CENTRAL UNIVERSITY OF PUNJAB

Village Ghudda, District Bathinda-151401

M.A. in
Sociology 2025-27

Syllabus

Department of Sociology
School of Social Sciences

DEPARTMENT OF SOCIOLOGY

Category- II 2 Years PG with coursework in Three Semesters and

Research in the Last Semester
COURSE STRUCTURE 2025-27
SEMESTER – I

DCS	DSE	SEC	AEC	IDC	VAC	EC	I/FV	Diss	Total
12	03	03	00	02	00	02	00	00	22

Course Code	Course Title	Type of Course	Credit Hours			Total Credits per week
			L	T	P	
SOC.506	Classical Sociological Thinkers	DSC	4	-	-	4
SOC.507	Indian Society: Structures and Processes	DSC	4	-	-	4
SOC.508	Social Stratification and Mobility	DSC	4	-	-	4
INTER DISCIPLINARY COURSE						
SOC.509	Inter Disciplinary Course (Students have to choose a course from other Department)	IDC	2	-	-	2
DISCIPLINE ELECTIVE COURSE						
XXX. ###	MOOC/ Elective Course from the list provided	DSE	3			3
SKILL ENHANCEMENT COURSE						
XXX ###	Practice Exercises in Sociology I	SEC	3			3
ENTREPRENEURSHIP COURSE						
	Entrepreneurship	EC	2			2
Total for Semester I						22

List of Discipline Elective Courses for Semester I

Course Code	Course Title	Elective Courses	Credit Hours			Credits
			L	T	P	
SOC.510	Population and Society	DEC	3	-	-	3

			L	T	P	
SOC.511	Environmental Sociology	DEC	3	-	-	3

Interdisciplinary Courses Offered by the Department of Sociology (For the Students of other Departments)

Course Title	Type of Course	Credit Hours			Credits
		L	T	P	
Introduction to the Study of Society	IDC	2	-	-	2
Polity and Society in India	IDC	2	-	-	2

SEMESTER – II

DCS	DSE	SEC	AEC	IDC	VAC	EC	I/FV	Diss	Total
08	03	03	02	00	02	00	00	00	18

Course Code	Course Title	Type of Course	Credit Hours			Credits
			L	T	P	
	Sociological Theories- I	DSC	4	-	-	4
	Research Methodology in Sociology	DSC	4	-	-	4
ABILITY ENHANCEMENT COURSE						
	MOOC/SWYAM +	AEC	2	-	-	2
DISCIPLINE ELECTIVE COURSE						
XXX.###	Students to choose a course from the list of elective courses given Below	DEC	3			3
SKILL ENHANCEMENT COURSE						
	Practice Exercises in Sociology II	SEC	3			3
VALUE ADDED COURSE						
XXX.###	Infrastructure and Its Imaginaries	VAC	2	-	-	2
Total for Semester II						18

List of Discipline Elective Courses for Semester II

Course Code	Course Title	Elective Courses	Credit Hours			Credits
			L	T	P	
SOC.525	Urban Studies	DEC	3	-	-	3
SOC.526	Social Exclusion and Inclusive Policies	DEC	3	-	-	3

SOC. 512	Tribal Studies in India	DEC	3		3

<p align="center">**SEMESTER – III**</p>

DCS	DSE	SEC	AEC	IDC	VAC	EC	I/FV	Diss	Total
08	03	07	00	00	02	00	00	00	20

Course Code	Course Title	Type of Course	Credit Hours			Credits
			L	T	P	
SOC.551	Sociological Theories II	DSC	4	-	-	4
SOC.553	Research Methods in Sociology	DSC	4	-	-	4
DISCIPLINE ELECTIVE COURSES/ MOOC						
	Discipline Elective Courses/ MOOC	DSE	3			3
SKILL ENHANCEMENT COURSE						
SOC.554	Developing Research Proposal	SEC	7	-		7
VALUE ADDED COURSE						
XXX ###	Social Ethics and Solidarity	VAC	2	-	-	2
Total for Semester III						**20**

LIST OF DISCIPLINE ELECTIVE COURSES FOR SEMESTER III

Course Code	Course Title	Type of Courses	Credit Hours			Credits
			L	T	P	
SOC.555	Social Movements: Approaches and Processes	DEC	3	-	-	3
SOC.556	Religion in Public Life		3	-	-	3
SOC: 559	Social Problems in		3	-	-	3

XXXX	India					
XXXX	Sociology of Health and Illness		3	-	-	3

SEMESTER – IV

DCS	DSE	SEC	AEC	IDC	VAC	EC	I/FV	Diss	Total
00	00	00	00	00	00	00	00	20	20

Course Code	Course Title	Type of Course	Credit Hours			Credits
			L	T	P	
SOC.600	Dissertation / Internship	Dissertation / Internship	-	-	40	20
	Total for Semester IV					20
	Grand total					80

L	T	P	Credits
4		-	4

Course Code: SOC.506

Course Title: Classical Sociological

Thinkers Total Hours: 60

Course Learning Outcomes:

On the completion of the course the students shall be able to:

CLO 1: Appraise the social changes that occurred in the seventeenth and eighteenth century.

CLO 2: Establish a relationship between developments of philosophical orientations in

the context of the above changes.

CLO 3: Explain the contributions made by the 'founding fathers' of sociology, namely

Comte, Durkheim, Marx and Weber.

CLO 4: Understand the contribution of Marxian theory to the social sciences.

Course Contents

Unit/Hours	Content	Mapping with CLOs
Unit I, 15 hours	**The Enlightenment Period:** Enlightenment Movement and Conservative Reaction. **Positivism and Emergence of Sociology:** Auguste Comte: Positivism, Hierarchy of Sciences, Law of Three Stages. **Learning activities:** Class discussion and students sharing their ideas through sociological imaginations	CLO 1 and CLO 2
Unit 2, 15 hours	**Emile Durkheim:** The Division of Labour in Society, The Rules of Sociological Methods: Social Fact, Theory of Suicide, The Elementary Forms of the Religious Life. **Learning Activities:** Class Discussion, Brain-Storming	CLO 3

Unit 3, 15 hours	**Karl Marx:** Historical and Dialectical Materialism, Class and Class Struggle, Use Value and Exchange Value, Theory of Alienation, Theory of Surplus Value. **Learning Activities:** Peer Discussion, Class Discussion	CLO 4
Unit 4, 15 hours	**Max Weber:** Differences between Natural Sciences and Social Sciences, Verstehen, Ideal Type, Social Action, Class, Status and Party, Power and Authority, Bureaucracy, Protestant Ethics and the Spirit of Capitalism. **Learning Activities:** Class Discussion, Brain-Storming.	CLO 3

Transaction Mode:

Lecture/Demonstration/Project Method/Seminar/Group Discussion/Tutorial/E-learning

Suggested Reading:

1. Adams, Bert N. and R. A. Sydie, 2001, *Sociological Theory,* Pine Forge Press, New Delhi.
2. Comte, Auguste, 1853/2009, *The Positive Philosophy of Auguste Comte*, Vol. 1 & 2, Cambridge University Press, Cambridge (Translated by Martineau H.).
3. Comte, Auguste, 1865/2009, *A General View of Positivism*, Cambridge University Press, Cambridge (Translated by Bridges, J.H.).
4. Durkheim, Emile, 1893/1997, *The Division of Labour in Society*, Free Press, New York. (Translated by W. D. Halls).
5. Durkheim, Emile, 1895/1964, *The Rules of Sociological Method,* Free Press, New York
6. (Translated by Sarah A. Solovay and John H. Mueller and Edited by George E.G. Catlin).
7. Durkheim, Emile, 1912/2008, *The Elementary Forms of Religious Life*, Oxford University Press, Oxford (Translated by Carol Cosman).
8. Durkheim, Emile, 1951/1979, *Suicide: A Study in Sociology,* The Free Press, New York (Translated by John A. Spaulding and George Simpson and Edited by George Simpson).
9. Edles, L.D. and Scott Appelrouth, 2015, Sociological Theory in the Classical Era: Text and Readings, Sage, New Delhi.
10. Judge, Paramjit Singh, 2012, Foundations of Classical Sociological Theory: Functionalism, Conflict and Action, Pearsons, Delhi.

11. Marx, Karl and Friedrich Engels, 1848/1969, Manifesto of the Communist Party, Hayes Barton Press.

12. Marx, Karl, 1845/1976, The German Ideology, Prometheus Books.

13. Turner, J., 1974, The Structure of Sociological Theory, Dorsey Press.

14. Weber, Max, 1958/2003, The Protestant Ethic and the Spirit of the Capitalism, Charles Scribner's Sons, New York, Republished by Dover Publications.

15. Weber, Max, 1968/1978, *Economy and Society*, University of California Press, California (Edited by Guenther Roth and Claus Wittich).

L	T	P	Credits
4	0	0	4

Course Code: SOC.507
Course Title: Indian Society: Structures and
Processes Total Hours: 60
Course Learning Outcomes:

Students will be able to:

CLO 1: Examine the sociological perspectives which have been developed to study the Indian society and will develop a chronological insight on studies of Indian society.

CLO 2: Evaluate the contribution of important Indian sociologists and assess their monographs. CLO 3: Analyze important Indian social institutions such as the Family, Village and Caste etc.

CLO 4: Compare and contrast processes such as Sanskritization, Westernization, Universalization and Parochialisation.

Course Content

Unit/Hours	Content	Mapping with CLOs
Unit I 15 hours	Emergence of Sociological Perspectives on the Study of Indian Society: Orientalist, Indological: G.S. Ghurye, Structuralist: Louis Dumont,Structural-Functionalist: M.N. Srinivas, S.C. Dube, Y. Singh, Cultural and Civilizational Perspectives – N.K. Bose **Learning Activity:** Through analytical and critical reading, writing and discussions learners will examine the sociological perspectives which havebeen developed to study the Indian society and will develop a chronological insight on studies of Indian society.	CLO 1& CLO 2

Unit II 15 Hours	**Conflict Approach and Perspectives from Below:** D.P. Mukherji, A.R. Desai, B.R. Ambedkar **Learning Activity:** Through analytical and critical reading, writing and discussions learners will evaluate the contribution of important Indian sociologists and assess their monographs.	CLO 2
Unit III 15 Hours	**Indian Social Structure:** Caste and Varna, Class, Gender and Family, Village society, Tribe, Ethnicity **Learning Activity:** Through analytical and critical reading, writing and discussions, learners will analyze important Indian social institutions such as the Family, Village and Caste, etc.	CLO 3
Unit IV 15 Hours	**Major Social Processes in India** Sanskritisation and Westernisation, Universalisation and Parochialisation, Modernization and Secularization **Learning Activity** Through analytical and critical reading, writing and discussions, learners will compare and contrast processes such as Sanskritization, Westernization, Universalization and Parochialisation.	CLO 4

Transaction Mode: Lecture, Seminar, Group Discussion, Tutorial/E-learning

Suggested Readings:

1. Ambedkar, B.R., 1948, "The Untouchables: Who Were They and Why They Became Untouchables" in Dr. Babasaheb Ambedkar Writings and Speeches, Volume 7, Education Department, Government of Maharashtra.

2. Bailey, F.G., 1959, 'For a Sociology of India', Contributions to Indian Sociology, Vol. 3, pp. 88-101.

3. Bhargava, Rajeev, 1999, Secularism and its Critics: Themes in Politics, Oxford, New

Delhi.

