

**STRUCTURE OF THE SYLLABUS FOR 4 YEAR UG PROGRAMME**

**SCHOOL NAME** - RSHSS  
**DEPARTMENT NAME** - SOCIOLOGY  
**PROGRAMME NAME** - B.A.

<b>1<sup>st</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	SOC182M101	Introduction to Sociology	100	3	2-1-0
Major (Core)	SOC182M102	Sociology of India-I	100	3	2-1-0
Minor	SOC182N101	Introduction to Sociology and Basic Concepts	100	3	2-1-0
IKS		Introduction to Indian Knowledge System	100	3	2-1-0
Ability Enhancement course (AEC)	AEC982A101	Communicative	100	2	
Skill Enhancement Course (SEC)	SOC182S121	Data Collection and Analysis	100	3	2-1-0
Value Added Course (VAC)		Will select one course from a basket of courses	100	3	
Swayam		Swayam/MOOCs	100	3/4/5	
<b>TOTAL CREDIT FOR 1<sup>st</sup> SEMESTER-20+3/4/5</b>					
<b>2<sup>nd</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	SOC182M201	Sociological Thinkers-I	100	3	2-1-0
Major (Core)	SOC182M202	Sociology of India-II	100	3	2-1-0
Minor	SOC182N201	Introduction to Environmental Sociology	100	3	2-1-0
IDC		Introduction to Indian Knowledge System	100	3	2-1-0
AEC	AEC982A201	Communicative English and Behavioral Science	100	2	2-1-0
SEC	SOC182S221	Data Collection & Analysis-II	100	3	2-1-0
VAC		Will Select one course from a basket of Courses.	100	3	2-1-0

Swayam		Swayam/MOOCs	100	3/4/5	
<b>TOTAL CREDIT FOR 2<sup>nd</sup> SEMESTER-20+3/4/5</b>					
<b>3<sup>rd</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	SOC182M301	Sociological Thinkers-II	200	4	2-1-0
Major (Core)	SOC182M302	Sociology of Kinship	200	4	2-1-0
Minor	SOC182N301	Gender Studies	200	4	2-1-0
IDC	SOC182I301	Criminology	200	3	2-1-0
AEC	AEC982A301	Communicative English and Behavioural Science-III	200	2	2-1-0
SEC	SOC182S311	Techniques of Ethnographic Film Making	200	3	2-1-0
Swayam		Swayam/MOOCs	100	3/4/5	
<b>TOTAL CREDIT FOR 3<sup>rd</sup> SEMESTER- 20 +3/4/5</b>					
<b>4<sup>th</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	SOC182M401	Indian Sociological Thinkers (IKS)	200	4	2-1-0
Major (Core)	SOC182M402	Social Stratification	200	4	2-1-0
Major (Core)	SOC182M403	Environmental Sociology	200	4	2-1-0
Minor	SOC182N401	Population Studies	200	3	2-1-0
Minor	SOC182N402	Introduction to Sociology of health and Medicine	200	3	2-1-0
AEC	AEC982A401	Communicative English and Behavioural Science	200	2	2-0-0
Swayam		Swayam/MOOCs	100	3/4/5	
<b>TOTAL CREDIT FOR 4<sup>th</sup> SEMESTER- 20+3/4/5</b>					
<b>5<sup>th</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	SOC182M501	Philosophical Foundations of Social Research	300	4	3-1-0
Major (Core)	SOC182M502	Criminology	300	4	3-1-0

Major (Core)	SOC182M503	Sociology of Gender	300	4	3-1-0
Minor	SOC182N501	Sociology of Science	300	4	3-1-0
		Internship	300	4	
<b>TOTAL CREDIT FOR 5<sup>th</sup> SEMESTER- 20</b>					
<b>6<sup>th</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	SOC182M601	Political Sociology	300	4	32-1-0
Major (Core)	SOC182M602	Sociology of Religion	300	4	3-1-0
Major (Core)	SOC182M603	Sociology of Media	300	4	3-1-0
Major (Core)	SOC182M604	Urban Sociology	300	4	3-1-0
Minor	SOC182N601	Sociology of Education	300	4	3-1-0
<b>TOTAL CREDIT FOR 6<sup>th</sup> SEMESTER- 20</b>					
<b>7<sup>th</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	SOC182M701	Research Methodology- II	400	4	3-1-0
Major (Core)	SOC182M702	Economic Sociology	400	4	3-1-0
Major (Core)	SOC182M703	Sociology of Law	400	4	3-1-0
Major (Core)	SOC182M704	Sociology of Northeast	400	4	3-1-0
Minor	SOC182N701	Introduction to Sociology of Media	400	4	3-1-0
<b>TOTAL CREDIT FOR 7<sup>th</sup> SEMESTER- 20</b>					
<b>8<sup>th</sup> SEMESTER</b>					
<b>COMPONENT</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>LEVEL</b>	<b>CREDIT</b>	<b>L-T-P</b>
Major (Core)	SOC182M801	Sociology of Digital Society	400	4	3-1-0
Major (Core)	SOC182M802	Reading Ethnography	400	4	3-1-0
		Dissertation	400	12	
<b>TOTAL CREDIT FOR 8<sup>th</sup> SEMESTER- 20</b>					
<b>In lieu of Dissertation/Research Project</b>					
	SOC182N801	Democracy, Equality and Social Justice	400	4	3-1-0

**1<sup>st</sup> Semester**  
**Detailed Syllabus**

**Subject Name: Introduction to Sociology**

**Subject Code: SOC182M101**

**L-T-P-C: 2-1-0-3**

**Credit Units: 3**

**Level of Course: 100**

**Course Objective:** *To introduce the discipline of sociology to students of diverse trainings and backgrounds and instill a sociological way of thinking among the students.*

**Course Outcomes:** After successful completion of the course, the student will be able to:

<b>CO1</b>	<b><i>Define</i></b> necessary and basic understanding of sociology as a subject	<b>BT-1</b>
<b>CO2</b>	<b><i>Illustrate</i></b> their ability to think sociologically and exemplify their expertise in identifying social issues and problems	<b>BT-2</b>
<b>CO3</b>	<b><i>Apply</i></b> sociological imagination to everyday life and they will also garner a fair idea of the implication on what to expect from future courses	<b>BT-3</b>
<b>CO4</b>	<b><i>Analyze</i></b> and take part in conceptual understanding of the mechanisms of society and will be able to deconstruct society in its many parts	<b>BT-4</b>

**Detailed Syllabus**

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	Discipline & Perspective – Why study sociology? Introducing classical and modern theories & perspectives, founders of sociology. Micro and macro sociology.	<b>15</b>
<b>II</b>	Sociology and other Social Sciences (relationship, similarities and differences) – Philosophy, Anthropology, History, Political Science, Economics, Psychology, Ecology, Criminology.	<b>15</b>
<b>III</b>	Thinking Sociologically – Sociological imagination. Sociology and common sense. Science and Commonsense, The sociological context of India, book view and field view. Comparative sociology.	<b>15</b>



<b>IV</b>	Industrial Revolution, French Revolution, Enlightenment. Natural sciences and social sciences.	<b>15</b>
	Emergence of Sociology –Introduction to French, British, German & American Sociology.	
<b>TOTAL</b>		<b>60</b>

#### **Text Books:**

1. Giddens, A. (2009). *Sociology*. 6th edition (pp. 1-31); Cambridge: Polity Press.
2. Ritzer, George. (1996). *Classical Sociological Theory*. New York: McGraw Hill.

#### **References:**

1. Beteille, André. (2002). *Sociology: Essays in Approach & Method*; Oxford University Press.
2. Giddens, Anthony et al. (2016). *Introduction to Sociology* 10<sup>th</sup> edition. New York: W.W Norton & Company.
3. Malinowski, B. (1922). *Argonauts of the Western Pacific: An Account of Native Enterprise and Adventure in the Archipelagoes of Melanesian New Guinea*. Studies in Economics and Political Science, no. 65. London: Routledge and Kegan Paul.
4. Berger, L. Peter. (1963). *Invitation to Sociology: A Humanistic Perspective*. Anchor Books.
5. Inkeles, Alex. (1964). *What is Sociology: Introduction to the Discipline and Profession?* Prentice Hall India Learning Private Limited (1 January 1979).

#### **Additional Readings:**

1. Agger, Ben. (1991). 'Critical Theory, Post- Structuralism, Post- modernism: Their Sociological Relevance 'Annual Review of Sociology 17: 105-131.
2. Connell, R.W. (1997). "Why is Classical Theory Classical?" American Journal of Sociology. 102 (6): 1511-57.
3. Garner, James F. (1994). *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*; Garner. New Jersey: John Wiley & Sons Inc. Chapters, 'Little Red Riding Hood ' & 'Rumpelstiltskin'.
4. Johnson, Allan G. (2008). *The Forest and the Trees: Sociology as Life Practice and Promise*. Philadelphia: Temple University Press.

