities
- ii. Landless labour, bonded labour and migrant labour
- iii. Rural health and education
- iv. Agrarian unrest and peasant movements in India

Unit - IV Rural planning and Governance:

- i. Land tenure system and land reforms
- ii. Green revolution and its impacts
- iii. Traditional caste Panchayats, new Panchayati Raj and rural governance
- iv. The 73rd Constitutional Amendment

Unit – V Sustainable Rural Development:

- i. Goals and strategies for sustainable rural development
- ii. Rural development through land stewardship
- iii. Role of sustainable agriculture in rural development
- iv. Welfare schemes for rural masses in India

Suggested Readings-

1. Desai, A.R.(ed.) 1978. *Rural Sociology in India*, Popular Prakashan, Bombay.
2. Desai, A.R. (Ed). 1979. *Peasant Struggles in India*, Oxford University, Press, Bombay.
3. Dhanagare D.N. 1988. *Peasant Movement in India*, OUP, New Delhi.
4. Doshi, S. L. and Jain P.C. 1999. *Rural Sociology*, Rawat Publications, Jaipur.
5. D'Souza, Alfred.1978. *The Indian City: Poverty, Ecology and Urban Development*, Manohar, New Delhi.
6. Hillyard, Sam. 2007. *The Sociology of Rural Life*. Berg. New York.
7. Hughes, Annie. 2000. *Ethnography and Rural Research*. Countryside Community Press.
8. Jodhka, Surinder S. (ed.) 2018. *A Handbook of Rural India*. Orient BlackSwan, Hyderabad.
9. Mencher, J.P. 1983. *Social Anthropology of Peasantry- Part III*, OUP, New Delhi.
10. Nayar, P.K.B. 1982. *Sociology In India: Retrospect and Prospect*, B.R. Publishing Corporation, Delhi.
11. Oommen, T.K. 1984. *Social Transformation in Rural India*, Vikas Publishing House, New Delhi.
12. Radhakrishnan P. 1989. *Peasant struggles: Land Reforms and Social Change in Malabar (1836-1982)*, Sage Publications, New Delhi

13. Sen, Sunil. 1979. *Agrarian Relations in India 1793 to 1947*, People's Publications House, New Delhi.
14. Sharma K.L. 1997. *Rural society in India*, Rawat Publications, Jaipur and New Delhi,
15. Singh, Raghavendra Pratap. 1987. *Sociology of Rural Development in India*, Discovery Publishing House, Delhi.
16. Singh, Katar. 1999. *Rural Development: Principles, Policies and Management*. Sage, New Delhi.
17. Singha, Roy D. K. 2004. *Peasant Movements in Post- Colonial India*. Sage, New Delhi.
18. Thorner, Daniel and Thorner Alice. 1962. *Land and labour in India*, Asia Publications, Bombay.
19. Tiwari, Jai Kant. 1994. *Rural Transformation in India*, Reliance Publishing House, New Delhi.

B.A. 7th Semester

DISSERTATION-1 –DIS60SOC401(D)25

Academic Research & Report Writing

Course objectives:

To impart knowledge about the importance of report writing in academics and research activities. To identify various kinds of academic and research activities. To explore and achieve academic and research goals through various kinds of reports/presentations. Characteristics of academic and research reports/presentations, Conclusions, Assignments.

Course of Learning Outcomes:

1. Explain the fundamental ideas of research format and types of research papers.
2. Illustrate the use of different types of research papers, structure of research papers, research paper formats in order to undertake research.
3. Justify the need of ethics in different types of research papers or thesis.
4. To design a research proposal based on tools and techniques.

Course Content-

1. Research paper writing: Types of research papers, Structure of research papers, Research paper formats.
2. Abstract writing, Methodology, Results and discussions, Different formats for referencing, Ways of communicating a research paper. ASSIGNMENTS
3. Thesis writing: Structure of a thesis, Scope of the work, Literature review, Experimental/computational details, Preliminary studies, Results and Discussions, Figures and Tables preparation, Conclusions and future works, Bibliography, Appendices, ASSIGNMENTS.
4. Tools and Techniques: Various word processors, e.g., MS Word, LibreOffice, LaTeX etc.
5. Making effective presentations using PowerPoint and Beamer. Uses of plagiarism detection tools, ASSIGNMENT.