4. Das, Veena (ed.), 2004, Handbook of Indian Sociology. Oxford University Press, New Delhi.

5. Desai, A.R., 1976, Social Background of Indian Nationalism, Popular Prakashan, Bombay.

6. Dhanagare, D.N., 1993, Themes and Perspectives in Indian Sociology, Rawat Publications, Jaipur.

7. Dube, S.C., 1959, Indian Villages, Routledge & Kegan Paul Limited, London.

8. Dumont, L. and D. Pocock, 1960, "For a Sociology of India: A Rejoinder To Dr.Bailey", Contributions to Indian Sociology, Vol. 4, pp. 82-9.

9. Dumont, Louis, 1970, Homo-Hierarchicus: Caste System and its Implications, Vikas Publications, Delhi.

10. Ghurye, G.S., 1957, Caste and Class in India, Popular Book Depot, Bombay.

11. Gupta D. (ed.), 1991, Social Stratification, Oxford University Press, Delhi.

12. Marriott, Mckim, 1955, Village India: Studies in the Little Community, The University of Chicago Press, Chicago.

13. Manor, James,1996, 'Ethnicity and Politics in India', *International Affairs*, Vol. 72(3), pp. 459- 475.

14. Mukerjee, Ramakrishna, 1979, Sociology of Indian Sociology, Allied Publishers, Bombay.

15. Mukherji, D.P., 1958, Diversities, Peoples Publishing House, Delhi.

16. Oommen, T.K., 1986, Indian Sociology: Reflections and Interpretations, Popular Prakashan, Bombay.

17. Ram, Nandu, 1995, Beyond Ambedkar: Essays on Dalits in India, Har Anand Publications, New Delhi.

18. Singh, Yogendra, 1973, Modernization of Indian Tradition, Rawat Publications, Jaipur.

19. Srinivas, M.N., 1952/2003, Religion and Society Among the Coorgs of South India,Oxford University Press.

20. Srinivas, M.N., 1970, Social Change in Modern India, California University Press, Berkeley.

21. Xaxa, V, 2003, 'Tribes in India' in Veena Das ed. *Oxford India Companion to Sociology and*

	L	T	P	Credits
	4	-	-	4

Social Anthropology (OICSSA). Volume 1 Oxford University Press, Delhi. pp. 373-408.

Course Code: SOC.508

Course Title: Social Stratification and Mobility

Total Hours: 60

Course Learning Outcomes

On completion of the course, the student would be able to:

CLO 1: Compare and contrast the various theories, principles, and empirical aspects of social Stratification.

CLO 2: Summarize the various perspectives to understand the forms, patterns and processes associated with social stratification

CLO 3: Understand different dimensions of social stratifications in the Indian Society

CLO 4: Analyze the processes of social mobility.

Course Contents

Unit/Hours	Content	Mapping with CLOs
Unit I, 15hours	Social Stratification: Meaning and Definition, Social equality and inequality – the idea of stratification, Hierarchy and difference, Open and Closed systems, Power and Domination Social capital, Social stratification and the idea of citizenship. **Learning activities:** Class discussion and students sharing their ideas through sociological imaginations	CLO 1

Unit 2, 15 hours	Theories of Stratification Functional Theory: Davis and Moore; Critique, Conflict Theory: Karl Marx, R. Dahrendorf, Multidimensional Theory: Max Weber, Structural Functional Approach **Learning activities:** Class discussion, brain-Storming	CLO 2
Unit 3, 15 hours	Social Stratification in Indian Society: Caste, Class, Gender, Ethnicity, Tribe **Learning activities:** Peer Discussion Class Discussion	CLO 3
Unit 4, 15 hours	Mobility and Stratification: The concept of Social Mobility, Types of Social Mobility, Social Mobility and Social Exclusion **Learning activities:** Class discussion, brainstorming.	CLO 4

Transaction Mode: Lecture/panel discussion/team teaching by peer/collaborative learning /Flipped teaching/video based teaching/Blended learning.

Suggested Reading:

1. Bendix, R. and S.M. Lipset, 1966, *Class, status and Power*, Free Press, New York.

2. Brass, Paul, 1991, Ethnicity and Nationalism: Theory and Comparison, Sage Publication.

3. Chakravarti, Uma, 2003, Gendering Caste: Through a Feminist Lens, Stree.

4. Chandra, Kanchan, 2006, What is Ethnic Identity and Does it Matter?, *Annual Review of Political Science*, 9: 397-424

5. Crompton Rosemary and Michael Mann ed.,1986, *Gender and Stratification*. Cambridge

6. Dahrendorf, R.,1959, *Class and Class Conflict in Industrial Society*, Stanford University Press, CA

7. Davis, K. and W.E. Moore, 1945. "Some Principles of Stratification", *American Sociological Review,* Vol. 10, No. 2.

8. Giddens, A., 1980, The Class Structure of the Advanced Societies. Unwin, London.

9. Gupta D. ed., 1991, *Social Stratification*, Oxford University Press, Delhi.

10. Gupta, Dipankar (ed.), 1991, *Social Stratification*, Oxford University Press, New Delhi.

11. Haimendorf , C., 1982, *Tribes of India: The Struggle for Survival,* University of California Press.

12. Marshall, T.H.,1950, *Citizenship and Social Class*. Cambridge University Press, Cambridge (essay on citizenship).

13. Ritzer, George, 2011, *Sociological Theory*, New Delhi: McGraw Hill Education

14. Sen, Amartya, 2004, Social Exclusion: Concept, Application and Scrutiny, Critical Quest, New Delhi..

15. Sorokin P. A. 1927, *Social Mobility*, Harper, New York.

16. Srinivas, M.N. 1994 The Dominant Caste and Other Essays, Oxford University Press, Delhi

17. Tumin, Melvin, 1987, Social Stratification: The Forms and Functions of Inequality, Prentice Hall of India, New Delhi.

18. Turner, Bryan, 2013, 'Contemporary Citizenship: Four Types', in Arjomand Said Amir and Reis, Elisa (ed.)., *Worlds of Difference*, New Delhi: Sage: 230 -251

19. Weber M, 1948, *From Max Weber* eds. H. Gerth and C. Wright Mills. London: Routledge and Kegan Paul.

20. Weber, Max, 1978, *Economy and Society*, University of California Press, Berkeley.

21. Wiener, M., 1978, *Sons of the Soil: Migration and Ethnic Conflict in India*, Princeton University Press, Princeton.

22. Xaxa, V, 2003, 'Tribes in India' in Veena Das ed. *Oxford India Companion to Sociology and Social Anthropology* (OICSSA). Volume 1 Oxford University Press, Delhi. pp. 373-408.

23. Yinger, J.M., 1994, *Ethnicity: Source of Conflict,* State University of New York

L	T	P	Credits
2	0	0	2

Course Code: SOC.501

Course Title: Introduction to the Study of Society (IDC)

Total Hours: 30

Course Learning Outcomes:

Students will be able to:

CLO 1: Understand the correlation between philosophy, natural sciences and social sciences and will be able to explain the construction of social sciences.

CLO 2: Evaluate sociology as a scientific discipline and relate different disciplines within social sciences.

CLO 3: Understand the sociological meaning of different concepts.

CLO 4: Appraise the contemporary issues existing in society.

Course Content

Unit/Hours	Content	Mapping with CLOs
Unit I 8 hours	**Sociology: Discipline and Perspective:** Emergence of Sociology: Brief Historical Overview, Nature and Scope, Understanding Sociological Perspectives **Learning Activity:** Through analytical and critical reading, writing and discussions learners will understand the correlation between philosophy, natural sciences and social sciences and will be able to explain construction of Social sciences**.**	**CLO 1**

| Unit II
8 Hours	**Sociology and Other Social Sciences:** Sociology and Anthropology, Sociology and Economics, Sociology & Psychology, Sociology & History, Sociology & Political Science, Sociology & Social Work **Learning Activity:** Through analytical and critical reading, writing and discussions learners will evaluate sociology as a scientific discipline and will relate different disciplines within social sciences.	CLO 2
Unit III
8 Hours	Basic Concepts Society, Community, Culture, Institution, Social Change **Learning Activity:** Through analytical and critical reading, writing and discussions, learners will understand the sociological meaning of different concepts.	CLO 3
Unit IV
6 Hours	**Contemporary Issues** Reservation, Caste and Politics, Social Media and Society **Exercise:** Through analytical and critical reading, writing and discussions, learners will appraise the contemporary issues existing in society.	CLO 4

Transaction Mode: Lecture, Group Discussion, Tutorial/E-learning

Suggested Readings:

1. Beteille, Andre, 2009, Sociology: Essays in Approach and Method, Chapter 1, 'Sociology and Common Sense', Pp. 13-27, Oxford University Press, Delhi.

2. Bierstedt, Robert, 1974, The Social Order, Chapter 20, 'The Problem of Social Change' Pp. 527-567, McGraw Hill.

3. Bierstedt, Robert, 1974, The Social Order, Part 3, Chapter 5, 'The Meaning of Culture', p. 125 151, Chapter 6, 'The Content of Culture' Pp. 152 187, Chapter 7, 'The Acquisition of Culture', Pp. 188-212, McGraw Hill Book Company, New York.

4. Bottomore, T. B., 1971, Sociology: A Guide to Problems and Literature, Chapter 4, 'The Social Sciences, History and Philosophy', Pp. 65-80, Allen and Unwin, London.

5. Bottomore, T.B., 1972, Sociology: A Guide to Problems and Literature, George Allen and Unwin, Bombay (India).

6. Burke, Peter, 1980, Sociology and History, Chapter 1, 'Sociologists and Historians', Pp. 13- 30, George Allen and Unwin, London.

7. Horton, Paul B., Chester L. Hunt, 2004, Sociology, Chapter 8, Pp. 185-209, Tata McGraw-Hill, New Delhi.

8. Horton, Paul B., Chester L. Hunt, 2004, Sociology, Chapter 9, Pp. 210- 229, Tata McGraw Hill, New Delhi.

9. Inkeles, Alex, 1987, What is sociology? Prentice-Hall of India, New Delhi.

10. MacIver, Robert M, and Charles Hunt Page, 1949, Society, Chapter 10, 'Types of Social Groups', Pp. 213-237, Rinehart, New York.

11. Redfield, Robert, 1956, Chapter 16, 'How Human Society Operates', in Harry L Shapiro (ed.) Man, Culture and Society, Pp. 345-368, Oxford University Press, New York.

12. Ritzer, George, 1996, Classical Sociological Theory, Chapter 1, 'A Historical Sketch of Sociological Theory: The Early Years', Pp. 13-46, McGraw Hill, New York.

L	T	P	Credits
2	0	0	2

Course Code: SOC.502

Course Title: Polity and Society in India (ID Course)

Total Hours: 30

Course Learning Outcomes:

Students will be able to:

CLO 1: Summarize the basic concerns in the understanding of political institutions.

CLO 2: Compare and contrast the various concepts and emerging debates in political sociology

CLO 3: Critically analyze political processes in the Indian scenario.

CLO4: Evaluate the basic debates in political sociology with specific reference to the Indian polity.