<b>Credit Distribution for Notional Hours</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>

60 Hours	-	<b>30 Hours</b> <ul style="list-style-type: none"> <li>• Group Discussions- 10 Hours</li> <li>• Peer Teaching &amp; Learning- 10 Hours</li> <li>• Guest Lectures– 5 Hours</li> <li>• Field Visits- 5 Hours</li> </ul>
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**Subject Name: Sociology of India I**

**Subject Code: SOC182M102**

**L-T-P-C: 2-1-0-3**

**Credit Units: 3 Level of Course: 100**

**Course Objective:** *This paper introduces the processes and modes of construction of knowledge of India. It does so by drawing attention to key concepts and institutions along with the changes undergone.*

**Course Outcomes:** After successful completion of the course, the student will be able to:

<b>CO1</b>	<b><i>Relate</i></b> the intensity of doing field work along with the textual understanding	<b>BT-1</b>
<b>CO2</b>	<b><i>Compare</i></b> Indian society to other South Asian societies	<b>BT-2</b>
<b>CO3</b>	<b><i>Develop</i></b> a clearer view of their own societies with a better understanding and critical thinking	<b>BT-3</b>
<b>CO4</b>	<b><i>Examine</i></b> the multiple social groups and their interaction in Indian society	<b>BT-4</b>

### Detailed Syllabus

Modules	Course Contents	Periods
<b>I</b>	Religion in India – Hinduism, Islam, Sikhism. Issues in understanding religion in an academic manner. Sects. Asceticism. Syncretism.	<b>15</b>

<b>II</b>	Caste System –Basis of the caste system; Caste system as social fact. Varna & Jati. Dynamics of dominant castes, left hand and right-hand castes, sanskritisation, westernisation, modernisation. Critical views of caste system, impact of the census system. Lingayat Movement, Brahmo Samaj. Women in Brahmanical values.	<b>15</b>
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<b>III</b>	Indian Village – Myth & Reality. Is village a social fact? Munro, Metcalfe, Marx, Maine on Indian village and its criticism. Kings and the Indian village. Village solidarity. Agrarian classes. McKim Marriott: Parochialisation and Universalisation.	<b>15</b>
<b>IV</b>	Tribal Situation in India – Historical and contemporary problems. India's diversity. Christianity and Hinduism in tribal life. Administration and alienation. Race, language and land. Failure of governmental aids. Nehru's liberalism.	<b>15</b>
<b>TOTAL</b>		<b>60</b>

### **Text Books:**

1. Madan, T.N. (1997). Religion in India. OUP Reader.
2. Mencher, J. (1991). *The Caste System Upside Down* (pp.93-109); in D. Gupta (ed.), Social Stratification, Delhi: Oxford University Press.

### **References:**

1. Ambedkar, B.R., Roy, A., & Anand, S. (2014). *Annihilation of Caste: The Annotated Critical Edition*. Adfo Books.
2. Srinivas, M.N. (1969). *The Caste System in India* (pp. 265-272); in A. Béteille (ed.) Social Inequality: Selected Readings, Harmondsworth: Penguin Books.
3. Haimendorf, C. V. F. (1967). *The Position of Tribal Population in India* Chapter 9; in P. Mason, India and Ceylon: Unity and Diversity, New York: Oxford University Press.
4. Jodhka, S. S. (2015). *Caste in Contemporary India*. New Delhi: Routledge.
5. Srinivas, M. N. (1987). *The Dominant Caste and Other Essays* (pp.20-59); Delhi: Oxford University Press.

### **Additional Readings:**

1. Beteille, A. (1986). The concept of tribe with special reference to India. *European Journal of Sociology*.
2. Jodhka, S.S. (1998). From “Book-view” to “Field-view”: Social Anthropological Constructions of the Indian Village. *Oxford Developmental Studies*.
3. Jodhka, S. S. (2002). Nation and Village: Images of Rural India in Gandhi, Nehru and Ambedkar. *Economic and Political Weekly*.
4. Srinivas, M.N. (1956). ‘A Note on Sanskritization and Westernization’ (pp. 481-496); *The Far Eastern Quarterly*, 15(4).

5. Xaxa, V. (2005). Politics of Language, Religion and Identity: Tribes in India.  
*Economic and Political Weekly.*

Credit Distribution for Notional Hours		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	<b>30 Hours</b> <ul style="list-style-type: none"> <li>• Group Discussions- 10 Hours</li> <li>• Seminar Presentations- 10 Hours</li> <li>• Guest Lectures– 5 Hours</li> <li>• Peer Teaching-Learning- 5 Hours</li> </ul>

#### MINOR COURSE

<b>Subject Name: Introduction to Sociology &amp; Basics Concepts</b>  <b>Subject Code: SOC182N101</b>  <b>L-T-P-C: 2-1-0-3</b>  <b>Credit Units: 3</b>  <b>Level of Course: 100</b>
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**Course Objective:** *To introduce the discipline of Sociology to students of diverse backgrounds and to infuse a sociological way of thinking among the students*

**Course Outcomes:** After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Define</b> the basic understanding of society using various concepts	<b>BT-1</b>
<b>CO2</b>	<b>Illustrate</b> the ways of understanding the social reality in a more scientific Manner	<b>BT-2</b>
<b>CO3</b>	<b>Apply</b> sociological imagination to understand real life social situations	<b>BT-3</b>
<b>CO4</b>	<b>Analyze</b> the various social phenomenons and deconstruct the commonsensical understanding and encourage them to think critically	<b>BT-4</b>

#### Detailed Syllabus

Modules	Course Contents	Periods
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<b>I</b>	Emergence of Sociology – Natural sciences and social sciences. Emergence of Sociology. Sociological Imagination and Sociology and Common Sense. Classical perspectives	<b>15</b>
<b>II</b>	Individual and Group – Definition and classifications. Primary & secondary socialisation. Social distance. Primary & secondary groups. In-group & Out-group. Reference groups. Looking glass self. Gemeinschaft and Gessellschaft. Stereotypes.  Community, Association, and Institution – Birth of community. Institutions and their development. Institutionalisation. Formal associations and large-scale organisations.	<b>15</b>
<b>III</b>	Culture, and Society – Definition. Values, ideas, norms, mores, customs, law, tradition. Acculturation, diffusion, cultural lag, ideal & real culture, cultural relativity, Ethnicity & ethnocentrism. Role, status, prestige, Tribe (India).	<b>15</b>
<b>IV</b>	Social Change – Factors of change. Evolution, social evolution, progress. Evolutionary (Comte, Morgan), cyclical (Spengler, Toynbee, Sorokin) functional (Parsons), and conflict (Simmel, Marx) theories of change.	<b>15</b>
<b>TOTAL</b>		<b>60</b>

#### **Text Books:**

1. Ritzer, George. (1996). *Classical Sociological Theory*. New York: McGraw Hill.
2. Bhushan, Vidhya, et al. (2012). *Fundamentals of Sociology*. Pp. 108-110.

#### **Reference:**

1. Redfield, Robert. (1956). In Harry L Shapiro (ed.), *Man, Culture and Society*. New York: Oxford University Press.
2. Bierstedt, Robert. (1974). *The Social Order*. McGraw Hill.
3. MacIver, Robert M, & Charles Hunt Page. (1949). *Society*. New York: Rinehart.
4. Horton, Paul B., Chester L. Hunt. (2004). *Sociology*. New Delhi: Tata McGraw Hill.

#### **Additional Readings:**

1. Myneni, SR. (2016) (2<sup>nd</sup> ed.). *Sociology*. Allahabad Law Agency: Allahabad.

<b>Credit Distribution for Notional Hours</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>

60 Hours	-	<b>30 Hours</b> <ul style="list-style-type: none"> <li>• Group Discussions- 10 Hours</li> <li>• Presentations- 10 Hours</li> <li>• Guest Lectures– 5 Hours</li> <li>• Peer Teaching &amp; Learning- 5 Hours</li> </ul>
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## SEC

**Subject Name: Data Collection & Analysis- I**

**Subject Code: SOC182S121**

**L-T-P-C: 0-0-3-3**

**Credit Units: 3**

**Level of Course: 100**

**Course Objective:** *To introduce the students with the basic skills of research and its application in the real world.*

**Course Outcomes:** After successful completion of the course, the student will be able to:

<b>CO1</b>	<b><i>Relate</i></b> with the process of identifying social problems	<b>BT-1</b>
<b>CO2</b>	<b><i>Interpret</i></b> the data from the field through sociological imagination	<b>BT-2</b>
<b>CO3</b>	<b><i>Experiment</i></b> with the ideas to reconstruct perspectives for providing a sociological explanation for social issues	<b>BT-3</b>
<b>CO4</b>	<b><i>Analyze</i></b> the data in the form of conclusive arguments	<b>BT-4</b>

### Detailed Syllabus

Modules	Course Contents	Periods
<b>I</b>	Introduction to the course: Meaning and importance of research	<b>15</b>
<b>II</b>	Data Types and Sources: Primary data and secondary data	<b>15</b>
<b>III</b>	Methods and Methodologies: Qualitative and Quantitative	<b>15</b>

<b>IV</b>	Use of MS Excel- Tables, Diagrams, Graphs	<b>15</b>
<b>TOTAL</b>		<b>60</b>

**Text Books:**

1. Bailey, K. (1994). *Methods of Social Research* (pp.3-19); Simon and Schuster, 4th ed. The Free Press, New York.
2. Gupta, S. P. (2007). *Elementary Statistical Methods*. Sultan Chand & Sons.

**References:**

1. Bryman, A. (2008). *Social Research Methods* (pp. 3-12, 58-62); Oxford University Press: New York. Chapter 1, 'Social Research Strategies'.
2. Kothari, C.R. (2004). *Research Methodology: Methods and Techniques* (2<sup>nd</sup> revised edition). New Delhi: New Age International (P) Limited Publishers.
3. Goode, W. E. & P. K. Hatt. (1952). *Methods in Social Research*; New York: McGraw Hill. Chapters 5 & 6.

**Additional Readings:**

1. Srinivas, M.N. et al. (2002). (reprint). *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation* (pp. 1- 14); New Delhi: OUP, Introduction.