Suggested Readings:

1. Ahuja, Ram. 2001. Research Methods. New Delhi: Rawat Publications.
2. Gupta, S.P. 2012. Statistical Methods. New Delhi: S. Chand & Sons.
3. Kothari, C R. 1989. Research Methodology: Methods and Techniques. Bangalore: Wiley Eastern.
4. Kumar, Ranjit. 2011. Research Methodology: A Step-by-Step Guide for Beginners. New Delhi: Sage Publications.
5. Blumer, Martin (eds). 1977. Sociological Research Methods: An Introduction. London: Macmillan.
6. Cochran, W.G. 1977. Sampling Techniques. New York: John Wiley & Sons.
7. Goode, W. J and P.K. Hatt. 1952. Methods in Social Research. New Delhi: McGraw-Hill.
8. Majumdar, P.K. 2015. Research Methods in Social Sciences. New Delhi: Viva Books.
9. Srinivas, M.N. and A.M. Shah. 1979. Field Worker and the Field. Delhi: OUP.
10. Young, P.V. 1988. Scientific Social Surveys and Research. New Delhi: Prentice-Hall.

B.A. 8th Semester
MAJOR-19 –MJC60SOC419(T)25

SOCIOLOGY OF DEVELOPMENT

Course Objectives-

This course aims to:

1. Introduce students to the key concepts, theories, and perspectives in the sociology of development.
2. Examine the historical and contemporary debates around modernization, dependency, globalization, and sustainable development.
3. Enable students to understand the social, economic, and cultural dimensions of development and underdevelopment.
4. Familiarize students with the role of state, market, and civil society in the development process.
5. Encourage critical reflection on development policies, inequalities, and alternative models of development in India and the Global South.

Course Learning Outcomes-

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

- Understand the sociological dimensions and meanings of development and underdevelopment.
- Critically engage with classical and contemporary theories of development.
- Analyze the impact of globalization and neoliberalism on developing societies.
- Evaluate development programmes and policies in the Indian context.
- Develop critical thinking on sustainable and people-centered approaches to development.

Course Contents-

Unit I – Concepts and Approaches to Development

- i. Meaning, nature, and indicators of development and underdevelopment
- ii. Economic growth vs. social development
- iii. Human development and gender development indices
- iv. Sustainable development and participatory development

Unit II – Theories and Perspectives on Development

- i. Modernization theory – W.W. Rostow, Talcott Parsons

- ii. Dependency theory – Andre Gunder Frank, Dos Santos
- iii. World-Systems theory – Immanuel Wallerstein
- iv. Marxist and Neo-Marxist perspectives on development

Unit III – Globalization and Development

- i. Neoliberalism and economic restructuring
- ii. Global governance and development institutions (IMF, World Bank, WTO)
- iii. Development aid, NGOs, and civil society
- iv. Global inequalities and digital divides

Unit IV – Development and Social Change in India

- i. Colonial legacy and postcolonial development trajectory
- ii. Five-Year Plans and state-led development
- iii. Liberalization, privatization, and globalization (LPG reforms)
- iv. Development-induced displacement, migration, and regional inequalities

Unit V – Alternative and Sustainable Development Models

- i. Gandhian model of rural reconstruction
- ii. Women and development – WID, WAD, GAD approaches
- iii. Environmental movements and ecological perspectives
- iv. Grassroots and people-centered development initiatives in India

Suggested Readings-

1. Desai, V., & Potter, R. B. (Eds.). (2002). *The companion to development studies*. London: Arnold.
2. Dreze, J., & Sen, A. (2002). *India: Development and participation*. New Delhi: Oxford University Press.
3. Escobar, A. (1995). *Encountering development: The making and unmaking of the Third World*. Princeton University Press.
4. Frank, A. G. (1967). *Capitalism and underdevelopment in Latin America*. New York: Monthly Review Press.
5. Giddens, A. (1990). *The consequences of modernity*. Cambridge: Polity Press.
6. Peet, R., & Hartwick, E. (2009). *Theories of development: Contentions, arguments, alternatives*. Routledge.
7. Pieterse, J. N. (2010). *Development theory: Deconstructions/reconstructions*. Sage Publications.
8. Sen, A. (1999). *Development as freedom*. New Delhi: Oxford University Press.

B.A. 8th Semester
MAJOR-20 –MJC60SOC420(T)25

SOCIETY AND ENVIRONMENT

Course Objectives

This course aims to:

1. Introduce students to sociological perspectives on the relationship between society and environment.
2. Familiarize them with key theories, concepts, and debates in environmental sociology.
3. Examine environmental problems as social issues linked to inequality, power, and development.
4. Explore the role of the state, civil society, and global institutions in environmental protection.
5. Equip students with analytical and research skills to study environmental movements and sustainability practices.