Course Contents

Unit/Hours	Content	Mapping with CLOs
Unit I 7 Hours	**Basic Concepts:** Society**,** Polity, Power, Authority & Legitimacy**,** State, Nation-State**,** Civil Society **Learning Activity:** Brainstorming, Panel discussion, Collaborative learning, Group discussion	CLO 1
Unit II 8 Hours	**Contemporary Debates:** Tradition & Modernity**,** Nation Building**,** Globalization. **Learning Activity:** Brainstorming, Panel discussion, Collaborative learning, Group discussion, Team teaching by peer	CLO 2

Unit III 7 Hours	**Party dynamics in India:** Democracy in India, Party System and Elections in India **Learning Activity:** Brainstorming, Panel discussion, Collaborative learning, Group discussion, Analysis and presentation of the work and functioning of major political parties in India	CLO 3 CLO 4
Unit IV **8 Hours**	**Interest groups and collective mobilization**: Interest groups, Pressure groups, Social movements in India. **Learning Activity:** Brain Storming, Panel discussion, Group discussion, Movie/Documentary analysis/Fieldwork and PPT presentation	CLO 3 CLO 4

Modes of Transaction: Lecture, Panel discussion, Team teaching by peer, Collaborative learning (online), Flipped teaching, Video-based teaching, Blended learning, Fieldwork, Group Discussion

Suggested Readings:

1. Anderson, Benedict, 1991, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, New York: Verso

2. Bottomore, T.B., 1979, Political Sociology, OUP, New Delhi.

3. Chandhoke, Neera, 1995, State and Civil Society. Sage, New Delhi

4. Chatterjee, P., 1997, State and Politics in India, Delhi, OUP,

5. Cohn, B.S., 1989, An Anthropologist Among Historians and Other Essays, OUP, New Delhi.

6. Desai, A.R., 1968, Social Background of Indian Nationalism, Popular, Bombay.

7. Kaviraj, Sudipta, 1997, Politics in India, OUP, New Delhi

8. Kohli, A. 2002, The Success of India's Democracy, OUP, Cambridge

9. Kothari, Rajni, 1988, The State against Democracy: In Search of Humane Government, Ajanta Publications, Delhi

10. Kothari, Rajni, 1970, Caste in Indian Politics, Orient Blackswan, Hyderabad

11. Kumar Anand, 2000, Nation Building in India, New Delhi, Radiant

12. Kumar, Anand, (ed.), 2013, Political Sociology of India, Sage, New Delhi

12. Kumar, Anand, 2000, State and Society in India, Radiant, New Delhi.

13. Kumar, Anand,2011, Understanding Globalization and Emerging India, Palm Leaf Publications, New Delhi

14. Oommen, T.K., 1990, State and Society in India, Sage, New Delhi.

15. Rao, M.S.A, 1978, Social Movements, Manohar, New Delhi.

16. Rudolph, Susanne Hoeber and Lloyd Rudolph, 1967, The Modernity of Tradition: Political Development in India, University of Chicago Press Chicago,

17. Shah, Ghanshyam (ed.), 2004, *Social Movements in India: A Review of Literature*, second edition, New Delhi: Sage Publications

18. Srinivas, M.N., 1962, Social Change in India, Asia Pub. House, Bombay.

19. Stern, Robert W.1993, Changing India, OUP, New Delhi

20. Yogendra, Singh, 1978, Modernization of Indian Tradition, Rawat, Delhi.

Web links:

-http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=33

-https://shodhganga.inflibnet.ac.in/

-https://swayam.gov.in/explorer

-https://www.swayamprabha.gov.in/index.php/higheredu

-https://www.youtube.com/c/cecgurukul/videos

-https://ess.inflibnet.ac.in/journals.php?pg=subject&res=JSTOR&sub=Sociology

	L	T	P	Credits
	3	-	-	3

Course Code: SOC. 510

Course Title: Population and Society

Total Hours: 45

Course Learning outcomes:

At completion of the course the learner will be able to:

i. Analyze the inter-linkages between population size, growth, composition and quality of population with societal components.

ii. Evaluate population policies of various countries in a comparative framework.

Social Demography and Population: **5 hours**

- Nature and Scope of Population Studies
- Sources of Demographic Data: Census and Sample Surveys
- Theories of Population Growth: Malthus, and Demographic Transition

Theories of Population Growth   **5 hours**

- Malthus
- Demographic Transition

Age-Sex Composition: **20 hours**

- Factors affecting and consequences of age-sex composition
- Fertility & Measurement of fertility
- Mortality & Measures of mortality
- Theories of migration
- Types of migration

Distribution of Population and Population Policy: **15 hours**

- Population Growth and Economic Development
- Population Composition of India and Population Policy

Transaction Mode:

Lecture/Demonstration/Seminar/Group Discussion/Tutorial/E-learning/Flipped teaching/video based teaching/Blended learning.

Suggested Reading:

1. Bogue, D.J., 1969, Principles of Demography, John Wiley, New York.

2. Cox, P.K., 1970, Demography, Cambridge University Press, Cambridge.

3. Daugherty, H.G. and K.C.W. Kammeyer, 1995, An Introduction to Population, TheGuilford Press, New York

4. Dully, I and Poston, JR and others. 2010. Population and Society: an introduction to demography. New York: Cambridge University Press

5. Haq, Ehsanul, 2007, Sociology of Population, MacMillan, New Delhi.

6. Heer, David M., 1975, Society and Population, Prentice Hall, Englewood Cliff.

7. Matras, J., 1977, Introduction to Population: A Sociological Approach, Prentice Hall, New Jersey.

8. Premi, M.K. et al., 2003, Social Demography, Jawahar Publications, New Delhi.

9. Sandhu, Jasmeet, 1996, Sociology of Fertility, Rawat Publications, Jaipur.

10. Thompson, W.S. and David T. Lewis, 1965. Population Problems, McGraw Hill, New York.

Course Code: SOC. 511

Course Title: Environmental Sociology

Total Hours: 45

L	T	P	Credits
3	0	0	3

Course Learning Outcomes:

Students will be able to:

CLO 1: Explain concepts, definitions and sociological perspectives related to environmental sociology

CLO 2: Analyze environmental challenges and opportunities in the context of the drive towards liberalization, privatization and globalization

CLO 3: Appraise issues related to ecological governance and environmental movements, while evaluating the contribution of different institutions and organizations involved in these processes

Course Contents

Unit/Hours	Content	Mapping with CLOs
Unit I **11 Hours**	Envisioning Environmental Sociology: What is environmental sociology?, Realist - constructivist debate, Sustainable Development. **Learning Activity:** Brain storming, Panel discussion, Collaborative learning, Group discussion	**CLO 1**
Unit II **11 Hours**	Environment, Governance and Climate Change: Environment, Development and Climate Change, Environmental governance, the state, and environmental justice. **Learning Activity:** Brain storming, Panel discussion, Collaborative learning, Group discussion, fieldwork	**CLO 3**

Unit III 12 Hours	**Approaches in Environmental Sociology:** Ecological Modernization, Market Environmentalism, The Risk Society Thesis, Treadmill of production. Environment Protection theory: Indian approaches. **Learning Activity:** Brainstorming, Panel discussion, Collaborative learning, Group discussion, Team Teaching by peer.	CLO 2
Unit IV 11 Hours	**Environmental Movements in India:** Bishnoi, Chipko, Silent Valley, Jungle Bachao, Appiko, Narmada Bachao Andolan, Tehri Dam Conflict. **Learning Activity**: Brain Storming, Panel discussion, Group discussion, Movie/Documentary analysis, PPT Presentation	CLO 3

Modes of transaction: Lecture, Panel discussion, Team teaching by peer, Collaborative learning (online), Flipped teaching, Video-based teaching, Blended learning, Fieldwork, Group Discussion

Suggested Readings:

1. Beck, U., 2006. Living in the world risk society: A Hobhouse Memorial Public Lecture given on Wednesday 15 February 2006 at the London School of Economics. Economy and Society, 35(3), 329 345.

2. Bell, MM.2008, An Invitation to Environmental Sociology. Thousand Oaks, CA: Sage 3rd ed.

3. Chris, M., 1999, Ecological Diversity in Sustainable Development: The Vital and Forgotten Dimension, Lewis Publisher, New York.

4. Descola, Philippe and Gisli Palsson, 1996, *Nature and society. Anthropological perspectives*. Routledee; London.

5. Eugene, 1989, *Foundations of environmental ethics*. Prentice Hall, New Jersey.

6. Franklin, Adrian, 2002, *Nature and Social theory*, Sage, London.

7. Garrard, Greg, 2007, *Eco-Criticism,* Routledge, London.

8. Giddens, A., 2009, *The Politics of Climate Change*, Polity Press, London.

9. Goldfrank, Walter, David Goodman, and Andrew Szasz (Ed.), 1999, *Ecology and the world- system*. Greenwood Press, London.

10. Gould, K. A., Pellow, D. N., & Schnaiberg, A. (2004). Interrogating the Treadmill of Production: Everything You Wanted to Know about the Treadmill but Were Afraid to Ask. Organization & Environment, 17(3), 296 316.

11. Guha, R. and M. Gadgil, 1995, Ecology and Equity: The Use and Abuse of Nature in Contemporary India, Routledge, Delhi.

12. Guha, Ramachandra. (Ed.) , 1994, *Social ecology*, OUP, New Delhi

13. Guha. Ramachandra, 2000, *Environmentalism. A global History*, OUP, New Delhi

14. Hannigan, J. A., 1995, Environmental Sociology. Routledge, London and New York, 2nd ed. . Mol, A. P., 2002, Ecological modernization and the global economy. Global Environmental Politics, 2(2), 92 115.

15. King, Leslie and Deborah, Mccarthy. 2019. Environmental Sociology: from analysis to action. Rowman and Little Field Publishers.

16. Pepper, David, 1996, Modern environmentalism. An introduction. Routledge, London

17. Peter, H., 2009, *A Companion to Environmental Thought*, Rawat Publications, New Delhi.

18. Robbins, P., 2004, Political Ecology: A Critical Introduction, Blackwell, New York.

19. Sachs, Wolfgang, 1995, Global ecology: A new Arena of political con flict, Zed.

Web links

-http://epgp.inflibnet.ac.in/Home/ViewSubject?catid=33

-https://shodhganga.inflibnet.ac.in/

-https://swayam.gov.in/explorer

-https://www.swayamprabha.gov.in/index.php/higheredu

-https://www.youtube.com/c/cecgurukul/videos

-https://ess.inflibnet.ac.in/journals.php?pg=subject&res=JSTOR&sub=Sociology

Course Code: SOC. XXX

Course Title: Practice Exercise in Sociology -I

Total Hours: 45

Course Learning Outcomes:

L	T	P	Credits
-	2	4	03

On completion of the course, the students will be able to:

CLO: 1 Enhance their understanding about various sociological perspectives which will help them to qualify UGC- NET/GATE Exam and other competitive examinations.
CLO: 2 Develop their skills for practical exercises in the disciplinary content.

Course Contents

Unit/Hours	Content	Mapping with CLOs
Unit I, 15 hours	**Classical Sociological Traditions:** Auguste Comte, Emile Durkheim, Max Weber, Karl Marx **Structure- Functionalism and Structuralism:** Bronislaw Malinowski, A.R. Radcliffe- Brown, Talcott Parsons, Robert K. Merton, Claude Levi Strauss **Learning Activities:** Class discussion and students sharing their ideas through sociological imaginations, Mock Tests.	CLO 1 & CLO 2
Unit II, 15 hours	**Hermeneutic and Interpretative Traditions:** G.H. Mead, G.H Cooley Alfred Schutz, Harold Garfinkel, Erving Goffman, Clifford Geertz **Learning Activities:** Class discussion and students sharing their ideas through sociological imaginations, Mock Tests.	CLO 1 & CLO 2
Unit III, 15 hours	**Indian Sociological Thinkers:** B.R. Ambedkar, Radha Kamal Mukherjee, G. S. Ghurye, M.N. Srinivas, Irawati Karve, A R Desai. **Learning Activities:** Class discussion and students sharing their ideas through sociological imaginations, Mock Tests.	CLO 1 & CLO 2

Transaction Mode:
Lecture/Demonstration/Project Method/Seminar/Group Discussion/Tutorial/E-learning

Suggested Reading:

1. Adams, Bert N. and R. A. Sydie, 2001, *Sociological Theory,* Pine Forge Press, NewDelhi.

2. Judge, Paramjit Singh, 2012, Foundations of Classical Sociological Theory: Functionalism, Conflict and Action, Pearsons, Delhi.