<b>Credit Distribution for Notional Hours</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
-	90 hours	

**2<sup>nd</sup> Semester**

**Subject Name: Sociological Thinkers-I**

**Subject Code: SOC182M201**

**L-T-P-C: 2-1-0-3**

**Credit Units: 3 Level of Course: 200**

**Course Objective:** *To introduce the students to classical social sociologists whose works have shaped the discipline of sociology as we know it today.*

**Course Outcomes:** After successful completion of the course, the student will be able to:

<b>CO1</b>	<i>Define</i> the main concepts introduced by the classical thinkers in the field of Sociology	<b>BT-1</b>
<b>CO2</b>	<i>Illustrate</i> the theoretical foundations of Sociology	<b>BT-2</b>
<b>CO3</b>	<i>Apply</i> the theoretical foundations in understanding social phenomenon	<b>BT-3</b>
<b>CO4</b>	<i>Analyse</i> the conceptual parameters in the academic platforms	<b>BT-4</b>

### Detailed Syllabus

Modules	Course Contents	Periods
<b>I</b>	Auguste Comte, Saint Simon, Herbert Spencer– Theory of social evolution (Comte, Spencer), progress- Social static and dynamic, Positivism.	<b>15</b>
<b>II</b>	Emile Durkheim – Social Facts: material & non-material. Division of Labour: Organic solidarity & mechanical solidarity. Social Currents. Anomie: crime, suicide. Types of suicide.	<b>15</b>
<b>III</b>	Max Weber – Causality. Values. Subjectivity and objectivity. Interpretive Sociology. Verstehen, value neutrality, self-reflexivity. Ideal Types. Social Action: types (means-end rationality, value, affectual, traditional). Bureaucracy, power and authority.	<b>15</b>
<b>IV</b>	Karl Marx – Labour. Historical Materialism: Bourgeoisie & proletariat. Base & superstructure. Surplus. Modes of Production-Means of production & Relations of production, Alienation.	<b>15</b>
<b>TOTAL</b>		<b>60</b>

### Text Books:

1. Bottomore, T.B. (2014). *Sociology: A Guide to Problems and Literature*. G B Books.
2. Giddens, A. (2009) *Sociology (67<sup>th</sup> edition)* (pp. 13-20, 69-85); Polity Press Cambridge.

### References:

1. Marks, Karl. & Engels, F. (1848). *Communist Manifesto* (1<sup>st</sup> & 2<sup>nd</sup> part). International Publishers.
2. Nisbet, A. Robert. (2004). *The Sociological Tradition*. Rawat Publications.
3. Ritzer, G. (2017). *Sociological Theory* (pp. 39-149, 233-244); New Delhi: McGraw Hill Education Pvt. Ltd.
4. Durkheim, E. (1984). *The Division of Labour in Society* (pp. 149-174); Basingstoke: Macmillan.
5. Durkheim, E. (1951). *Suicide: A Study in Sociology* (pp. 41-56, 145-276); New York:

The Free Press.

6. Stalin, Joseph, (1940) "Dialectical and historical materialism" PRISM: Political & Rights Issues & Social Movements.
7. Weber, Max, (1978). *Economy & Society: An Outline of Interpretive Sociology*, Vol. 1; University of California Press, Basic Concepts, Pages 4-26.

**Additional Readings:**

1. Adams, B.N. and Sydie R.A. (2002). *Classical Sociological Theory*. Pine Forge Press, An imprint of Sage Publications, Inc., California.
2. Nisbet, R.A. (2009). *The Sociological Tradition*. Transaction Publishers, New Brunswick, USA.
3. Marx, K. (1990). *Selected writings in Sociology and Social Philosophy* (pp. 88-101); Penguin Books Limited.
4. Parsons, T. & Shils E. (Eds.) (1951). *Towards a General Theory of Action* (pp. 3-29); New York: Harper and Row Publishers.
5. Marx, K. and F. Engels. (1969). *Selected Works Vol. 1* (pp. 13-15, 6-80, 98-106, 142-174, 502-506); Moscow: Progress Publishers.
6. Weber, Max. (1947). *The Theory of Social and Economic Organization* (pp. 87-123); New York: The Free Press.

Credit Distribution for Notional Hours		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	<b>30 Hours</b> <ul style="list-style-type: none"><li>• Group Discussions- 10 Hours</li><li>• Presentations- 10 Hours</li><li>• Guest Lectures– 5 Hours</li><li>• Quiz- 5 Hours</li></ul>

**Subject Name: Sociology of India-II**

**Subject Code: SOC182M202**

**L-T-P-C: 2-1-0-3**

**Credit Units: 3**

**Level of Course: 200**

**Course Objective:** *This paper will help the students enhance their idea about the Indian society, learning debates, and challenges faced while critically engaging with the multiple socio-political forces and ideologies which shape the nation*

**Course Outcomes:** After successful completion of the course, the student will be able

<b>CO1</b>	<i>Define</i> a refined theoretical and ethnographical hold of certain sensitive issues those are relevant to India	<b>BT-1</b>
<b>CO2</b>	<i>Demonstrate</i> , interpret and compare the point-of-view of marginal social categories such as dalits, peasants, and women, among others	<b>BT-2</b>
<b>CO3</b>	<i>Apply</i> the methodological orientation to know the Indian society in a more engaged fashion with relevant methodology	<b>BT-3</b>
<b>CO4</b>	<i>Analyze</i> and deconstruct the generally accepted views on Indian society	<b>BT-4</b>

### Detailed Syllabus

Modules	Course Contents	Periods
<b>I</b>	Communalism, Secularism, Nationalism. Communalism: Meaning & dimensions. Communalism in India. Communalism and violence. Preventive measures. Secularism: Meaning & Definition. Theories of secularism (liberal plural, orthodox plural, radical socialist). Secularism in India. Nationalism: Meaning & definition. Concept of nation-state. National identity in India. Citizenship & national identity. The relation between secularism, communalism & nationalism in India.	<b>15</b>
<b>II</b>	Gandhi & Ambedkar: Dalit Politics – Caste system & social reform. Dalit identity (Who are the Dalits?). Dalit movement. Politics & social transformation in independent India.	<b>15</b>
<b>III</b>	Peasant & Ethnic Movements – Agrarian societies. Marxist analysis of the peasantry. Peasant classes in the 20 <sup>th</sup> century India. Satyagraha, Kisan Sabha. Tebhaga Movement. Telangana uprising. Meaning, characteristics, factors of ethnic movements. Assam movement (All Assam Students Union, contest between the state & the movement).	<b>15</b>
<b>IV</b>	Women's Movement: Early feminist campaigns. The movement against dowry. Agitation against rape. Growth and maturing of the movements. Challenges to the movements.	<b>15</b>
<b>TOTAL</b>		<b>60</b>

### Text Books:

1. Ahuja, Ram. (2014). Social Problems in India 3rd edition. Rawat Publications, Jaipur.
2. Deshpande, S. (2003). Contemporary India: A Sociological View. New Delhi: Penguin Books.

### Reference

1. Ambedkar, B. R., 1971 [1936]. *Annihilation of Caste*; Jullunder: Bheem Patrika.
2. Nandy, Asish. (1995). *An Anti-secularist Manifesto*. *India International Centre*. 22(1).
3. Guha, R. (2017). *India after Gandhi*. Picador Publications.
4. Kumar Radha (1993) *History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*. New Delhi: Zubaan
5. Baruah, S., (2010). The Assam Movement (pp.191-208); in T.K. Oommen (ed.), *Social Movements I: Issues of Identity*. Delhi: Oxford University Press.
6. Madan, T.N. (1997). *Modern Myths, Locked Minds*. Delhi: Oxford University Press.

#### **Additional readings**

1. Bailey, F. G. (1969). "Structure and change in Indian society: A review article." *Pacific Affairs* 42 (4): 494–502
2. Nanda Subrat K. (2006) *Cultural Nationalism in a Multi-National Context: The Case of India*, *Sociological Bulletin*, 55 (1), January-April, Pp. 24-44.
3. Chaudhuri, Maitrayee. (2016). *Indian Women's Movement: Reform and Revival*. New Delhi: Radiant Publishers.
4. Hardiman, David. (2006). *Histories for the Subordinate*. Permanent Black.
5. Risley, Herbert Hope (1908). *The People of India* (1st ed.). Calcutta: Thacker, Spink & Co.; London: W. Thacker & Co.
6. Menon, N. (ed.) (1999). *Gender and Politics in India*. Delhi: Oxford University Press.
7. Oommen, T. K. (1997). *Citizenship and National Identity: From Colonialism to Globalism* (pp.143-172). New Delhi: Sage Publications.

<b>Credit Distribution for Notional Hours</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hours	-	<b>30 Hours</b> <ul style="list-style-type: none"> <li>• Debate on Indian social issues- 12 Hours</li> <li>• Group Discussions – 6 Hours</li> <li>• Social Policy Analysis – 6 Hours</li> <li>• Class Test – 6 Hours</li> </ul>

#### **MINOR COURSE**

<b>Subject Name: Introduction to Environmental Sociology</b>
<b>Subject Code: SOC182N201</b>
<b>L-T-P-C: 2-1-0-3</b>
<b>Credit Units: 3</b>
<b>Level of Course: 200</b>

**Course Objective:** *This course aims to provide the students with a comprehensive, conceptual, theoretical and empirical background to the interaction between social and natural world.*

**Course Outcomes:** After successful completion of the course, the student will be able to:

<b>CO1</b>	<b>Define</b> the relation between natural and the social world	<b>BT-1</b>
<b>CO2</b>	<b>Illustrate</b> social inequality and systems of power as they relate to environmental issues	<b>BT-2</b>
<b>CO3</b>	<b>Apply</b> sociological theories and concepts to explain environmental phenomenon	<b>BT-3</b>
<b>CO4</b>	<b>Analyze</b> current theoretical and empirical debate on environmental movements and sustainable resource management practices	<b>BT-4</b>

### Detailed Syllabus

Modules	Course Contents	Periods
<b>I</b>	Envisioning Environmental Sociology (Nature-Culture Debate).	<b>15</b>
<b>II</b>	Approaches: Ecological Modernisation. Risk society. Ecofeminism and Feminist Environmentalism.	<b>15</b>
<b>III</b>	Environmental Issues: Pollution and Waste. Global warming: meaning, consequences, responses to the risk of global warming.	<b>15</b>
<b>IV</b>	Environmental movements in India: Forest based movement- Chipko. Water based movement- Narmada	<b>15</b>
<b>TOTAL</b>		<b>60</b>

**Text Books:**

1. Bell, M. M. (2008). *An Invitation to Environmental Sociology*, Thousand Oaks, CA: Sage.
2. Giddens, A., (2009). *Sociology*. Wiley India, 6<sup>th</sup> edition. Ch 5. 'The Environment', pp. 153- 203.
3. Hannigan, J. A. (1995). *Environmental Sociology*. Routledge, London and New York, 2nd ed. Ch1 and 2. (pp. 10-15,16 - 35).
4. Shiva, V. (1988). Women in Nature. In *Staying Alive: Women, Ecology and Development*. Zed Books. Ch 3. (pp.38-54).