Course Learning Outcomes

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

- Understand the social dimensions of environmental issues and ecological crises.
- Apply sociological theories to analyze human–environment interactions.
- Critically assess environmental policies and development models in India and globally.
- Conduct small-scale fieldwork or case studies on local environmental issues.
- Develop a sociological imagination for sustainable and equitable environmental futures.

Course Contents

Unit I – Introduction to Environmental Sociology

- i. Emergence and scope of environmental sociology
- ii. Nature and significance of the environment–society interface
- iii. Environmental determinism and possibilism
- iv. The Anthropocene and ecological modernity

Unit II – Theoretical Perspectives

- i. Functionalist and Marxist approaches to the environment

- ii. Ecological modernization theory
- iii. Risk society (Ulrich Beck)
- iv. Political ecology and environmental justice

Unit III – Environmental Problems and Society

- i. Industrialization, urbanization, and environmental degradation
- ii. Deforestation, climate change, and loss of biodiversity
- iii. Population growth and resource depletion
- iv. Technology, consumption, and waste society

Unit IV – Environment and Development in India

- i. Development, displacement, and environmental inequalities
- ii. Environmental movements in India (Chipko, Narmada Bachao Andolan, Silent Valley)
- iii. Environmental policies, laws, and institutions in India
- iv. Globalization, neoliberalism, and sustainable development goals (SDGs)

Unit V – Fieldwork / Project Component

(Students must undertake **one** field-based project)

1. Case study of a local environmental issue (pollution, waste, or deforestation)
2. Study of a community-based conservation practice
3. Documentation of an environmental movement or NGO initiative
4. Research on environmental awareness and practices among students or households

Suggested Readings-

1. Beck, U. (1992). *Risk society: Towards a new modernity*. Sage Publications.
2. Bell, M. M. (2009). *An invitation to environmental sociology*. Pine Forge Press.
3. Buttel, F. H. (1987). New directions in environmental sociology. *Annual Review of Sociology*, 13(1), 465–488.
4. Catton, W. R., & Dunlap, R. E. (1980). A new ecological paradigm for post-exuberant sociology. *American Behavioral Scientist*, 24(1), 15–47.
5. Giddens, A. (2009). *Sociology*. Polity Press.
6. Guha, R., & Gadgil, M. (1992). *This fissured land: An ecological history of India*. Oxford University Press.
7. Guha, R. (2000). *Environmentalism: A global history*. Oxford University Press.
8. Sharma, S. L. (1994). Perspectives on sustainable development in South Asia. *Sociological Bulletin*, 43(2), 203–216.

B.A 8th Semester
MINOR-8 –MNC60SOC308(T)25

Sociology of Religion

Course Objectives-

The course lays primacy to the understanding of religious over individual religions. Drawing heavily from classical writings on the subject it reinforces importance of the positions developed in these texts. Implicitly numerous interconnections can be traced between various themes, manifestly the overarching concern of the paper is to follow up the linkage between social and religious through different registers mentioned in the outline.

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 term 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 presentation.
3. By encompassing contemporary developments, the course enables students to think about linkages between religion and society at various levels.
4. Understanding the ideas of religions in India.

Course Contents-

1. Religion as Sociological Concept-

- (i) Formulating Religious: Social definitions of religion, Social functions of religion
- (ii) Durkheim : Sacred and Profane
- (iii) Marx : Religion as Ideological Weapon

(iv) Weber : Religious Ethics and Economy

2. Religion and society-

- (i) State, Religion and Emancipation- Religion and state, Religion and community.
- (ii) Religious and Solitude – The isolation of the sacred, the sacred community and exclusion. Sacred, Myth, Ritual (meaning and significance) (Mythology from North East India can be used as reference)

3. Elements of Religious-

- (i) Sacred, Myth, Ritual (meaning and significance) (Mythology from North East India can be used as reference for seminars and presentations as directed by the course teacher)
- (ii) Time-Space- Transcendence and time, Sacred marking of space
- (iii) Rationality – Concept of rationality (Max Weber), Rationality in religion

4. Techniques of Religious –

- (i) Prayer – Techniques of Prayer, Prayer as a ritual
- (ii) Craft - Types of crafts, Functions of crafts
- (iii) Body - Gestures, Performance

5. Religions of India –

- (i) Hindu, Muslim, Christian, Sikh, Buddhism and Jainism.