3. Das, Veena (ed.), 2004, Handbook of Indian Sociology. Oxford University Press, New Delhi.

4. Desai, A.R., 1976, Social Background of Indian Nationalism, Popular Prakashan, Bombay.

5. Dhanagare, D.N., 1993, Themes and Perspectives in Indian Sociology, Rawat Publications, Jaipur.

6. Dube, S.C., 1959, Indian Villages, Routledge & Kegan Paul Limited, London

7. Morrison, Ken. 2006. Marx Durkheim Weber: formations of Modern Social Thought, 2nd Edition. New Delhi: Sage Publication

8. Ritzer, George. 2021. Classical Sociological Theory,: New Delhi. Rawat Publication

9. Singh, Yogendra, 1973, Modernization of Indian Tradition, Rawat Publications, Jaipur.

10. Srinivas, M.N., 1970, Social Change in Modern India, California University Press, Berkeley.

Course Code: SOC. 558

Course Title: Entrepreneurship

Total Hours: 30

Course Learning Outcomes:

L	T	P	Credits
2	-	-	2

On completion of the course, the students will be able to

CLO: 1 Understand the basic concepts of entrepreneur, entrepreneurship, social

entrepreneurship CLO: 2 Analyze the issues, challenges and opportunities in

entrepreneurship.

CLO: 3 Develop capabilities for preparing proposals for starting small businesses.

CLO: 4 Discover the availability of various institutional supports for starting a new start-up.

Course Contents

Unit/Hours	Content	Mapping with CLOs
Unit I 08 hours	Introduction to entrepreneur and entrepreneurship; Characteristics of an entrepreneur; Characteristics of Entrepreneurship; Innovation and entrepreneurship; Selecting the Right Opportunity; Spotting trends. **Learning activities:** Brain storming, Panel discussion, Collaborative learning, Group discussion, Team teaching by peer	CLO 1 & 2
Unit II 07 hours	Introduction to Social Entrepreneurship; Various aspects of considerations: social, financial and legal framework; Micro-finance, Importance of women entrepreneurship; Understanding aspects of Social Audit. Learning activities: Brain storming, Panel discussion, Collaborative learning, Group discussion, Team teaching by peer.	CLO 1 & CLO2

Unit III 07 hours	Entrepreneurial Planning; Forms of business organization- Sole proprietorship, Partnership, Company Business Plan: concept, format. **Learning activities:** Brain storming, Panel discussion, Collaborative learning, Group discussion, Practical exercise	CLO 3
Unit IV 08 hours	Enterprise, Entrepreneurship and Society in the Indian context; Case studies of Entrepreneurship with special reference to India; Role of technology in entrepreneurship in various sectors of the Indian Economy; Identifying institutional support for starting a new start-up. Learning activities: Brain storming, Panel discussion, Collaborative learning, Group discussion, and examination of different case studies of Entrepreneurship by students in the class.	CLO 4

Transaction Mode:

Lecture, group discussion, practical sessions, blended learning, self-study, Brain storming, Panel discussion, Collaborative learning

Suggested Readings:

1. Arora, Renu (2008). *Entrepreneurship and Small Business*, DhanpatRai& SonsPublications.
2. Banerjee, Debdas (1998). 'Science, Technology and Economic Development in India: Analysis of Divergence in Historical Perspective', *Economic and Political Weekly,* 33(20): 1199- 1206
3. Chandra, Prasaaan (2018).*Project Preparation, Appraisal, Implementation*,TataMc-Graw Hills.
4. Desai, Vasant (2019).*Management of a Small Scale Industry*,Himalaya PublishingHouse.
5. Jain, P.C. (2015). *Handbookof New Entrepreneurs*, Oxford UniversityPress.
6. Narasaiah, M. Lakshmi (1999). 'Technological Entrepreneurship: The New force for Economic Growth', *Indian Journal of Industrial Relations*, 34 (3): 356 – 360
7. Srivastava, S. B. (2009). *A Practical Guide to IndustrialEntrepreneurs*, Sultan Chand &Sons.
8. Subrahmanya, M.H. Bala (2015). 'New Generation Start-Ups in India: What Lessons can we Learn from the Past?',*Economic and Political Weekly*, 50 (12): 56 – 63
9. Yadav, Vanita and Goyal, Preeti (2015). 'User Innovation and Entrepreneurship:Case studies from Rural India', Journal of Innovation and Entrepreneurship 4 (5).

L	T	P	Credits
4	0	0	4

Course Code: SOC.521

Course Title: Sociological Theories I

Total Hours: 60

Course Learning Outcomes:

Students will be able to:

CLO 1: Correlate the theoretical development within sociology specifically after 1945.

CLO 2: Evaluate the contributions made by T. Parsons, R.K. Merton and will analyse the functionalist perspective.

CLO 3: Assess the contributions made by B. Malinowski, R. Brown and understand the structural-functionalist perspective.

CLO 4: Appraise the contributions made by R. Dahrendorf, L. Coser and comprehend the conflict theoretical perspective.

CLO 5: Evaluate the contributions made by T. Adorno and H. Marcuse and understand the critical theoretical perspectives.

Course Content

Unit/Hours	Content	Mapping with CLOs
Unit I 15 hours	**Functionalist Theory: Anthropological Perspective** Bronisław Malinowski Radcliffe Brown **Learning Activities:** Through analytical and critical reading, writing and discussions learners will correlate the theoretical development within the functionalist perspective, where society was understood in analogy with human body.	CLO 1&CLO2

Unit II 15 Hours	**Functionalism & System Theory :** Talcott Parsons: Action theory, Pattern Maintenance (AGIL). R. K. Merton: Middle Range Theory, Postulates on Functionalism, Functional Equivalents. **Learning Activities:** Through analytical and critical reading, writing and discussions learners will assess the shift from biological understanding of society as in Functionalism towards Society as a self-sustaining system.	**CLO 1 & CLO 3**
Unit III 15 Hours	**Conflict Theory:** Ralph Dahrendorf: Class and Class Conflict in Industrial Society. Lewis Coser: Functions of Social Conflict **Learning Activities:** Through analytical and critical reading, writing and discussions learners will appraise the contributions made by R. Dahrendorf, L. Coser and comprehend the conflict theoretical perspective.	CLO 1 & CLO 4
Unit IV 15 Hours	**Critical Theory:** Theodor Adorno & Horkheimer: Critique to Enlightenment. Herbert Marcuse: One Dimensional Man. **Learning Activities:** Through analytical and critical reading, writing and discussions learners will evaluate the contributions made by T. Adorno & Horkheimer and H. Marcuse and understand the critical theoretical perspectives.	CLO 1& CLO5

Transaction Mode: Lecture, Seminar/Group Discussion, Tutorial/E-learning

Suggested Readings:

1. Adams, B.N. and R. A. Sydie, 2001, *Sociological Theory.* New Delhi: Pine Forge Press.

2. Blau, Peter M., 1986/2009, *Exchange and Power in Social Life,* Transaction Publishers, New Jersey.

3. Bronislaw, Malinowaski, 1948/2004, *Magic, Science and Religion and Other Essays, The* Free Press, New York.

4. Brown , Radclifffe A.R. 1952. Structure and Function in Primitive Society: Essays and Addresses. London: Cohen & West Publication

5. Coser, Lewis A., 1954, *Sociological Theory: A Book for Readings*, The Chicago University Press, Chicago.

6. Coser, Lewis A., 1956, *The Functions of Social Conflict*, Free Press, New York.

7. Coser, Lewis A., 1971, *Masters of Sociological Thought: Ideas in Historical and Social Context,* Harcourt Brace Jovanovich, New York.

8. Dahrendorf, Ralf, 1959, *Class and Class Conflict in Industrial Society,* Routledge, London.

9. Doshi, S.L. 2012. *Modernity, Postmodernity and Neo- Sociological Theories*. Jaipur: Rawat Publication.

10. Frisby, David and Mike Featherstone (eds.), 2000, *Simmel on Culture*, Sage Publications, London.

11. Habermas, Jurgen, 1987, *The Philosophical Discourse of Modernity: Twelve Lectures*, MIT Press, Cambridge.

12. Held, David, 1980, *Introduction to Critical Theory: Horkheimer to Habermas*, University of California Press, California.

13. Horkheimer, Max, 2002, *Critical Theory: Selected Essays*, The Continuum Publishing Company, New York.

14. Merton, R. K., 1949/1980, *Social Theory and Social Structure*, the Free Press, New York.

15. Merton, R. K., 1967, *On Theoretical Sociology: Five Essays,* The Free Press, New York.

16. Parsons, Talcott and E. Shills, 1953/2001, *Towards a General Theory of Action: Theoretical Foundations of Social Sciences,* Transaction Publishers, New Jersey.

17. Parsons, Talcott, 1919, *The Social System,* Routledge, London.

18. Ritzer, George, and Barry Smart, (eds.), 2009, *Handbook of Social Theory,* Sage Publications, New Delhi.

19. Seidman, S., and Alexander, J. C., (eds.), 2010, *The New Social Theory Reader,* Routledge, London.

Course Code: SOC. 524

Course Title: Research Methodology in Sociology

Total Hours: 60

Course Learning Outcomes:

On completion of the course, the students will be able to

CLO 1: Discuss philosophical discourses related to the emergence and establishment of social sciences and sociology as a discipline in its socio-historic and intellectual context

CLO 2: Analyze diverse relationship between theories, approaches, methods and methodological dilemmas involved in conducting social research.

CLO 3: Design micro research activities

L	T	P	Credits
4	0	0	4

Course Contents

Unit/Hours	Content	Mapping with CLOs
Unit I, 15 hours	**Understanding Methodology of Social Research:** The Method of Science; historical and cultural context, Epistemological Schools- Positivism, Interpretative School and Historicism, Nature and Social reality. **Learning activities:** Class discussion and brain storming	CLO 1
Unit II, 15 hours	**Methodological Nationalism and Development of Sociology:** Emergence of Sociology in different nations: British Sociology, French Sociology, German Sociology and American Sociology, Sociology in India: Multiple trajectories and influences **Learning activities:** Brain storming and group discussion	CLO 1 and CLO 2

Unit III, 15 hours	**Major Methodological Dilemmas in Social Research:** Subjectivity and Objectivity, Facts and Values, Methodological Individualism and Methodological Holism, Structure and Agency **Learning activities:** Group discussion and students applying research methods relating theory and practice.	CLO 2
Unit IV, 15 hours	**Major Approaches towards Social Research:** Comparative approach, Historical approach, Feminist approach, Field view and textual view **Learning activities:** Brainstorming and classroom exercises on field and textual view of research by students.	CLO 2 and CLO 3

Transaction Mode: Lecture, Demonstration, Project, Method, Seminar, Group Discussion, Tutorial, E-learning, Flipped teaching and Blended learning

Suggested Readings:

1. Babbie, Earl, 2013, The Practice of Social Research, Jaipur, Rawat Publications.
2. Bhargava, Rajeev, 1992, *Individualism in Social Sciences: Forms and Limits of a Methodology,* Oxford University Press.
3. Beteille, Andre, 1975, Six Essays in Comparative Sociology, New Delhi, Oxford University Press.
4. Cohn, Bernard, 1996, Colonialism and Its Forms of Knowledge – The British in India, New Jersey, Princeton University Press.
5. Dube, Saurabh, 2008, Historical Anthropology, New Delhi, Oxford University Press.
6. Feyerabend, Paul 1987, *Farewell to Reason*, Verso, London.
7. Feyerabend., Paul, 1975, *Against Method*, Humanities Press.
8. Gellner, E. 1985, *Relativism and the Social Sciences,* Cambridge University Press, Cambridge.
9. Giddens, A, 1976, *New Rules of Sociological Method*, Hutchison.
10. Giri, Ananta Kumar, 2004, *Creative Social Research Rethinking Theories and Methods*, Vistaar, New Delhi.
11. Judge, Paramjit S. and Gurpreet Bal (eds.), 2008, *Reconstructing Identities: Society Through Literature*, Rawat Pub., Jaipur.