**References:**

1. Agarwal, Bina, (2007). The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan. (ed.). *Environmental Issues in India: A Reader*. New Delhi: Pearson, Longman, Ch 19, pp. 316-324,342-352.
2. Shiva, V. (1988). Women in Nature. In *Staying Alive: Women, Ecology and Development*. Zed Books. Ch 3. (pp.38-54).
3. Living in the World of Risk Society: A Hobhouse Memorial Public Lecture; Beck, U. 2006, delivered on Wednesday 15 February 2006 at the London School of Economics. *Economy and Society*, 35(3), 329-345.

**Additional Readings:**

1. White, B. H. (2018). On the Global Economic and Political Order. *EPW*, 53(35).
2. Buttel, F.H. (2000). Ecological modernization as social theory. *Geoforum*, 31(1), 57-65.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	<b>30 Hours</b> <ul style="list-style-type: none"><li>• Debate on environmental issues- 12 Hours</li><li>• Group Discussions – 6 Hours</li><li>• Cleanliness Drives – 6 Hours</li><li>• Class Test – 6 Hours</li></ul>

**SEC****Subject Name: Data Collection & Analysis- II****Subject Code: SOC182S221****L-T-P-C: 0-0-3-3****Credit Units: 3****Level of Course: 200**

**Course Objective:** *To introduce the students with the basic skills of research and its application in the real world.*

**Course Outcomes:** After successful completion of the course, the student will be able to:

<b>CO1</b>	<b><i>Relate</i></b> with the process of identifying social problems	<b>BT-1</b>
<b>CO2</b>	<b><i>Interpret</i></b> the data from the field through sociological imagination	<b>BT-2</b>
<b>CO3</b>	<b><i>Experiment</i></b> with the ideas to reconstruct perspectives for providing a sociological explanation for social issues	<b>BT-3</b>
<b>CO4</b>	<b><i>Analyze</i></b> the data in the form of conclusive arguments	<b>BT-4</b>

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	Relationship between theory and research: Importance of theory in research	<b>15</b>
<b>II</b>	Meaning, processes and steps of social research and basic research ethics	<b>15</b>
<b>III</b>	Interpretation of data: Basic techniques	<b>15</b>
<b>IV</b>	Alternative forms of summarizing and presenting data-Content analysis and literature review	<b>15</b>
<b>TOTAL</b>		<b>60</b>

**Text Books:**

3. Bailey, K. (1994). *Methods of Social Research* (pp.3-19); Simon and Schuster, 4th ed. The Free Press, New York.
4. Gupta, S. P. (2007). *Elementary Statistical Methods*. Sultan Chand & Sons.

**References:**

4. Bryman, A. (2008). *Social Research Methods* (pp. 3-12, 58-62); Oxford University Press: New York. Chapter 1, 'Social Research Strategies'.

5. Kothari, C.R. (2004). *Research Methodology: Methods and Techniques* (2<sup>nd</sup> revised edition). New Delhi: New Age International (P) Limited Publishers.
6. Goode, W. E. & P. K. Hatt. (1952). *Methods in Social Research*; New York: McGraw Hill. Chapters 5 & 6.

**Additional Readings:**

2. Srinivas, M.N. et al. (2002). (reprint). *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation* (pp. 1- 14); New Delhi: OUP, Introduction.

Credit Distribution for Notional Hours		
Lecture/Tutorial	Practicum	Experiential Learning
-	90 hours	

### 3<sup>rd</sup> Semester

**Subject Name: Sociological Thinkers - II**

**Subject Code: S0C182M301**

**L-T-P-C: 3-1-0-4**

**Credit Units: 4**

**Level of Course: 200**

**Scheme of Evaluation:**

**Continuous Evaluation Weightage: 30%**

**Semester End Examination- 70%**

**Classroom Methodology: 45 minutes lecture & 15 minutes discussion.**

**Course Objective:** *This course aims to introduce post classical sociological thinking through original texts. It also aims to enable them to apply sociological theory to their own everyday life experiences.*

**Course Outcome:** After the completion of the course, the students will be able to:

SN	CO		BT
1	CO1	<i>Define</i> -how post-classical sociologists attempt to understand the social world	BT1
2	CO2	<i>Illustrate</i> -the basic methodological approaches of the thinkers	BT2
3	CO3	<i>Applying</i> -sociological theories to understand society	BT3
4	CO4	<i>Analyze</i> -the contributions of post-classical thinkers in developing sociology as an academic discipline	BT4

#### Detailed Syllabus

Modules	Topics / Course Content	Periods
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<b>I</b>	<p>AR Radcliffe Brown: Structural Functionalism</p> <p>Claude Levi-Strauss: Structuralism, langue and parole. Leach: Unspoken codes synchronic and diachronic study.</p> <p>Talcott Parsons: The structure of Social Action, Voluntaristic Unit Act Theory: action-situation frame of reference, the relationship between the Social System, the Cultural System, the Personality system and the social system.</p>	<b>15</b>
<b>II</b>	<p>Pierre Bourdieu: Power in society. Cultural capital. Education and culture. Theory of practice. Habitus. Linguistics and symbolism.</p> <p>Anthony Giddens: Structuration. Agency and Structure. Globalisation. Modernity and post-modernity.</p>	<b>15</b>
<b>III</b>	<p>G. H. Mead- Chicago School of thought, The study of 'The Act', analysis of 'gestures', development of 'Self' through play stage and game stage, formation of generalized others. Self. Distinction between 'I' and 'Me', idea of the self and interaction process.</p>	<b>15</b>
<b>IV</b>	<p>Peter L. Berger and Thomas Luckmann: 'Social Construction of Reality, Social reality as an object of enquiry, the relationship between reality and knowledge, sociology of knowledge, the reality of everyday life and knowledge about it, understanding society as objective reality and subjective reality.</p> <p>Edmund Husserl &amp; Alfred Schütz: Phenomenological reduction, Life world, typification</p> <p>Garfinkel: Ethnomethodology, Methods of Ethnomethodology, Breaching experiment.</p>	<b>15</b>
<b>Total</b>		<b>60</b>

#### **Text Books:**

1. Strauss, L. C. (1933). 'Structure and Dialectics', in Structural Anthropology, Vol. I Harmondsworth: Penguin, pp. 232-242.
2. Parsons, T. 1951. (New edition first published 1991) The Social System. London: Routledge. Ch. 1 & 2. Pp. 1-44.

**References:**

1. Goffman, E. 1956. *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 1-9, 132-151, 152-162
2. Berger, P. L. and T. Luckmann. 1991. *The Social Construction of Reality*. London: Penguin Books, pp. 31-62
3. Bourdieu, P. 1977. *Outline of a Theory of Practice*. Cambridge: Cambridge University Press, pp. 72-95.
4. Mead, G.H. 1934 (Fourteenth Impression 1967). *Mind Self and Society*. Chicago: University of Chicago Press. Part III, pp. 135-226 Das, Veena. (2006). *Handbook of Indian Sociology*. OUP Reader.
5. Radcliffe Brown, AR.1952. *Structure and Function in primitive Society*, Essays and Addresses. Free Press.

**Additional Readings:**

1. Ritzer, G. 2011 (Fifth Edition). *Sociological Theory*. New York: McGraw Hill Companies.
2. Black, Max ed. 1961. *Parsons Sociological Theory in The Social Theories of Talcott Parsons: A Critical Examination*. Englewood Cliffs, NJ. Prentice Hall. pp. 1-63.

**Note:**

**Notional Hours of the paper** will include -

- Group discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Viva-voce.
- Class test etc.

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hours	-	<b>30 Hours</b> <ul style="list-style-type: none"> <li>• Group Discussion- 4 Hours</li> <li>• Home Assignment – 10 Hours</li> <li>• Project/Field study – 4 Hours</li> <li>• Seminar presentation – 4 Hours</li> <li>• Viva-voce – 4 Hours</li> <li>• Class test – 4 Hours</li> </ul>

<b>Subject Name:</b> Sociology of Kinship <b>Subject Code:</b> SOC182M302 <b>L-T-P-C 3-1-0-4</b> <b>Credit Units:</b> 4 <b>Level of Course:</b> 200 <b>Scheme of Evaluation:</b> <b>Continuous Evaluation Weightage: 30%</b> <b>Semester End Examination- 70%</b> <b>Classroom Methodology: 45 minutes lecture &amp; 15 minutes discussion.</b>
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**Course Objective:** *This course aims to introduce the general principles of kinship by referencing to key terms and theoretical statements substantiated by ethnographies.*

**Course outcome:** After the completion of the course the students will be able to:

SN	CO		BT
1	CO1	<i>List</i> varied social patterns of kinship ties	BT1
2	CO2	<i>Compare</i> modern and traditional institutions of kinship.	BT2
3	CO3	<i>Develop</i> a better understanding of the political economic ground of customary laws in different social setting and thereby it will help them to focus on policies and legal codes related to them	BT3
4	CO4	<i>Discover</i> how to deconstruct the already above given social meanings of kinship system and to rethink the relational kinship ties	BT4