Suggested Readings -

1. Émile Durkheim. 1995. The elementary forms of religious life. Translated by Karen E. Fields. New York: The Free Press. Book One and Conclusion,
2. Max Weber. 2001. The Protestant Ethic and the Spirit of Capitalism. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp.103-126.
3. Max Weber. 1978. Economy and society. Edited by Guenther Roth and Claus Wittich. California: University of California Press. Volume Two, pp.518-521.
4. Marx, Karl. 2008/9 [1843]- On the Jewish Question in Deutsch-Französische Jahrbücher. Proofed and Corrected: by Andy Blunden, Matthew Grant and Matthew Carmody. www.marxists.org
5. Malinowski, Bronislaw. 1948. Magic, science and religion and other

- essays. Selected, and with an introduction by Robert Redfield. Boston: The Free Press,
6. Emile Durkheim. 1995. The elementary forms of religious life. Translated by Karen E. Fields. New York: The Free Press.
 7. Srinivas, M. N. 1952. Religion and society among the Coorgs of South India. Clarendon: Oxford
 8. Malinowski, Bronislaw. 1948. Magic, science and religion and other essays. Selected, and with an introduction by Robert Redfield. Boston: The Free Press
 9. Tambiah, Stanley Jeyaraja. 1990. Magic, science, religion and the scope of rationality. Cambridge : Cambridge University Press.
 10. Mauss, Marcel. 2008 (2003). On prayer. USA: Berghahn Books.
 11. Ginzburg, Carlo. 1991. Ecstasies. Translated by Raymond Rosenthal. New York: Pantheon Press.
 12. Robert, Hertz. 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.
 13. Weber, Max. 1993. Sociology of Religion. Boston. The Beacon Press.
 14. Sen, Soumen. 1993. Religion in North–East India. New Delhi. Uppal Publishing House

BA 8th Semester
DSE-2- DSE60SOC402(T)25

SOCIOLOGY OF WORK

Course Objectives-

The course introduces the idea that though work and production have been integral to societies through time, the origin and spread of industrialisation made a distinct rupture to that link. This rupture can also be seen mirrored in the coming of sociology as a discipline that considered work as central to the study of society. Based on this premise, the paper goes on to provide an outline as to how values and ideals of pluralised industrialism (s) have caused an absorbed multiple transformative shifts to the local and global social networks of the contemporary world.

Course Learning Outcomes:

1. Understanding work in its social aspects, such as gendered work and unpaid work, as different from its better-known economic dimension.
2. Understanding work in its global dimensions, including the mutual relation between work in underdeveloped societies and that in developed ones, thus bringing out the importance of the comparative perspective in the study of work.
3. Learning about the complexities, disparities and inequalities in the area of work.
4. Learning about the socio-historical context of work, theoretical concerns and problems, and contemporary issues in the area of work and industry.

Course Content-

1. Interlinking Work and Industry
2. Forms of Industrial Culture and Organisation: Industrialism, Post-Industrial Society, Information Society.
3. Dimensions of Work: Alienation, Gender, Unpaid Work and Forced Labour:

Unpaid work:- Type of unpaid work:- (i) Unpaid Domestic work, Unpaid care work.

(ii) Effects of Unpaid Domestic work on women and on children.

Forced Labour:Slavery, Debt Bondage & Human Trafficking.

4. Work in the Informal Sector:

(i) Street Vendors, Home-based workers.

(ii) Social and Political Implications and Issues: Gender, Political power of agents,poverty, children & Child Labour.

5. Risk, Hazard & Disaster: Health& Safety, workplace hazards, disaster inworkplace, Risk factor and its assessment.

Suggested Readings-

1. Grint, Keith. 2005, Classical Approaches to Work: Marx, Durkheim and Weber, inThe Sociology of Work: An Introduction. Polity Press. Cambridge
2. Uberoi, J.P.S.1970, Work, Study and Industrial Worker in England in Man, Science and Society. IIAS: Simla. A sociological study of an oil Industryin Assam, Sarma Pranjal, Omega Publications, New Delhi, 2007.
3. Urbanisation and Development, edited by Pranjal Sarma, EBH Publication (India), Guwahati,2016.
4. Ramaswamy E. A. and Uma Ramaswamy. 1981, Industry and Labour, New Delhi:Oxford University Press.
5. Bell, Daniel. 1976, The Coming of Post-Industrial Society, London: Heinemann,Introduction.
7. Etzioni, A. and P.A.Jargowsky.1990,—The false choice between high Technology and basic industry in K. Erikson and P.Vallas (eds.) The Nature of Work:Sociological Perspectives, New Haven and London: Yale University Press,
8. Erikson, Kai. 1990. „On Work and Alienation“ in Erikson, K. and S.P. Vallas (eds)The Nature of Work: Sociological Perspectives. New Haven and London: American Sociological Association, Presidential Series and Yale University Press.
9. Taylor, Steve. 1998, „Emotional Labour and the new Workplace“ in Thompson andWalhurst (eds.) Workplace of the Future. London:

Macmillan.