12. Menon, Nivedita, 2012, Seeing Like a Feminist, New Delhi, Penguin.

13. Geertz, Clifford, 1973, *The Interpretation of Cultures*, Basic Books, USA.

14. Jenks, Chris (ed), 1998, Core Sociological Dichotomies, Sage, New Delhi.

15. Kuhn, Thomas, 1970, *The Structure of Scientific Revolutions*, University of Chicago Press.

16. Popper, Karl, 1959/2002, *The Logic of Scientific Discovery*, Routledge, New York.

17. Seale, Clive (ed.), 2004, Social Research Methods: A Reader, Routledge Pub., Oxon.

18. Srivastava, V.K., 2005, *Methodology and Fieldwork*, Oxford University Press, New Delhi.

19. Bloch, Marc, 1963/2004, The *Historian's Craft*, Manchester University Press, UK.

20. Carr, E. H, 1967/2008, *What is History?*, Penguin.

ABILITY ENHANCEMENT COURSE

(MOOC/SWAYAM+)

Course Code: SOC.525:

Course Title: Urban Studies

Total Hours: 45

L	T	P	Credits
3	-	-	3

Course Learning Outcomes:

After completing this course, the students will be able to

- Explore the historical perspectives in the context of urbanisation.
- Outline the major approaches related to urban society.
- Contrast the theories of urban structures.
- Evaluate the urban development and allied processes in the context of Indian society.

Urbanization in Historical Perspective   **15 hours**

- Emergence of Urban Settlements
- Concept of Urbanization & Over-urbanization
- Pre-industrial, Industrial and Post-industrial and Colonial city
- Metropolitan and Mega city

Approaches to Urban Society   **15 hours**

- Ecological-Classical Neo-Classical
- Urbanism as a Way of Life
- Rural-Urban Continuum
- Marxist Approach to City

Urban Structures Theories & Urban Life in India   **15 hours**

- Concentric-Zone Theory
- Location of Cities - Central Place Theory
- Indian Cities and Their Growth
- Social Structure and Social Stratification in Indian Cities

Transaction Mode:

Lecture/Demonstration/Project Method/Seminar/Group Discussion/Tutorial/E-learning/ Flipped teaching/video based teaching/Blended learning

Suggested Reading:

1. Castells, Manuel, 1997, The Urban Question, Edward Arnold, London.

2. Eisenstadt, S.N. and A. Shachar, 1987, Society, Culture and Urbanization. Sage Publication, New York.

3. Gill, Rajesh, 2009, The Contemporary Indian Urban Society: Gender, Ethnicity and Governance, Rawat Publication, Jaipur.

4. Guglar, Joseph (ed.), 1988, Urbanization of the Third World, Oxford University Press, Oxford.

5. Hatt, P.K. and Reiss, A.J. (eds.), 1951, Cities and Society, The Free Press, Illinois.

6. Lewis, Oscar, 1970, "Further Observations on the Folk-Urban Continuum and Urbanization with special reference to Mexico City", in Hauser and Schnore (eds.)The Study of Urbanization, John Wiley and Sons, New York.

7. Rao, M.S.A., et al, (ed.-) 1991, A Reader in Urban Sociology, New Delhi, Orient Longman Limited.'

8. Redfield, Robert and Milton B. Singer, 1954, "Cultural Role of Cities", in Economic Development and Cultural Change, Vol. 3, pp. 53-73.

9. Shaw, A., 2007, Indian Cities in Transition, Orient Longman, Hyderabad.

10. Sivaramkrishnan K.A. Kundu and B.N. Singh, Handbook of Urbanisation in India, 2005, Delhi, Oxford.

11. Sjoberg, Gideon, 1960, The Pre-Industrial City, The Free Press, Illinois.

12. Theodorson, G.A. (ed), 1982, Urban Patterns: Studies in Human Ecology, Pennsylvania State University Press.

13. Theodorson, George, 1961, Studies in Human Ecology, Harper and Row, Evanstow.

14. Weber, Max, 1960, The City, Translated by Martindale, Heinemann, London.

15. Wirth, Louis, (1938), "Urbanism as a Way of Life", American Journal of Sociology, Vol. 44, pp. 1-24.

L	T	P	Credits
3	0	0	3

Course Code: SOC. 526

Course Title: Social Exclusion and Inclusive Policies

Total Hours: 45

Course Learning Outcomes:

On completion of the course, the students will be able to
CLO 1: Illustrate the literal, conceptual and theoretical understanding of the term social exclusion.

CLO 2: Co-relate the different dimensions to social exclusion and integration systems.

CLO 3: Examine the historical contexts of social exclusion with reference to specific social groups and

categories

CLO 4: Appraise inclusive policies pertaining to Indian society

CLO 5: Relate social exclusion to human rights and globalization.

Course Contents

Unit/Hours	Content	Mapping with CLOs
Unit I, 15 hours	**Understanding Social Exclusion and Inclusion:** Conceptual and Theoretical Framework, Dimensions and Dynamics of Social Exclusion-Religious, Economic, Social, Cultural and Political **Learning activities:** Class discussion	CLO 1 and CLO 2
Unit II, 15 hours	**Socially Excluded Groups in Indian Society:** Scheduled Castes, Scheduled Tribes, Religious Minorities, Women, Differently Abled **Learning activities:** Class discussion and presentation on different dimensions of exclusion and integration systems	CLO 3
Unit III, 15 hours	**Inclusive Policies in India:** Meaning of Inclusive Policy, Historical Overview of Inclusive Policies, Constitutional Provisions, Contemporary Debates and Policies.	CLO 4 and CLO 5

| | **Learning activities:** Brain storming and students examining inclusive policies and peer discussions. | |

Transaction Mode: Lecture, Demonstration, Project, Method, Seminar, Group Discussion, Tutorial, E-learning, Flipped teaching, Video based teaching, Blended learning

Suggested Readings:

1. Byrne, David, 2005, Social Exclusion, Rawat Publications, Jaipur, New Delhi.

2. Davidson, Scott, 1993, Human Rights, Philadelphia Open University Press.

3. Haan, Arjan de & Naila Kabeer, 2008, Social Exclusion: Two Essays, Critical Quest, New Delhi.

4. Hills, John. (ed.), 2002, Understanding Social Exclusion, Oxford University Press, Oxford.

5. Jacobsen, M. and Ole Bruun (eds.), 2000, Human Rights and Asian Values: Contesting National Identities and Cultural Representation in Asia, Curzon Press, Richmond, Surrey.

6. Kumar, Vivek, 2007, "Governance and Development in the Era of Globalization: Understanding Exclusion and Assertion of Dalits in India" in Kameshwar Choudhary (ed.) Globalization Governance Reforms and Development in India, Sage Publications, New Delhi.

7. Kumar, Vivek, 2014, Caste and Democracy in India, Gyan Publications, New Delhi.

8. Lal, A.K. (ed.), 2003, Social Exclusion: Essays in Honour of Dr. Bindeshwar Pathak, Vol. 1, Concept Publications, New Delhi.

9. Madsen, StigToft, 1996, State, Society and Human Rights in South Asia, Manohar Publication, Delhi.

10. Nathan, D., and Virginius Xaxa, 2012, Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India, Oxford University Press, New Delhi.

11. Ram, N., 1991, Beyond Ambedkar: Essays on Dalits in India, HarAnad publications, New Delhi.

12. Ram, N., 2008, Dalits in Contemporary India: Discrimination and Discontent, Siddhant Publications, New Delhi.

13. Sen, Amartya, 2004, Social Exclusion, Concept, Application, Security, Critical Quest, New Delhi.

14. Silver, Hilary, 1995, Social Exclusion and Social Solidarity: Three Paradigms, International Labour Review, Vol.133, 1994/5-6.

15. Levin, Leah, 1998, Human Rights: Questions and Answers, National Book Trust, India.

16. Thorat Sukhadeo and Umakant (eds.) 2004, Caste, Race and Discrimination: Discourses in International Context, Rawat Publications, Jaipur and New Delhi.

17. United Nations Report, 2010, Analysing and Measuring Social Inclusion in a Global Context, Department of Economic and Social Affairs, United Nations, New York.

Course Code: SOC. 512

Course Title: Tribal Studies in India

Total Hours: 45

L	T	P	Credits
3	0	0	3

Course Learning Outcomes:

On completion of the course, the students will be able to

CLO 1: Understand tribal knowledge and locating it in modern society

CLO 2: Develop a critical understanding of tribal identity and establish the importance of sociological study

CLO 3: Critically examine tribal politics, debate tribal policies and the debates surrounding

Course Contents

Unit/Hours	Content	Mapping with CLOs
Unit I, 11 hours	**Understanding Tribal in India:** Tribal Studies: Nature, definition and perspectives, Geographical distribution of Tribal in India, Tribal knowledge and ecology system **Learning activities:** Class discussion and brain Storming	CLO 1 and CLO 2
Unit II, 11 hours	**Identity and Ethnicity:** Social Stratification and Mobility, Identity Assertions **Learning activities:** Group discussion, brain-storming and students sharing their understanding and relating theory and practice.	CLO 2

Unit III, 12 hours	**Debates around Tribal Development and Tribal Policy:** Historical Perspectives of Tribal-Indological and Anthropological approach , Tribal Policy-Colonial and Post-colonial, Constitutional Act for Tribal in India, Provisions of Fifth and Sixth Schedule **Learning activities:** Group discussion and class presentation and explaining various policies relating with tribal in India.	CLO 2 and CLO 3
Unit IV, 11 hours	**Tribal Politics in India:** Political Representation in India, Quest for identity and recognition, Reservations and Conflict **Learning activities:** Class discussion and brain Storming	CLO 3

Transaction Mode: Lecture, Demonstration, Project, Method, Seminar, Group Discussion, Tutorial, E-learning

Suggested Readings:

1. Ambagudia, Jagannath & Xaxa, Virginius (eds.), 2021, *Handbook of Tribal Politics in India*, Sage Publications, New Delhi.

2. Behera, Maguni Charan (ed.), 2019, *Shifting Perspectives in Tribal Studies: From an Anthropological Approach to Interdisciplinary and Consilience*, Springer, Singapore.

3. Ghurye, G.S., 1963, *The Scheduled Tribes in India*, Popular Prakashan, Mumbai

4. Kokho, K, Kaisu; Athikho, Kaisu & Neli Daili (eds.) 2022. *Tribes in North East India: Orality, Migration and Epistemology*, Rawat Publications, New Delhi.

5. Nathan, Dev & Xaxa, Virginius (eds.), 2012, *Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India*, Oxford Publications, New Delhi.

6. Hasnain, Nadeem, 1992, *Tribal India*, Palak Prakashan, New Delhi.

7. Rycroft, Daniel J & Dasgupta, Sangeeta (eds) 2011, *The Politics of Belonging in India: Becoming Adivasi,* Routledge, New Delhi

8. Singh, K.S. (ed.), 1974, *Tribal Situation in India*. The Indian Institute of Advanced Studies. Shimla

9. Sisodia, Yatindra Singh & Dalapati, Tapas Kumar (eds.), 2015, *Development and Discontent in Tribal India*, Rawat Publications, New Delhi.