### Detailed Syllabus

Modules	Topics / Course Content	Periods
<b>I</b>	Kinship Terminology – consanguinity, affinity, agnate, hypergamy (anuloma), hypogamy (pratiloma), gotra, clan, pravara, Kulinism, polygamy, polyandry, polygyny, levirate, sororate, Sapinda rule, daughter exchange, cross-cousin marriage, descent, filiation, incest taboo.	<b>15</b>
<b>II</b>	Family and Household – Differentiating family and household. Changes in Indian family (joint to nuclear). Family system of the Iban of Borneo (Iban Long-house, family apartment, the Bilek family, partition and its process).	<b>15</b>

<b>III</b>	Marriage – Alliance. Moeity system. Sinhalese customary law: marriage, polyandry, and inheritance. The Nayar marriage system: Traditional Nayar marital institutions (notions of fatherhood, legitimacy of children), Nayar marriage in central Kerala. Sex, sacrament and contract in Hindu marriage: Marriage as ‘sacrament’, Marriage as ‘contract’, Change in Hindu marriage law (sacrament to contract).	<b>15</b>
<b>IV</b>	Re-casting Kinship: Relatedness (Malays of Pulau Langkawi). Kinship and Gender: Rajasthani women’s songs ( <i>Kesya</i> and <i>Gali</i> ), Gender performance. Re-imagining families (reproductive technology, surrogacy, lesbians, gays).	<b>15</b>
<b>Total</b>		<b>60</b>

### Text Books:

1. Karve, I. (1994). *The Kinship Map of India*(pp.50-73); in P. Uberoi (ed.) Family, Kinship and Marriage in India. Delhi: Oxford University Press.
2. Lévi-Strauss, Claude. (1969). *The Elementary Structures of Kinship* (pp. 3-25); London: Eyre and Spottis woode, Chapters 1 & 2.
3. Radcliffe-Brown, A. R. and D. Forde (eds.). (1950). *African Systems of Kinship and Marriage*(pp.1-39); London: Oxford University Press, Introduction.

### References:

1. Das, V. (1994). *Masks and Faces: An Essay on Punjabi Kinship* (pp.198-222); in Patricia Uberoi (ed.), Family, Kinship and Marriage in India, Delhi: Oxford University Press.
2. Dumont, L. (1968). *Marriage Alliance* (pp. 19-23); in D. Shills (ed.), International Encyclopedia of the Social Sciences, U.S.A.: Macmillan and Free Press
3. Evans-Pritchard, E.E. (2004). *The Nuer of Southern Sudan* (pp. 64-78); in R. Parkin and L. Stone (eds.), Kinship and Family: An Anthropological Reader, U.S.A.: Blackwell.
4. Freeman, J. D. (1958). *The Family Systems of the Iban of Borneo* (pp. 15-52); in J. Goody (ed.), The Developmental Cycle in Domestic Groups, Cambridge: Cambridge University Press
5. Gold, Ann Grodzins. (1994). *Sexuality, Fertility, and Erotic Imagination in Rajasthani Women’s Songs* (pp. 30-72);in Listen to the Heron's Words: Re-imagining Gender and Kinship in North India by Gloria Goodwin Raheja and Ann Grodzins Gold, Delhi: OUP
6. Kahn, Susan Martha. (2004). *Eggs and Wombs: The Origins of Jewishness* (pp. 362-77); in R. Parkin and L. Stone (eds.), Kinship and Family: An

Anthropological Reader, U.S.A.: Blackwell.

7. Leach, E.R. (1961). *Polyandry, Inheritance and the Definition of Marriage with Particular Reference to Sinhalese Customary Law* (pp. 105-113); Rethinking Anthropology, London: The Athlone Press.
8. Shah, A.M. (1998). *Changes in the Indian Family: An Examination of Some Assumption* (pp. 52-63); in *The Family in India: Critical Essays*, New Delhi: Orient Longman.
9. Uberoi, Patricia. (1997). *Family, Kinship and Marriage in India*. OUP Reader.
10. Weston, Kath. (1991). *Families We Choose: Lesbians, Gays, Kinship* (pp. 103-136); New York: Columbia University Press.

#### Journals:

1. Carsten, Janet. (1995). 'The Substance of Kinship and the Heat of the Hearth: Feeding, Personhood, and Relatedness among Malays in Pulau Langkawi' *American Ethnologist*, 22 (2): 223-24.1
2. Gough, Kathleen E. (1959). *The Nayars and the Definition of Marriage*; in *The Journal of the Royal Anthropological Institute of Great Britain and Ireland*, 89: 23-34.
3. Leach, Edmund. (1962). *On Certain Unconsidered Aspects of Double Descent Systems* (pp. 130-134); *Man*, Vol. 62.
4. Uberoi, Patricia. (1995). *When is a Marriage not a Marriage? Sex, Sacrament and Contract in Hindu Marriage*; *Contributions to Indian Sociology*, 29, 1 & 2: 319-45.

#### Note:

**Notional Hours of the paper** will include -

- Group discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Viva-voce.
- Class test etc.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	<b>30 Hours</b> <ul style="list-style-type: none"> <li>• Group Discussion- 4 Hours</li> <li>• Home Assignment – 10 Hours</li> <li>• Project/Field study – 4 Hours</li> <li>• Seminar presentation – 4 Hours</li> <li>• Viva-voce – 4 Hours</li> <li>• Class test – 4 Hours</li> </ul>

### Minor Course

**Course: Gender Studies**

**Code: SOC182N301**

**LTPC: 3-1-0-4**

**Credit Units: 4**

**Level of Course-200**

**Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination-70%)**

**Course Objectives:** *To introduce basic concepts relating to gender and to provide logical understanding of gender roles.*

**Course Outcomes:** After successful completion of the course, the student will be able to:

SN	CO		BT
1	CO1	<i>Define</i> necessary and basic concepts of gender and sexuality	BT 1
2	CO2	<i>Illustrate</i> the different types of feminism and feminist theories	BT 2
3	CO3	<i>Apply</i> Feminist movement and apply it to global debates of gender discrimination	BT3
4	CO4	<i>Analyze</i> and take part in understanding of Gender inequality & Empowerment- Gender Disparities	BT4

### Detailed Syllabus

Unit	Contents	Periods
1	Introduction to Gender Studies: Gender & Sex Basic concepts, Differences, Gender Role, Gender Socialization, Sexuality-basic concept, debates	15
2	Feminism-Types & Theories: Marxist Feminism, Radical Feminism, Socialist Feminism, Eco-feminism; phases/waves in Feminism, New Feminist Debates-Post Colonial/Post Modern, LGBTQ	15
	Feminist Movements – Global debates, Women's Movements in India-Women in Social Reform Movements, Telengana, Anti-Arrack, Chipko, Me too, Emergence of Women's Studies in India, Women's M	15

**Course: Techniques of Ethnographic Filmmaking****Code: SOC182S311****LTPC: 2-1-0-3****Credit Units: 3****Level of Course-200****Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination (Practical)- 70%)**

4	Gender inequality & Empowerment- Gender Disparities in Education, Labour, Political Representation, Gender & Violence, Gender Mainstreaming, Gender Budgeting	15
Total		60

**Text Book:**

- Wharton Amy S (2004) The Sociology of Gender: An Introduction to Theory and Research. Blackwell Publishing
- Cornell R W (1995) Gender. Cambridge, Polity Press

**Reference Books:**

- Kumar Radha (1993) History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990. New Delhi: Zubaan
- Gatens M (1991) A Critique of the Sex/Gender Distinction in S. Gunew (ed.) A Reader in Feminist Knowledge. London: Routledge
- Holmes M (2007) What is Gender. New Delhi: Sage Publications.
- Jackson S and Scott S (2002) Gender: A Sociological Reader. New York: Routledge

**Course Objectives:** It introduces students to techniques of anthropological filmmaking as a form and method of description and argument, along with enabling an understanding of the relationship between film and text as distinct ethnographic practices.

**Course Outcomes:** After successful completion of the course, the student will be able to:

SN	CO		BT
1	CO1	<i>Define</i> techniques and methods of using the visuals methods in sociology	<b>BT 1</b>

<b>2</b>	<b>CO2</b>	<i>Illustrate</i> significance of a sensory research practices	<b>BT 2</b>
<b>3</b>	<b>CO3</b>	<i>Apply the</i> ethnographic filmmaking to move beyond the textual reading and writing mode.	<b>BT3</b>
<b>4</b>	<b>CO4</b>	<i>Analyze the</i> diversity of gender, culture, class, caste, sexuality, and religion as they produce films on multiple issues.	<b>BT4</b>

### Detailed Syllabus

Unit	Contents	Periods
1	<b>Introduction to Anthropological Filmmaking:</b> History of Ethnographic Filmmaking, Anthropology and Filmmaking: The Text and the Image, Different Modes of Filmmaking	15
2	Understanding the use of Camera in Anthropology	15
3	The Filmmaker and the Filmed: Relationship and understanding ‘ethics’	15
4	<b>Editing and Construction of Meaning:</b> Understanding multiple shots and camera movement, Tools for Film Editing	15
Total		60

### Compulsory Readings:

Barbash, Ilisa, et al. ‘Reframing Ethnographic Film: A ‘Conversation’ with David MacDougall and Judith MacDougall.’ American Anthropologist, vol. 98, no. 2, 1996, pp. 371–387.

El Guindi, Fadwa. ‘For God’s Sake Margaret’ In *Visual Anthropology: Essential Method and Theory*, Walnut Creek, CA: AltaMira, 2004. Pp. 61-82

Spiegel, Pauline, ‘The Case of the Well-Mannered Guest’ in *The Independent Film and Video Monthly*, April 1984. Pp. 15-17

Hastrup, Kirsten. ‘Anthropological Visions: Some Notes on Visual and Textual Authority’ In *Film as Ethnography*. Peter Ian Crawford, and David Turton, eds. Manchester and New York: Manchester University Press, 1993. Pp. 8–25.