10. Devine, Fiona. 1992, „Gender Segregation in the Engineering and Science Professions: A case of continuity and change “in *Work, Employment and Society through Gender on the global assembly line* in Massimiliano Mollona, Geert De Neve and Jonathan Parry (eds.) *Industrial Work and Life: An Anthropological Reader*, London: Berg.
11. Edgell, Stephen. 2006, „Unpaid Work-Domestic and Voluntary work in *The Sociology of Work: Continuity and Change in Unpaid Work*. New Delhi: Sage.
12. Coser, 1990, *Forced Labour in Concentration Camps* in Erikson, K. and S.P. Vallas (eds.) *The Nature of Work: Sociological Perspectives*, New Haven and London: American Sociological Association, Presidential Series and Yale University Press.
13. Breman, Jan. 2003, —*The Informal Sector* in Veena Das, (ed.) *The Oxford India Companion to Sociology and Social Anthropology*, New Delhi: OUP,
14. Laughlin, Kim. 1995, *Rehabilitating Science, Imagining "Bhopal"* in George E. Marcus (ed.) *Technoscientific Imaginaries: Conversations, Profiles and Memoirs*, Chicago: University of Chicago Press.
15. Zonabend, Françoise. 2009, „*The Nuclear Everyday*“ in Massimiliano Mollona, Geert De Neve and Jonathan Parry (ed.) *Industrial Work and Life: An Anthropological Reader*, London: Berg.

BA 8th Semester
DSE-3- DSE60SOC403(T)25

POLITICAL SOCIOLOGY

Course Objectives:

This course introduces the students to some major theoretical debates and concepts in Political Sociology, while situating these within contemporary political issues. A key thrust of the paper is towards developing a comparative understanding of political relationships through themes such as power, governance and state and society relationships.

Course Learning Outcomes:

1. An ability to comprehend the embeddedness of political and the social in each other.
2. Familiarity with different theoretical and conceptual 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 to generate a more expansive notion of the realm of the political.
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-

1. Political Sociology: Emergence and Relevance, Nature and scope, Sociology and politics. Approach to political analysis- Behaviouralism, Structuralism, Functionalism and Marxism. Typology of states - Liberal democratic, Totalitarianism, Autocratic and welfare state.
2. Political system: Nature, Properties and characteristics of Political; system (Gabriel A. Almond). Structure and function of Political system (Gabriel A. Almond & David Easton). Similarities and differences of political system (Robert A Dahl).

3. Political culture, Political Socialisation and Political Elites:
 Political culture – Meaning and components, Roles in political stability and change, Division of political Culture (Almond and Finer).
 Political Socialisation – Meaning and implications, political socialisation in open and closed societies, Agents of political socialisation.
 Political Elites - Nature and implications, Leading Elite theories-Mosca, Mills and Pareto.
4. Party system and Bureaucracy : Party system and coalition making, Pressure groups. Bureaucracy- Features, Rationality and power, Bureaucracy and politics, Bureaucracy and society.
5. Political participation: Representation – Meaning, nature and typologies, Role of Representatives.
 Varieties of Representation- Territorial, Proportional and Minorities.
 Functional federalism- Meaning and dynamic implication, conditions for a successful federal government, Utilitarian and co-operative Federalism, Electoral participation and electoral process.

Suggested Readings:

1. Political sociology – A New grammar of Politics, Ashraf Ali & L.N Sharma
2. Modern Political Analysis- Dahl R A New Delhi
3. Comparative Politics – J.C Johari, New Delhi , Sterling Publications.
4. Politics in India- Rajni Kothari, New Delhi
5. Bottomore, T.B 1981. Political Sociology, New Delhi: B.I Publication Pvt. Ltd.
6. Chakraborty, Satyabrata (ed) 2005. Political Sociology: New Delhi : Macmillan India Ltd.
7. Faulks, Keith 2011. Political Sociology: A Critical Introduction, New Delhi, Rawat Publication.
8. Mukhopadhyay, A.K 2013 (reprint) Political Sociology: An Introductory Analysis, Calcutta: K.P Bagchi & Company.
9. Gupta Dipankar. 1996 Political Sociology in India: Contemporary Trends, Orient Longman, New Delhi.
10. Baruah, Munin and Pankaj Borah 2012. Political Sociology: Theories and Concepts, EBH Publishers, Guwahati.

BA 8th Semester
DISSERTATION 2- DIS60SOC402(D)25
RESEARCH WORK AND THESIS SUBMISSION