10. Xaxa, Virginius. 2008. *State, Society, Tribes: Issues in Post-Colonial India*. Pearson. New Delhi

Course Code: SOC. XXX

Course Title: Practice Exercise in Sociology- II

Total Hours: 45

L	T	P	Credits
-	2	4	03

Course Learning Outcomes:

On completion of the course, the students will be able to:

- CLO: 1 Enhance their understanding about various sociological perspectives which will help them to qualify UGC- NET/GATE Exam and other competitive examinations.
- CLO: 2 Develop their skills for practical exercises in the disciplinary content.

   Course Contents

Unit/Hours	Content	Mapping with CLOs
Unit I, 15 hours	**Post Modernism, Post Structuralism:** Edward Said, Pierre Bourdieu, Michel Foucault, Jurgen Habermas, Anthony Giddens, Jacques Derrida **Learning Activities:** Class discussion and students sharing their ideas through sociological imaginations, Mock tests.	CLO 1 & CLO 2
Unit II, 15 hours	**Research Aptitude** **Research:** Meaning, Types, and Characteristics, Positivism and Post positivistic approach to research. **Methods of Research:** Experimental, Descriptive, Historical, Qualitative and Quantitative methods. · Steps of Research. **Thesis and Article writing:** Format and styles of referencing. Application of ICT in research. Research ethics. **Learning Activities:** Class discussion and students sharing their ideas through sociological imaginations, Mock tests.	CLO 1 & CLO 2
Unit III, 15 hours	**Mathematical Reasoning and Aptitude:** Types of reasoning, Number series, Letter series, Codes and Relationships. Mathematical Aptitude **Learning Activities:** Class discussion and students sharing their ideas through sociological imaginations, Mock tests.	CLO 1 & CLO 2

 Transaction Mode: Lecture/Demonstration/Project Method/Seminar/Group Discussion/Tutorial/E-learning

  Suggested Reading:

1. Adams, B. N., & Sydie, R. A. (2001). *Sociological Theory*. SAGE Publications.

2. Adams, Bert N. and R. A. Sydie, 2001, *Sociological Theory,* Pine Forge Press, NewDelhi.

3. Ritzer, G. (1997). *Postmodern Social Theory*. McGraw-Hill.

4. Ritzer, G., & Stepnisky, J. (2017). *Sociological Theory*. SAGE Publications.

5. Ritzer, George. 2021. Classical Sociological Theory,: New Delhi. Rawat Publication.

6. Seale, Clive (ed.), 2004, Social Research Methods: A Reader, Routledge Pub., Oxon.

L	T	P	Credits

Course Code: SOC. 527

Course Title: Infrastructure and Its Imaginaries (VAC-1)

2	-	-	2

Total Hours: 30

Course Learning Outcomes:

On completion of the course, the students will be able to

CLO 1: Appraise the meaning, aesthetics and social values associated with

infrastructure. CLO 2: Establish relationship between ontologies of infrastructure and

varied methodologies.

CLO 3: Understand, imagine and critically engage with various aspects associated with infrastructure.

Course Contents

Unit/Hours	Content	Mapping with CLOs
Unit I, 6 hours	**Introducing infrastructure:** Concept and meanings of infrastructure, What and when of infrastructure? **Learning activities:** Class discussion and brain storming	CLO 1
Unit II, 8 hours	**State, society and infrastructure:** Infrastructure and its correlation with society, Politics of infrastructure building **Learning activities:** Group discussion.	CLO 1 and CLO 2
Unit III, 8 hours	**Infrastructural governance:** Infrastructure policy, Infrastructural governance **Learning activities:** Group discussion and students presenting on policies that is applied daily in social life.	CLO 1 and CLO 3
Unit IV, 8 hours	Poetics and political aesthetic of infrastructure: Social and Political processes of infrastructure, The aesthetic of infrastructure, Poetics of infrastructure **Learning activities:** Class discussion and brain storming.	CLO 3

Transaction Mode: Lecture, Demonstration, Project, Method, Seminar, Group Discussion,

Tutorial, E-learning

Suggested Readings:

1) Anand, Nikhil (2011). Pressure: 'The politechnics of water supply in Mumbai'. Cultural Anthropology 26(4):542-64.

2) Harvey, Penelope and Hannah, Knox (2015). *Roads: Anthropology of Infrastructure and Expertise*. Ithaca, NY: Cornell University Press.

3) Larkin, Brian (2013). 'The Politics and Poetics of Infrastructure'. The Annual Review of Anthropology, 42: 327–342.

4) Star, Susan Leigh, and Karen Ruhleder (1996). 'Steps toward ecology of infrastructure: Design and access for large information spaces'. Information Systems Research 7(1):111-34.

5) /Tutorial/E-learning

L	T	P	Credits
4	0	0	4

Course Code: SOC.551

Course Title: Sociological Theories II

Total Hours: 60

Course Learning Outcomes:

After completing this course, the students will be able to

CLO 1: Analyse the theoretical constructions at the hermeneutical, micro and micro-macro integration level.

CLO 2: Evaluate the contributions made by C.H. Cooley, G.H. Mead and H. Blumer and will analyse the aspects related to symbolic interactionism.

CLO 3: Evaluate the contributions made by, A. Schutz, P.L. Berger, T. Luckmann in the phenomenological domain.

CLO 4: Evaluate the contributions made by E. Goffman, H. Garfinkel in dramaturgy and ethno methodology.

CLO 5: Evaluate the contributions made by A. Giddens, P. Bourdieuand understand the perspective on micro-macro integration.

Course Contents

Unit/Hours	Content	Mapping with CLOs
Unit I 15 hours	**Symbolic Interactionism:** Charles Horton Cooley, George Herbert Mead, Herbert Blumer **Learning Activity:** Through analytical and critical reading, writing and discussions learners will evaluate the contributions made by C.H. Cooley, G.H. Mead and H. Blumer and will analyse the aspects related to symbolic interactionism.	CLO 1& CLO 2

Unit II 15 Hours	**Phenomenology** Alfred Schutz, Peter L. Berger & Thomas Luckmann **Learning Activity:** Through analytical and critical reading, writing and discussions learners will evaluate the contributions made by, A. Schutz, P.L. Berger and T. Luckmann in the phenomenological perspective.	CLO 1& CLO 3
Unit III 15Hours	**Dramaturgy & Ethnomethodology** Erving Goffman, Harold Garfinkel **Learning Activity:** Through analytical and critical reading, writing and discussions, learners will evaluate the contributions made by E. Goffman, H. Garfinkel in dramaturgy and ethnomethodology.	CLO 1& CLO 4
Unit IV 15 Hours	**Micro-macro Integration** Anthony Giddens – Structuration theory. Pierre Bourdieu – Forms of capital, Habitus and field **Exercise:** Through analytical and critical reading, writing and discussions, learners will evaluate the contributions made by A. Giddens P. Bourdieu and understand the perspective on micro-macro integration.	CLO 1& CLO 5

Transaction Mode: Lecture, Seminar/Group Discussion, Tutorial/E-learning

Suggested Readings:

1. Adams, Bert N. and R.A. Sydie, 2001, Sociological Theory, Pine Forge Press, California.

2. Adams, Bert N. and R.A.Sydie, 2002, Contemporary Sociological Theory, Pine Forge Press, California.

3. Berger, Peter L. and Thomas Luckmann, 1966/, The Social Construction of Reality: A Treatise in the Sociology of Knowledge,

4. Blumer, H., 1969, Symbolic Interactionism, Prentice Hall, Englewood Cliffs.

5. Collins, Randall, 1997, Theoretical Sociology, Harcourt Brace Jovanovich, USA.

6. Craib, Ian, 1984, Modern Social Theory, Harvestor Press, Brigton.

7. Douglas, J. (ed.), 1971, Understanding Everyday Life, Rutledge & Kegan Paul, London.

8. Elliott, Anthony and Bryan S. Turner (eds.), 2001, Profiles in Contemporary Social Theory, Sage Publications, London.

9. Garfinkel, H., 1984, Studies in Ethnomethodology, Cambridge, Polity Press.

10. Giddens. A., 1987, Social Theory and Modern Sociology, Polity Press, Cambridge.

11. Goffman, Erving, 1959, The Presentation of Self in Everyday Life, Doubleday, New York.

12. Gurwitsch, A., 1962, "The Commonsense World as Social Reality", Social Research, Vol. 28, No. 1, pp. 71-93.

13. Habermas, J., 1984, Theory of Communicative Action, Polity Press, Cambridge.

14. Heritage, John C., 1987, "Ethnomethodology" in A. Giddens and Turner (eds.), Social Theory Today, Polity Press, Cambridge, pp. 347-382.

15. Heritage, J., 1989, Garfinkel and Ethnomethodology, Polity Press, Cambridge.

16. Joas, H., 1987, "Symbolic Interactionism" in A. Giddens and J. H. Turner (eds.) Social Theory Today, Polity Press, Cambridge, pp. 82-115.

17. Natanson, M., 1970, "Phenomenology and Typification: A Study in the Philosophy of A. Schutz", Social Research, Vol. 37 No. 1, pp. 1-22.

18. Turner, J., 1995, The Structure of Sociological Theory, Rawat Publications, Jaipur.

19. Zaner, R. M., 1961, "Theory of Intersubjectivity: Alfred Schutz", Social Research, Vol. 28, No. 1, pp. 1-17.

20. Zeitlin, I.M., 1998, Rethinking Sociology: A Critique of Contemporary Theory, Rawat Publications, Jaipur.

Course Code: SOC. 553

Course Title: Research Methods in Sociology

L	T	P	Credits
4	0	0	4

Total Hours: 60

Course Learning Outcomes:

On completion of the course, the students will be able to

CLO 1: Apply basic concepts of social research, statistical tools, techniques of data collection and its interpretation in social research.

CLO 2: Demonstrate the correlation between the research question, theories and approaches, methodology and techniques used to collect data.

CLO 3: Design social research.

Course Contents

Unit/Hours	Content	Mapping with CLOs
Unit I, 15 hours	**Research Design:** Social Concepts, Hypotheses, Fact, Theory, Induction and Deduction, Review of Literature and defining the problem, Exploratory, Descriptive, Experimental, Comparative, Longitudinal and Panel studies. **Learning activities:** Brain storming and discussion	CLO 1
Unit II, 15 hours	**Introduction to social statistics:** Sampling: Meaning, importance and types of sampling, Types of numbers, scales and variables. Descriptive Statistics: grouping of data, percentiles, measures of central tendency mean, median and mode, graphical representation of data. Measure of dispersion – range and standard deviation.	CLO 2

	Learning activities: Group discussion, brain-storming and students practicing research tools.	
Unit III, 15 hours	**Techniques of Data Collection:** Quantitative methods – Interviews, Questionnaire, Schedules and Survey. Qualitative methods – Observation: Participant and Non-Participant, Ethnography, Narratives, Case Study, Oral histories, Content analysis. Art and literature as a source to understand social reality. **Learning activities:** Group discussion and students practicing on research techniques.	CLO 2 and CLO 3
Unit IV, 15 hours	**Interpretation and Report/Thesis Writing:** Theory governed analysis, Plagiarism and Research Ethics, Thesis writing. **Learning activities:** Brain storming and discussion.	CLO 1 and CLO 3

Transaction Mode: Lecture, Demonstration, Project, Method, Seminar, Group Discussion, Tutorial, E-learning

Suggested Readings:

1. Bernard, H. Russell, 2000, *Social Research Method Qualitative and Quantitative Approaches*, Sage Publications, New Delhi.
2. Blaikie, Norman, 2000/2010, *Designing Social Research: The Logic of Anticipation*, Polity Press, Cambridge.
3. Bose, P. K., 1995, *Research Methodology*, ICSSR, New Delhi.
4. Bryant, G.A., 1985, *Positivism in Social Theory and Research*, Macmillan.
5. Elifson, Kirk, W. 1990, *Fundamentals of Social Statistics*, McGraw-Hill Publishing, Singapore.
6. Marshall, C. & Gretchen Rossman, 1999, *Designing Qualitative Research*, New Delhi, Sage.
7. Bryman, Alan, 2001, *Social Research Methods*, Oxford University Press, New York.
8. OommenT. K., 2007, Knowledge and Society; Situating Sociology and Social Anthropology, New Delhi, Oxford University Press.
9. Cohen, M.R. and E. Nagel, 1976, *An Introduction to Logic and Scientific Methods*. Allied Publishers, New Delhi.
10. Mukherji, P. N. (ed.), 2000, *Methodology in Social Research: Dilemmas and Perspectives*, Sage Publications, New Delhi.
11. Srivastava,V. K. (ed.), 2004, *Methodology and Fieldwork*, Oxford University Press, New Delhi.Uberoi, Patricia, Nandini Sundar and Satish Deshpande (eds.), 2007, Anthropology in the East, Permanent Black, Ranikhet.