Heider, Karl G. ‘A History of Ethnographic Film.’ In *Ethnographic Film*, Austin: University of Texas Press, 2006. Pp. 15-49.

Heider, Karl G. ‘The Attributes of Ethnographic Film’. In *Ethnographic Film*, Austin: University of Texas Press, 2006. Pp. 50-109.

MacDougall, 'Whose Story is it?' In *Visual Anthropology Review*, Volume 7, Issue 2, Pp. 2–10, September 1991

Nichols, Bill. 'What types of Documentary are there?' In *Introduction to Documentary*. Bloomington: Indiana University Press, 2001. Pp. 99-137.

### **Additional Resources:**

#### **Books & Articles :**

Barnouw, Erik, (1993). *Documentary: A History of the Non-Fiction Film*, Oxford University Press.

Rouch, Jean, 'Conversation between Jean Rouch and Professor Enrico Fulchignoni,' In trans. Steven Feld, *Cine-Ethnography*. University of Minnesota Press, 2003. Pp. 147-187

#### **Audio Visual Materials**

*Battleship Potemkin* by Sergei Eisenstein, 69 mins. 1925;

*Bowling for Columbine* by Roger Moore, 120 mins, 2002. *Chronicle of a Summer* by Edgar Morin, Jean Rouch, 85 min, 1961. *Dilli- Mumbai-Dilli* by Saba Dewan, 63 mins, 2006;

*Diyas*, Judith MacDougall, 56 mins, 1997/2000. *Etre et Avoit* by Nicholas

Philibert's, 105 mins, 2002 *New Boys* by David MacDougall, 100 mins, 2003;

*Strangers on a Train* by Alfred Hitchcock, 101 min, 1951.

**Note:**

**Notional Hours of the paper** will include -

- Group discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Viva-voce.
- Class test etc.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	<b>30 Hours</b> <ul style="list-style-type: none"><li>• Group Discussion- 4 Hours</li><li>• Home Assignment – 10 Hours</li><li>• Project/Field study – 4 Hours</li><li>• Seminar presentation – 4 Hours</li><li>• Viva-voce – 4 Hours</li><li>• Class test – 4 Hours</li></ul>

**Interdisciplinary Course**

**Subject Name:** Criminology

**Subject Code:** SOC182I301

**L-T-P-C 2-1-0-3**

**Credit Units: 3**

**Level of Course: 200**

**Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)**

**Course Objective:** This course aims to enable the students to comprehend different theoretical perceptions about crime and criminology. It will provide the scope to understand etiology of crime, prevention of crime, treatment of offenders, victimology and related areas.

**Course outcome:** After the completion of the course the students will be able to:

SN	CO		BT
1	CO1	<i>Define</i> different concepts related to the study of criminology.	BT1
2	CO2	<i>Illustrate</i> the theoretical approaches to criminology	BT2
3	CO3	<i>Apply</i> criminological imagination to think about problems of crime and justice in new ways, going beyond everyday understandings.	BT3
4	CO4	<i>Analyze</i> and interpret the diversity of social experience associated with criminology and social justice issues,.	BT4

Detailed Syllabus:

Modules	Topics / Course Content	Periods
<b>I</b>	What is criminology; Growth of criminology; Concept of Crime; Concept of criminal; Classification of criminals; Victim in crime: Science of victimology, role of victim in crime, Methods and techniques in criminology.	<b>15</b>
<b>II</b>	Theories of criminal behaviour: Differential association theory, Sub-culture theory, Social bond theory, Routine activity theory, Biological theories, Classical and neo-classical theories, Biological theories, Physiological theories, Economic theory, Geographical theory, Sub-Cultural theory	<b>15</b>
<b>III</b>	Factors in crime: Personal, Environmental, Peer, Movies; Interaction between personal and environmental factors: a conjunctive approach; Causes in crime, Types of crime	<b>15</b>
<b>IV</b>	Punishment: society and social control; Theories of punishment; Theories in variations in punishment; Capital punishment; Prisons; Probation and parole; Crime in India	<b>15</b>
<b>Total</b>		<b>60</b>

**Reading List:**

1. Ahuja, R. (2012). Criminology. New Delhi: Rawat Publications

2. Alexander, K. (2006). Police reforms in India: An analytical study. New Delhi: Discovery Publishing House.
3. Blackburn, R. (2008). The psychology of criminal conduct: Theory, research and practice. Chichester: Wiley.
4. DeKeseredy, W. (2011). Contemporary critical Criminology. London: Routledge.
5. Hollin, C. (2013). Psychology and crime: An introduction to criminological psychology. Hove, East Sussex: Routledge.
6. Karlsson, J., & Bergman, A. (2017). Methods for social theory: Analytical tools for theorizing and writing. London: Routledge.
7. Marsh, I. (2007). Theories of crime. London: Routledge. Pond, R. (1999). Introduction to Criminology. Winchester: Waterside.
8. McConville, M., & Wilson, G. (2002). Handbook of the criminal justice process. Oxford: Oxford University Press.
9. Renzetti, C. (2013). Feminist Criminology. Routledge.
10. Siegel, L. (2013). Criminology: Theories, patterns, and typologies. Belmont, CA: Wadsworth Cengage Learning.

**Note:**

**Notional Hours of the paper** will include -

- Group discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Viva-voce.
- Class test etc.

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hours	-	<b>30 Hours</b> <ul style="list-style-type: none"> <li>• Group Discussion- 4 Hours</li> <li>• Home Assignment – 10 Hours</li> <li>• Project/Field study – 4 Hours</li> <li>• Seminar presentation – 4 Hours</li> <li>• Viva-voce – 4 Hours</li> <li>• Class test – 4 Hours</li> </ul>

**4th SEMESTER**

**Subject Name:** Indian Sociological Thinkers

**Subject Code:** SOC182M401

**L-T-P-C:** 3-1-0-4

**Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)**

**Course Objective:** *This paper aims at building upon the sociological mind of the students by introducing the students to novel and critical perspectives, especially in the topics of India and the East.*

**Course Outcome:** After the completion of the course, the students will be able to:

<b>CO1</b>	<i>Define</i> knowledge about the multiple sociological perspectives in the context of the Indian society.	<b>BT-1</b>
<b>CO2</b>	<i>Illustrate</i> how these perspectives may be complementary or conflictual.	<b>BT-2</b>
<b>CO3</b>	<i>Applying</i> the understanding produced after getting to know the prominent Indian sociologists and their contribution in Indian sociology	<b>BT-3</b>
<b>CO4</b>	<i>Analyze</i> and take part in conceptual understanding of the debates that are still relevant in contemporary India surrounding the perspectives in understanding Indian society	<b>BT-4</b>

**Detailed Syllabus**

<b>Modules</b>	<b>Topics / Course Content</b>	<b>Periods</b>
<b>I</b>	Indological Perspective – Conceptual understanding of the Indological approach. RK Mukherjee: Indian culture & civilisation. Theory of society. Concept of universal civilisation. Economic transaction & social behaviour. Urban social problems. Social ecology. GS Ghurye: Kinship and tribe (integration v/s isolation debate). Indian culture. National unity & integration.	<b>15</b>
<b>II</b>	Structural Functionalism – Conceptual understanding of the Structural Functional approach. M. N. Srinivas- Book View & Field View, Social Change, Religion and Society. Sanskritization, Dominant Caste. S.C. Dube - theoretical and methodological perspectives, Indian village study. Structure, function, tradition and change. Modernisation and development.	<b>15</b>

<b>III</b>	Marxist Perspective – Conceptual understanding of the Marxist approach. D.P. Mukerji: Modern Indian culture. Tradition. Marxism & Indian situations. Role of the new middle class. Modernisation. A.R. Desai: Village structure. Transformation of Indian society. Relevance of Marxist approach & analysis of Indian society through Marxist approach. Social background of Indian nationalism.	<b>15</b>
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<b>IV</b>	Subaltern Perspective – Conceptual understanding of the subaltern approach. B.R. Ambedkar: Concept of Dalit. Dalit liberation through subaltern approach. Religion. Caste. Untouchability & identity. Constitutional democracy & governance. R. Guha: The idea of subaltern perspectives. Emerging subaltern perspectives.	<b>15</b>
<b>Total</b>		<b>60</b>

#### **Text Books:**

1. Das, Veena. (2006). *Handbook of Indian Sociology*. OUP Reader.
2. Singh, Yogendra. (1986). *Modernisation of Indian Traditions*. Rawat Publication.
3. Nagla, B. K. (2013). *Indian Sociological Thought*. Rawat Publications.

#### **References:**

1. Bottomore, T. B. (1971). *Sociology: A Guide to Problems and Literature* (pp. 29-47); London: Allen and Unwin,
2. Magill, Frank N. (1996). *International Encyclopedia of Sociology*, Volume 1(pp. 690-693); Routledge.
3. Marx, Karl. (1977). *The Grundrisse: Foundations of the Critique of Political Economy*. New York: Random House.
4. Gouldner, Alvin. (1977). *Sociology's Basic Assumptions* (pp. 13-17); in Thompson, Kenneth and Jeremy Tunstall, *Sociological Perspectives*, New York: Penguin Books Ltd.
5. Goffman, E. (1956). *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 1-9, 132-151, 152-162.
6. Chaudhuri, Maitrayee. (2010). *Sociology in India: Intellectual and Institutional Practices*. Rawat Publications.

#### **Additional Readings:**

1. Analytical Marxism. Thousand Oaks, Calif: Sage
2. "Mead vs. Blumer." *American Sociological Review* 44:449-467
3. Agger, Ben (1991). 'Critical Theory, Post- Structuralism, Post- modernism: Their Sociological

Relevance' *Annual Review of Sociology*. 17:105-131.

4. Buhler, G. (2016) *The Laws of Manu or Manusmriti*, The University of Virginia: Clarendon Press.

**Note:**

**Notional Hours of the paper** will include -

- Group discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Viva-voce.
- Class test etc.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	<b>30 Hours</b> <ul style="list-style-type: none"><li>• Group Discussion- 4 Hours</li><li>• Home Assignment – 10 Hours</li><li>• Project/Field study – 4 Hours</li><li>• Seminar presentation – 4 Hours</li><li>• Viva-voce – 4 Hours</li><li>• Class test – 4 Hours</li></ul>

**Subject Name: Social Stratification**

**Subject Code: SOC182M402**

**L-T-P-C: 3-1-0-4**

**Credit Units: 4**

**Level of Course: 200**

**Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)**

**Course Objective:** *To understand the importance of social stratification in understanding the persisting social inequalities and overcome the commonsensical knowledge related to social stratification, difference and inequality.*

**Course Outcome:** After the completion of the course, the students will be able to:

<b>CO1</b>	<b>Define</b> the concept of social stratification and the grounds on which difference and hierarchy exists in society.	<b>BT-1</b>
<b>CO2</b>	<b>Illustrate</b> on the perspectives and debates that surround this branch of sociology.	<b>BT-2</b>
<b>CO3</b>	<b>Apply</b> the concepts in holding a nuanced understanding of the paper.	<b>BT-3</b>
<b>CO4</b>	<b>Analyse</b> the concept of stratification from different theoretical standpoint in undergoing academic activities.	<b>BT-4</b>

### Detailed Syllabus

Modules	Topics / Course Content	Periods
<b>I</b>	Social stratification: Hierarchy and difference, the rigidity of closed and open system of stratification: Caste and Class. Social Mobility: Types of mobility.	<b>15</b>
<b>II</b>	Beteille's understanding of stratification: Caste, Class and Power, Race, Racism and stratification, Caste and Gender stratification.	<b>15</b>
<b>III</b>	Theories of Social Stratification: Functionalist and Marxist perspective: Debates between Davis & Moore and Tumin.	<b>15</b>
<b>IV</b>	Theories of Social Stratification: Marxist and Weberian perspective: Power and class, economy and stratification.	<b>15</b>
<b>Total</b>		<b>60</b>

#### Text Books:

1. Giddens, Anthony et al. (2016). *Introduction to Sociology* 10<sup>th</sup> edition. New York: W.W Norton & Company.
2. Gupta, D. (Ed.). (1991). *Social Stratification*. Oxford University Press, New Delhi.
3. Ritzer, George. (1996). *Classical Sociological Theory*. New York: McGraw Hill.

#### References:

1. Weber, M. (1991). Class, Status, Party. In Dipankar Gupta editor, *Social Stratification*. Oxford University Press, New Delhi.
2. Davis, Kingsley, and Wilbert E. Moore. (1945). *Some Principles of Stratification*; American Sociological Review 10.2. 242-249.
3. Haralambos, M and Heald, R.M. (1980). *Sociology: Themes and Perspectives*. Oxford University Press, New Delhi.

4. Scott, J. (1994). *Dictionary of Sociology*. Oxford University Press, Oxford.
5. Ambedkar, B. R. (2013). *Annihilation of Caste*. Samyak Prakashan: New Delhi
6. Dumont, L. (1991). Hierarchy, status and power: The caste system and its implications. In Gupta, D., editor, *Social Stratification*. Oxford University Press, New Delhi.
7. Shah, Ghanashyam. (2004). *Social Movements in India*. Sage India.
8. Bose, N.K. (1994). *Structure of Hindu Society*. Orient Blackswan.
9. Jodhka. S.S. (2012). *Caste*. Oxford India.

#### **Additional Readings:**

1. Beteille, A. Equality and Universality. *Economic and Political Weekly*. 36 (38).
2. Tumin, M.M. (2003). *Social Stratification: The Forms and Functions of Inequality*. Prentice Hall of India, New Delhi.
3. \_\_\_\_\_, (1953). Some principles of stratification: a critical analysis. *American Sociological Review*, 18((4): 387-394.
4. \_\_\_\_\_, (1953). Reply to Kingsley Davis. *American Sociological Review*, 18: 672-673.
5. Movie Scening: India Untouched directed by Stalin K (2007) and Caste on the Menu Card by Atul Anand, Reetika Revathy Subramanian, Ananyaa Gaur, Vaseem Chaudhary (2015).

#### **Note:**

**Notional Hours of the paper** will include -

- Group discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Viva-voce.
- Class test etc.

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hours	-	<b>30 Hours</b> <ul style="list-style-type: none"> <li>• Group Discussion- 4 Hours</li> <li>• Home Assignment – 10 Hours</li> <li>• Project/Field study – 4 Hours</li> <li>• Seminar presentation – 4 Hours</li> <li>• Viva-voce – 4 Hours</li> <li>• Class test – 4 Hours</li> </ul>

**Subject Name: Environmental Sociology**

**Subject Code: SOC182M403**

**L-T-P-C 3-1-0-4**

**Credit Units:4**

**Level of Course:200**

**Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)**

**Course Objective:** *This course aims to introduce students to the field of environmental sociology, which interrogates the relationship between society and the environment. It provides an understanding of key theoretical perspectives, debates, topics, and new directions within environmental sociology.*

**Course Outcome:** After the completion of the course, the students will be able to:

SN	CO		BT
1	CO1	<i>Define</i> the complex relationships between people, nature, and the natural environment.	BT1
2	CO2	<i>Illustrate</i> on what sociological thinking can contribute to understandings of environmental events, issues.	BT2
3	CO3	<i>Apply</i> sociological theories and concepts to explain environmental issues.	BT3
4	CO4	<i>Analyze</i> the connections between bio-physical and socio-cultural systems	BT4

### Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Envisioning and development of Environmental Sociology. Classical thinkers on Environment. Sociology and Environment. Human society and Environment interaction. Environmental Ethics. Realist vs Constructionist debate. Nature-Culture debate. Nature-Nurture debate.	15
II	Approaches: Ecological Modernization Theory. Risk society. Ecofeminism and Feminist Environmentalism.	15

<b>III</b>	Environmental Issues: Pollution and Waste. Global warming: meaning, consequences, responses to the risk of global warming. Consumerism and environmental damage. Basic principles of sustainable development. Politics of sustainable development. Social impact of environmental issues- water wives and tiger widows.	<b>15</b>
<b>IV</b>	India's green movements. Ecological Conflicts. Environmental movements in India: Forest based movement- Chipko. Water based movement- Narmada. New Social Movements.	<b>15</b>
<b>Total</b>		<b>60</b>

### Text Books:

1. Hannigan, J. A. (1995). *Environmental Sociology*. Routledge, London and New York, 2nd ed. Ch1 and 2. (pp. 10-15,16 - 35).
2. Bell, M. M. (2008). *An Invitation to Environmental Sociology*, Thousand Oaks, CA: Sage, Chapter 1, 'Environmental problems and Society'. pp. 1-5.

### References:

1. Baviskar, Amita. (1995). *In the belly of the river*. Oxford University Press.
2. Mertig, A.G. and Dunlap, R.E. (2001). *Environmentalism, New Social Movements, and the New Class: A Cross-National Investigation*. Rural Sociological Society.
3. White, B. H. (2018). On the Global Economic and Political Order. *EPW*, 53(35).
4. Buttel, F.H. (2000). Ecological modernization as social theory. *Geoforum*, 31(1), 57-65.
5. Omvedt, Gail. (2015). *India's green movements*. Sage Publications.
6. Harris, J.M. (2000). *Basic Principles of Sustainable Development*. Global Development and Environment Institute.
7. Nayar. K.R. (1994). Politics of 'Sustainable Development.' *Economic and Political weekly*.
8. Gadgil, M. and R. Guha. (1996). *Ecology and Equity: The Use and Abuse of Nature in contemporary India*. New Delhi: Oxford University Press.
9. Gadgil, M. and R. Guha. (1994). *Ecological Conflicts and the Environmental Movement in India*. Blackwell Publishers.
10. Guha, Ramachandra. (2013). *The Unquiet Woods*. Orient Blackswan Private Limited- New Delhi.
11. Living in the World of Risk Society: A Hobhouse Memorial Public Lecture; Beck, U. 2006, delivered on Wednesday 15 February 2006 at the London School of Economics. *Economy and Society*, 35(3), 329-345.
12. Pattnaik, U. (1996). Export Oriented Agriculture and Food Security in Developing Countries and India. *EPW*, 31, 35, 36, 37.

### Additional Readings:

1. Chipko: Social history of an environmental movement; Guha, R., 2002, in Ghanshyam Shah (ed.), 'Social Movements and the State' (Vol. 4). Sage Publications Pvt. Ltd., Ch. 16, Pp. 423-454.
2. Shiva, V. (1988). Women in Nature. In *Staying Alive: Women, Ecology and Development*. Zed Books. Ch 3. (pp. 38-54).
3. Giddens, A., (2009). *Sociology*. Wiley India, 6<sup>th</sup> edition. Ch 5. 'The Environment', pp. 153- 203.
4. Dreze, J., & Sen, A. (1991). *The Political Economy of Hunger: Vol 1: Entitlement and well-being*. London: Oxford University Press.
5. Khangram, S., Rikher, J.V., & Sikkink, K. (2002). 'Restructuring the global politics of development: The case of India's Narmada Valley Dams', in *Restructuring World Politics: Transnational Social Movements, Networks and Norms*, Vol. 14). U of Minnesota Press, pp. 206-30.
6. Agarwal, Bina, (2007). The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan. (ed.). *Environmental Issues in India: A Reader*. New Delhi: Pearson, Longman, Ch 19, pp. 316-324,342-352.