	L	T	P	Credits
	4	0	0	4

Course Code: SOC. 555

Course Title: Social Movements: Approaches and Processes

Total Hours: 60

Course Learning Outcomes:

On completion of the course, the students will be able to

CLO 1: Compare and contrast the typologies of social movements and the approaches for understanding them. While locating social movements within the larger political economy.

CLO 2: Analyze social movements through a dialectical method that explains the Interrelatedness of different socio-economic, political and cultural categories that apparently appear disconnected.

CLO 3: Critically examine the vast spectrum of social movements around them.

Course Contents

Unit/Hours	Content	Mapping with CLOs
Unit I, 15 hours	**Introduction:** Social Movements: Dynamics and strategies, Changing understanding of collective behavior and social movements **Learning Activities:** Class discussion and brain storming	CLO 1
Unit II, 15 hours	**Theoretical Approaches to Social Movements:** Relative Deprivation, Structural Strain, Marxist Post Marxist: Resource Mobilization and Contemporary Debates. **Learning Activities:** Group discussion and understanding theory and practice relating with different movements.	CLO 2

Unit III, 15 hours	**Social Movements in a Comparative Light:** Reform Movements, Revolutionary movements, Tribal Movements, Backward Classes Movements. **New Social Movements:** Environmental Movements, Dalit Movements, Anti-corruption Movements, Movements around Gender Issues. **Learning activities:** Brain storming and classroom discussion.	CLO 3

Transaction Mode: Lecture, Demonstration, Project, Method, Seminar, Group Discussion, Tutorial, E-learning.

Suggested Readings:

1. Dela Porta, Donatella and Dani, Mario (2006) Social Movements: An Introduction, Blackwell Publishing: Oxford

2. Frank, Andre Gunder and Fuentes, Marta (Aug. 29, 1987) 'Nine Theses on Social Movements', Economic and Political Weekly, Vol. 22, No. 35, pp. 1503-1507+1509- 1510

3. Miller, Daniel, Rowlands, Michael and Tilley, Christopher, 1995, 'Introduction' in Miller, Daniel, Rowlands, Michael and Tilley, Christopher (eds.) Domination and Resistance, Routledge, London, pp.1-232

4. Olofsson, Gunna, 1988, 'After the Working-class Movement? An Essay on What's 'New' and What's 'Social' in the New Social Movements', Acta Sociologica, (31), 1: 15-34

5. Pichardo, Nelson A., 1997 'New Social Movements: A Critical Review', Annual Review of Sociology, Vol. 23, pp. 411-430

6. Polletta, Francesca and Jasper, James M. 2001) 'Collective Identity and Social Movements', Annual Review of Sociology, Vol. 27, pp. 283-305

7. Rao, M.S.A, 2002) Social Movements in India: Studies in Peasant, Tribal and Women's Movement

8. Rao, M.S.A., 1979, Social Movements in India, New Delhi, Manohar.

9. Research, University of Minnesota Press, Minneapolis and London.

10. Shah, Ghanshyam, 1990, Social Movements in India; a Review of the Literature, Delhi, Sage

11. Smith, Jackie and Fetner, Tina, 2007, 'Structural Approaches in the Sociology of Social Movements' in Klandermans, Bert and Roggeband, Conny (ads) Handbook of Social Movements Across Disciplines, Springer: New York, pp. 13-58

12. Tilly, Charles, 1978, From Mobilisation to Revolution, Random House, New York

13. Touraine, Alain, 2002, 'The Importance of Social Movements', Social Movement Studies, Vol. 1, No. 1, pp. 89-95

14. Ram, N., 2008, Dalits in Contemporary India: Discrimination and Discontent, Siddhant Publications, New Delhi.

15. Sen, Amartya, 2004, Social Exclusion, Concept, Application, Security, Critical Quest, New Delhi.

16. Silver, Hilary, 1995, Social Exclusion and Social Solidarity: Three Paradigms, International Labour Review, Vol.133, 1994/5-6.

17. Levin, Leah, 1998, Human Rights: Questions and Answers, National Book Trust, India.

18. Thorat Sukhadeo and Umakant (eds.) 2004, Caste, Race and Discrimination: Discourses in International Context, Rawat Publications, Jaipur and New Delhi.

19. United Nations Report, 2010, Analysing and Measuring Social Inclusion in a Global Context, Department of Economic and Social Affairs, United Nations, New York.

Course Code: SOC. 556

Course Title: Religion in Public

Life Total Hours: 45

Course Learning Outcomes:

On completion of the course, the students will be able to

CLO 1: Discuss the relation between secularism and major debates surrounding the role of

religion in our public life.

CLO 2: Elaborate on the problem, of politicisation of religion in contemporary times.

Course Contents

Unit/Hours	Content	Mapping with CLOs
Unit I, 10 hours	**Recent Debates in the Study of Religion:** Talal Asad- the emergence of religion as an anthropological category, the shifting relationship between religion and public life. Jurgen Habermas-towards a post-secular society. **Learning activities:** Class discussion and students sharing their ideas through sociological imaginations	CLO 1
Unit II, 10 hours	**Negotiating Secularism in Contemporary World:** Robert Bellah-Civil religion, Jose Cassanova- Public religion, Afred Stepan- twin toleration theory, Charles Taylor, Rajeev Bhargava: state and secularism. **Learning activities:** Class discussion, brain-storming.	CLO 1
Unit III, 10 hours	**Religion in Everyday Life (with reference to India):** Religion and Civil Society, Secularism and Secularity: Religion as embedded category of everyday life. **Learning activities:** Group discussion and brain storming.	CLO 1 and CLO 2

L	T	P	Credits
3	0	0	3

Unit IV, 15 hours	**Religious Movements:** Approaches to understand religious movements. Religion and Politics: case studies with references to South Asia.	CLO 2
	Learning activities: Class discussion.	

Transaction Mode: Lecture, Demonstration, Project, Method, Seminar, Group Discussion, Tutorial, E-learning**,** Flip teaching and Blended Learning.

Suggested Readings:

1. Asad, Talal, 1993, *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*, Baltimore: Johns Hopkins University Press.

2. Habermas, Jurgen, 2006, *'Religion in the Public Sphere'*, European Journal of Philosophy, Volume 14 (1), April 2006: 1–25.

3. Bellah, Robert, 1967, *'Civil Religion in America'*, Journal of the American Academy of Arts and Sciences, Vol. 96 (1), 1967: 1-21.

4. Cassanova, Jose. 2008. *'Public Religions Revisited'* in Hent de Vries (ed.), Religion: Beyond the Concept. Fordham University Press: 101-119.

5. Stepan, Alfred. 2000. *'Religion, Democracy, and the "Twin Tolerations'*. Journal of Democracy, Vol. 11(4), 2000: 37-57.

6. Taylor, Charles, 2009, *A Secular Age*, Harvard University Press.

7. Bhargava, Rajeev (ed.), 1999. *Secularism And Its Critics: Themes In Politics*, New Delhi: OUP.

8. Madan, T.N. 2009, *Modern Myths, Locked Minds: Secularism & Fundamentalism in India*, New Delhi: OUP.

9. Nandy, Ashis, 1995, *'An Anti-Secularist Manifesto'*, India International Centre Quarterly, Vol. 22(1), SECULARISM IN CRISIS (SPRING 1995): 35-64.

10. Lorenzen, David N, *Religious Movements in South Asia 600-1800*, New Delhi: OUP.

11. Eaton, Richard, 2006, *India's Islamic Traditions 711-1750*, New Delhi: OUP.

12. Butler, Judith, et al., 2011, *The Power of Religion in the Public Sphere*, Columbia University Press.

13. Sen, Amiya (ed.), 2005, *Social and Religious Reform: The Hindus of British India*, New Delhi: OUP.

14. Chakraborty, Bidyut (ed.), 2004, *Communal Identity in India: Its Construction and Articulation in the Twentieth Century*, New Delhi: OUP.

15. Sharma, Jyotirmaya, 2011, *Hindutva: Exploring the Idea of Hindu Nationalism*, New Delhi: Penguin.

16. Alam, Muzaffar, 2004, *The Language of Political Islam in India c. 1200-1800*, New Delhi: Permanent Black.

17. Nanda, Meera, 2010, *The God Market*, New Delhi: Random House.

18. Reifeld, Helmut and Imtiaz Ahmad (ed.), 2004, *Lived Islam in South Asia*, New Delhi: Social Science press.

Course Code: SOC.559

Course Title: Social Problems in India

Total Hours: 45

Course Learning Outcomes

L	T	P	Credits
3	--	--	3

On completion of the course, the student would be able to:

CLO 1: Develop understanding and conceptual clarity about the social problems.

CLO 2: Analyze social problems through various sociological perspectives.

CLO3: Understand various socio cultural, Socio-Economic and Structural

Problems in the Indian society.

CLO 4: Develop critical thinking about the solution of social problems

Course Contents

Unit/Hours	Content	Mapping with CLOs
Unit I, 15 hours	**Concept and Sociological Perspectives:** Definition of Social Problem, How and When an Issue becomes A Social Problem, Subjective Definition and Objective Condition. **Perspectives on Social Problems:** Functional Perspective, Conflict Perspective, R.K Merton's theory of Anomie **Learning Activities:** Class discussion and students sharing their ideas through sociological imaginations	CLO 1 & CLO 2
Unit II, 15 hours	**Socio-Cultural Problems:** Corruption, Marital Dispute, Drug Addiction and Alcoholism, Caste Discrimination in India **Learning Activities:** Class Discussion, Brain-storming	CLO 3 CLO 4 '

Unit III, 15 hours	**Socio-Economic and Structural Problems:** Poverty, Unemployment, Cyber Crimes, Farmer Suicide in India, Social Discriminations against Third Genders. **Learning Activities:** Class Discussion, Brain-Storming	CLO 3, CLO 4

Transaction Mode:

Lecture/panel discussion/ Project, Method, Seminar /video based teaching.

Suggested Readings

1. Aziz, Abdul (1994) Poverty, *Alleviation in India: Policies and Programes,* New Delhi: Ashish Publication.
2. Bajpai, P.K. (1992) *Youth, Education and Unemployment*, New Delhi: Ashish Publication House.
3. Ghosh S.K. (1996) *The World of Prostitutes*, New Delhi: A.P.H. Publication Corporation.
4. Julian Joseph (1989) *Social Problems (6th edition)* New Jersey: Prentice Hall.
5. Kapoor.T. (1985) *Drug Epidemic among Indian Youth*, New Delhi: Mittal Pub.
6. Mani, D. Ram, (1988) *The Physically-Handicapped in India,* New Delhi: Shilpa Publications.
7. Merton K Robert (1949) *Social Theory and Social Structure.* Jaipur: Rawat Publication.
8. Modi, Ishwar and Modi, Shalini (1997) *Drugs: Addiction and Prevention*, Jaipur: Rawat Publication.
9. Murickan J. (ed.) (1989) *Poverty in India: Challenges & Responses*, Bangalore: Xavier Board Publication.
10. Sharma, Vijay (*1994) Protection* to Women in Matrimonial Home, New Delhi: Deep and Deep Publication.
11. Singh, Amarnath (1990) *Child Labour in India*, New Delhi: Shipra Publication.
12. Singhvi L.M (1977) *Unemployment Problems in India*, New Delhi: National Publishing House.
13. Srivastava C.P. (2001) *Corruption: India's Enemy within*, Delhi: MacMillan.
14. Teja M. K. (1993) Dowry: *A Study in Attitudes and Practices,* New Delhi: Inter India Publication.

Additional Readings

15. Sharma, R.K. (1998), *Social Problems and Welfare*, Atlantic Publishers: New Delhi.
16. Ahuja, Ram (2003), *Social Problems in India,* Rawat Publications: Jaipur.
17. Wilson, Gial (2000), Understanding Old Age: Critical and Global Perspective: New Delhi: Sage

	L	T	P	Credits
Course Code: SOC. XXXX				
	3	-	-	3

Course Code: SOC. XXXX

Course   Title: Sociology of Health and Illness

Total Hours: 45

Objective of the course: This course explores the understanding of health and illness, examining health disparities and its relation with social processes. This course will look at the conceptual and theoretical approaches of health and illness from a sociological perspective. It aims to provide a critical examination of social, economic, political, state and cultural factors that contribute in health and illness consequences.

Course Learning Outcomes:

On completion of the course, the students will be able to

- CLO 1: Examine and illustrate the sociological meanings, concepts and theoretical perspectives of health and illness.

- CLO 2:Demonstrate a critical thinking, and understand the relationship between socio-economic, political and culture, and the experience of health and illness.

- CLO 3: Develop an understanding of health inequalities, accessibility and affordability that pertains in the society.

- CLO 4: Debate and relate social processes to health and illness.

Unit/Hours	Content	Mapping with CLOs
Unit I, 15 hours	**Introduction:** Basic concepts and approaches in sociology and illness: Health, Illness, Disease, Sickness, Bio-medical explanation of health. Sociological perspective of medicine, social body and body politics. Gendered body. **Learning activities:** Class discussion, brain storming	CLO 1
Unit II, 15 hours	**Social determinants and Health and Illness:** Socio-economic, political and culture dimensions. Health inequality, accessibility and affordability to medicines. Global Health Governance	CLO 2 and CLO 3

	Learning activities: Class discussion and presentation	
Unit III, 15 hours	**Emergent issues and systems of alternative medical practices:** Disability, Aging and Dying. Health care systems in developing countries. Alternative medicines and healing practices. Indigenous medical knowledge. Tribal knowledge system. **Learning activities:** Class discussion and brain storming sessions. Visuals will be used for some lectures.	CLO 2 and CLO 4

Readings:

1) Allen, Annandale, 2001, *The Sociology of Health and Medicine: A Critical Introduction*. Polity Press, London.

2) Cregen, Kate, 2006, *The Sociology of the Body: Mapping the Abstraction of Embodiment*, Sage Publications, London.

3) David. Arnold, 1994. *Colonising the Body: State, Medicine and the Epidemic Disease in Nineteenth Century India*, Oxford University Press, Delhi.

4) Fox, Nick, 2012, *The Body*, Polity Press, Cambridge.

5) Gupta, Monica Das; Chen, C Lincoln and Krishnan, T.N.(eds), 1996. *Women's Health in India: Risk and Vulnerability*, Oxford University Press, Delhi.

6) Freund, Peter; McGuire Meredith B and Podhurst, Linda, 2003, *Health, Illness and the Social Body: A Critical Sociology (Fourth Edition)*, Prentice Hall, New Jersey.

7) Howson, Alexandra, 2005, *Embodying Gender*, Sage Publications, London.

8) Hughes, Nancy Scheper and Lock, Margaret, 1987, The Mindful Body. *Medical Anthropology Quarterly* (N.S) Vol. 1, March

9) Klienman, Arthur, 1988, *The Illness Narratives: Suffering, Healing and the Human Condition*, Basic Books, New York.

10) Kleinman, Arthur; Das, Veena and Lock, Margaret, *Social Suffering*, Oxford University Press, Delhi.

11) Mellor, Philip and Chris Shilling, 1997, *Re-Forming the Body: Religion, Community and Modernity*. Chapter 1&2, Sage Publications, London.

12) Prasad, Purendra and Jesani, Amar (eds), 2018, *Equity and Access: Health care Studies in India*. Oxford University Press, Delhi.

13) Rao, Sujatha K, 2017, *Do We Care?* Oxford University Press, Delhi

14) Rhode and Viswanathan, 1994, *The Rural Private Practitioners*, Oxford University Press, Delhi.

15) Quadeer Imrana, 1985, Health Service Systems in India: An Expression of Socio- Economic Inequalities, *Social Action*, July.

16) Scambler, Graham (ed), 1987, *Sociological Theory and Medical Sociology*, Tavistock Publications, London.

17) Sen, Gita, 2012, Universal Health Coverage in India: A Long and Winding Road, Economic & Political Weekly, Vol. 47 (8)

18) Sontag Susan, 1990. *Illness and its Metaphors*, Penguine, London.

19) Simon J Williams, 2003, *Medicine and the Body*, Sage Publications, London.

20) Srinivatsan, R and Shatruguna Veena, 2012, Political Challenges to Universal Access to Health Care, *Economic & Political Weekly*, Vol. 47 (8)

21) Sujatha, V. *Sociology of Health and Medicine: New Perspective*. 2014. Oxford University Press. Delhi.

22) Thapan, Meenakshi (ed), 1997, *Embodiment – Essays on Gender and Identity*, Oxford University Press, Delhi.

23) Turner Bryan, 1987. *Medical Power and Social Knowledge*, Sage Publications, London.

24) Turner Bryan, 2008, *Body and Society (Third Edition)* Sage Publications, London

25) White Kevin, 2002, *An Introduction to the Sociology of Health and Illness*, Sage Publications, London.

26) Zubrigg Sheila, 1984, *Rakku"s Story – Structures of Ill-health and the Source of Change*, Centre for Social Action, Bangalore.

27) Zysk Kenneth, 1998, *Asceticism and Healing in Ancient India -- Medicine in the Buddhist Monastery*, Motilal Banarsidas Publishers, Delhi.

Course Code: SOC. 554

Course Title: Developing Research Proposal

L	T	P	Credits
0	0	8	4

Total Hours: 120 Hours

Course Learning Outcomes:

After completing this course the students will be able to

- Formulate research proposals including the identification of the research problem, construction of research questions, analysis of literature, and schematization of the research work.

- Identify the relevant methodological tools for collection and analysis of research relevant facts.

- Analyze the facts and learn to make abstractions.

- Justify the design, methodology and relevance of the opted research activity.

The student is supposed to do extensive review of literature and find the gap to formulate specific research questions and develop research design to pursue the research questions.

Transaction Mode:

This course will be completed based on secondary data collection. The evaluation of this course will include synopsis preparation on the basis of literature review and data collection and minimum two presentations. The synopsis shall range between maximum 8 to 10 pages with Times New Roman font, 12 Font Size and 2.0 spacing. The synopsis submission deadline in 3rd semester tentatively shall be 10 days before the End Semester examination of 3rd semester. As a learning outcome the students will learn how to review literature, design research and develop research tools.

Suggested Reading:

As per the topic chosen by the student.

Course Code: XX###

Course Title: Social Ethics and Solidarity

Total Hours: 30

L	T	P	Credits
2	-	-	2

Course Learning Outcomes

- CLO 1: Arrange the meaning, aesthetics and social value associated with Ethics and Morality.

- CLO 2: Establish the relationship between collectiveness and Social Solidarity

- CLO 3: Understand, evaluate and critically engage with various aspects of Social Structure and Social Solidarity. And make it as a practical solution to the contemporary individual and social crises.

Course Contents

Unit/ hours	Content	Mapping with CLOs
Unit1, 6 Hours	**Ethics and morality** Socio-philosophical concept of ethics and morality and practices Implementation of ethics principles in life **Learning activities**: Class Discussion and Brain Storming	CLO 1
Unit 2, 8 Hours	**Cultural and Institutional Perspective** The Advaita Vedanta: cultural and philosophical perspective of value-consciousness Hind Swaraj: Institutional ethics and collective morality **Learning activities** : Group Discussion	CLO 1 AND CLO 2
Unit 3, 8 Hours	**The collective life** Peter Berger: Sociology as Humanistic science Emile Durkheim: Social solidarity. **Learning activities** : Group Discussion	CLO 1 AND CLO 3
Unit 4 8 Hours	**Social Structure and Social Solidarity** M.N. Srinivas: Vertical and horizontal solidarity Herbert Spencer: Social Organism **Learning Activities** : Class Discussion and Presentation	CLO 3

Essential Readings:

1. Berger, Peter. 1963. Invitation to Sociology: A Humanistic Perspective ,New York : Anchor
2. Cahn, Steven, 2011, Ethics History , theory and contemporary issues, oxford university press
3. Durkheim, Emile, 2010 (reprint), The Elementary forms of religious life, Oxford world classics.
4. Durkheim, Emile, 2015 (reprint), The rules of Sociological methods, nine Books.
5. Epathshala. Vertical and Horizontal Caste Solidarity
6. Gandhi, M.K, 1909, Hind Swaraj. New Delhi: Rajpal and sons
7. IGNOU, Forms of Social Solidarity
8. Srinivas, M.N. 2012 (reprint second edition), The Remembered Village, oxford university press.
9. Swami , Vivekananda, 2010 (reprint) , Advaita vedanta the scientific religion,Advaita Ashram Publisher
10. Swami, Vivekanand, 2010 (reprint), Practical Vedanta,Advaita Ashram Publisher
11. Zananiecki, Florian, 1969,Humanistic Sociology, university of Chicago Press

SEMESTER – IV

Course Code: SOC. 600

Course Title:

Dissertation Total

Hours: 600

L	T	P	Credits
--	--	40	80

Course Learning Outcomes

After completing this course the students will be able to

- Analyse the facts using theoretical frameworks.
  - Justify the findings of the study in line of the research aim and objectives.
  - Compose the writing of project work.
  - Defend the originality of the ideas and conclusions.

Transaction Mode:

Lecture/Demonstration/Project Method/Seminar/Group Discussion/Tutorial/E-learning.

Evaluation Criteria:

Dissertation (Fourth Semester) 100 Marks		
	Marks	Evaluation
Supervisor	50	Continuous assessment (regularity in work, mid-term evaluation) dissertation report, presentation, final viva-voce
External Expert	50	Dissertation report (30), presentation (10), Final viva-voce (10)

Course Code: SOC. 600

Course Title: Internship

Total Hours: 600

Course Learning Outcomes

L	T	P	Credits
--	--	40	80

- Apply academic knowledge in real-world settings.

- Develop professional and interpersonal skills.

- Critically reflect on internship experiences.

- Enhance readiness for employment or further study.

Transaction Mode:

- Field placement in relevant organizations

- Supervision by faculty and industry mentor

- Execution of project work or assigned tasks

- Periodic progress reviews

- Submission of Report and final presentation

Evaluation Criteria:

Internship (Fourth Semester) 100 Marks		
	Marks	**Evaluation**
Supervisor	50	Continuous assessment (regularity in work, mid-term evaluation) internship report, presentation, final viva-voce
International/ National/ State/ Regional Level Organization/ NGOs / Industry.	50	Internship Report (20), Presentation (10), Final Viva-voce (20)