### Note:

**Notional Hours of the paper** will include -

- Group discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Viva-voce.
- Class test etc.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	<b>30 Hours</b> <ul style="list-style-type: none"><li>• Group Discussion- 4 Hours</li><li>• Home Assignment – 10 Hours</li><li>• Project/Field study – 4 Hours</li><li>• Seminar presentation – 4 Hours</li><li>• Viva-voce – 4 Hours</li><li>• Class test – 4 Hours</li></ul>

### Minor Course

**Subject Name: Population Studies**

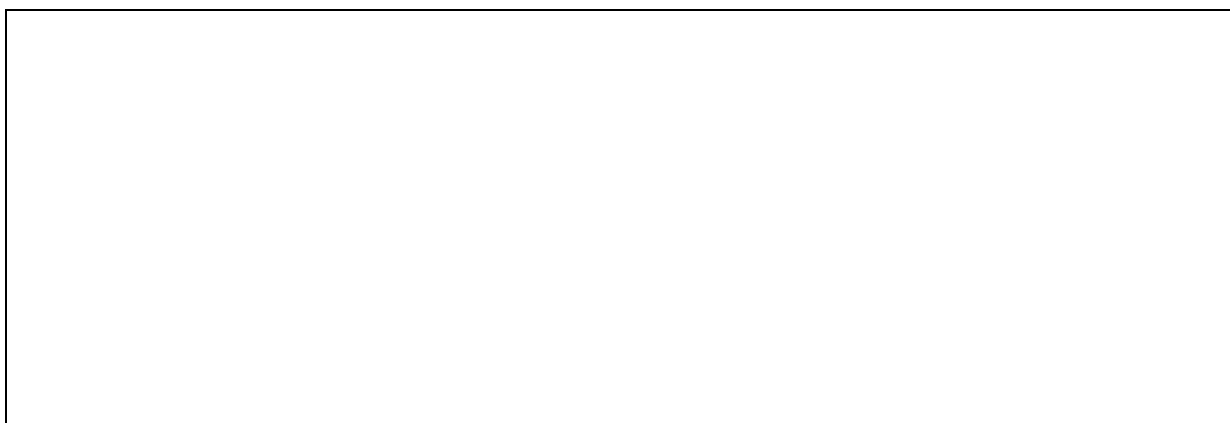
**Subject Code: SOC182N401**

**L-T-P-C: 3-1-0-4**

**Credit Units: 4**

**Level of Course: 200**

**Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination-70%)**



**Course Objective:** *This paper aims at exploring the entrenched relationship between demography and society*

**Course Outcome:** After the completion of the course, the students will be able to:

<b>CO1</b>	<b><i>Define</i></b> basic concepts of demographic components and its relevance	<b>BT-1</b>
<b>CO2</b>	<b><i>Illustrate</i></b> the intricate relationship of demography and sociology	<b>BT-2</b>
<b>CO3</b>	<b><i>Applying</i></b> the understanding of population theories and its contribution in building of population policies	<b>BT-3</b>
<b>CO4</b>	<b><i>Analyze</i></b> various complex issues relating to population and its critical assessment	<b>BT-4</b>

**Detailed Syllabus:**

<b>Modules</b>	<b>Topics / Course content</b>	<b>Periods</b>
<b>I</b>	Demography and society: Concepts and the relationship, Interface between Sociology and Demography, Demographic Components: Fertility, Mortality and Migration, Population Structure and Size.	<b>15</b>
<b>II</b>	Population Theories: Pre-Malthusian Approach (Populationist views), Malthusian Theory of Population and its Critique, Neo- Malthusian	<b>15</b>

	Approach to Population, Socialist and Marxist Approach to Population and criticisms.	
<b>III</b>	Population Theories: Demographic Transition Theory, Optimum Theory of Population, Naturalist/ Biological Approach to Population, Application of Sociological Approach to Population.	<b>15</b>
<b>IV</b>	Introduction to population studies in India, Population Policies: Sociology of population Policy in India, Programs and Initiatives and their critique, National Population Policy	<b>15</b>
<b>Total</b>		<b>60</b>

### **Text Books:**

1. Haq, E. *Sociology of Population in India*. USA-: MacMillan, 2007.
2. Premi, M.K. *An Introduction to Social Demography*. Delhi: Vikas Publishing House, 1983.

### **Reference Books:**

1. Amonker, R. G. "Demography: A Case Study of India" in *International Review of Modern Sociology*. 4 (2)194-214, 1974.
2. Bongaarts, J. "Human Population Growth and the Demographic Transition" in *Philosophical Transactions: Biological Science*. 364, 1532.
3. Bose, A. "Demographic transition and demographic imbalance in India" in *Health Transition Review*. Supplement.
4. Bose, A. *India's Quest for Population Stabilization*. New Delhi: National Book Trust, 2010.
5. Foucault, M. "Right of Death and Power over Life" in Paul Rabinow (Ed.) *The Foucault Reader: An introduction to Foucault's thought*. London: Penguin, 1984.
6. Pande, R.P, and N.M. Astone. "Explaining Son Preference in Rural India: The Independent Role of Structural versus Individual Factors" in *Population Research and Policy Review*. 26(1) 1-29, 2007.
7. Radhakrishna, R., K.H. Rao, C. Ravi and B. Sambhi Reddy. "Chronic Poverty and Malnutrition" in *Economic and Political Weekly*. 39 (28) 3121-3130, 1990.
8. Saikia, A. *Mortality in Assam*. New Delhi: Purbanchaal Publisher, 2005.
9. Singh, B.P. "North-East India: Demography, Culture and Identity Crisis" in *Modern Asian Studies*. Vol. 21, No. 2, 257-282, Cambridge University Press, 1987.
10. William, L. and P. Rangazas. "Fertility and Development: The Roles of Schooling and Family Production" in *Rangaza Journal of Economic Growth*. 11(3) 229-261, 2006.

### **Note:**

**Notional Hours of the paper** will include -

- Group discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Viva-voce.
- Class test etc.

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hours	-	<b>30 Hours</b> <ul style="list-style-type: none"> <li>• Group Discussion- 4 Hours</li> <li>• Home Assignment – 10 Hours</li> <li>• Project/Field study – 4 Hours</li> <li>• Seminar presentation – 4 Hours</li> <li>• Viva-voce – 4 Hours</li> <li>• Class test – 4 Hours</li> </ul>

<b>Subject Name: Introduction to Sociology of Health &amp; Medicine</b>  <b>Subject Code: SOC182N402</b>  <b>L-T-P-C: 3-1-0-4</b>  <b>Credit Units: 4</b>  <b>Level of Course: 200</b>  <b>Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination-70%)</b>
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**Course Objective:** *This course will help the students to understand the social issues related to health, illness and medicine. It will facilitate the students to understand the healthcare issues from socio-political perspectives.*

**Course Outcome:** After successful completion of the course, the students will be able to:

<b>CO1</b>	<b>Relate</b> the medical knowledge on healing and medicine with its social significance	<b>BT-1</b>
<b>CO2</b>	<b>Illustrate</b> essential social knowledge on health, hygiene and medicine even without belonging to medical science.	<b>BT-2</b>
<b>CO3</b>		<b>BT-3</b>

	<i><b>Apply</b></i> perspectives on new age research on sociology as Sociology of Health & Medicine is one of the fastest growing sub-disciplines in Social Science.	
<b>CO4</b>	<i><b>Analyse</b></i> the social and human understanding on the intricacies of healthcare, healthcare industry and medicine.	<b>BT-4</b>

### Detailed Syllabus:

<b>Modules</b>	<b>Topics/ Course Contents</b>	<b>Periods</b>
<b>I</b>	Basic concepts & Approaches- Conceptualizing Disease, Illness & Sickness, Healing, Hygiene, Medicalization, Dimensions & Indicators on health, Social Institutions & Health: Role of family in health care	<b>15</b>
<b>II</b>	Theoretical Perspectives on Sociology of Health: Functionalist, Conflict, Interactionist, Post-Modern, Feminist; Social Epidemiology	<b>15</b>
<b>III</b>	State, Health Care & Medicine; Maternal and Child Health; Family Welfare Programs; Drug Policies and Patents; Sanitation, Hospital as a Social Organization (Doctors, Nurses and Patients); Rural Health care Programs; Commercialization of Health Care Services	<b>15</b>
<b>IV</b>	Basics of Medicine & Society: Indigenous Medicine/healthcare systems in Developing societies- Ayurveda, Yunani and Siddha. Systems of Medicine and alternative practices in Rural India, community engagement in medical care & medicine, Future of Medical Sociology	<b>15</b>
<b>Total Credit</b>		<b>60</b>

### **Text Books:**

1. Annandale, Ellen. (1998). *The Sociology of Health and Medicine: A Critical Introduction*. London: Polity Press
2. Conrad, Peter et al. (2000). *Handbook of Medical Sociology*. New Jersey: Prentice Hall

### **Reference:**

1. Albrecht, G.L., Fitzpatrick, R. and Scrimshaw, S.C. (eds) (2000) *Handbook of Social Studies in Health and Medicine*. London and Thousand Oaks, CA: Sage.
2. Armstrong, D. (2003) *Outline of Sociology as Applied to Medicine*, 5th edn. London: Arnold.
3. Bury, M. (1997). *Health and Illness in a Changing Society*. London: Routledge
4. David, Arnold (1994). *Colonising the Body: State, Medicine and the Epidemic Disease in Nineteenth Century India*. New Delhi: Oxford University Press
5. Douglas, Mary. (1966). *Purity and Danger: An Analysis of Concepts of Pollution and Taboo*. London: Routledge
6. Elston, M.A. (ed.) (1997) *The Sociology of Medical Science and Technology*. Oxford: Blackwell.
7. Foucault, Michael. (1989). *The Birth of the Clinic: An Archeology of Medical Perception* Paris: Routledge
8. Green, J. and Thorogood, N. (1998) *Analysing Health Policy: A Sociological Approach*. London: Longman.
9. James, V. and Gabe, J. (eds) (1996) *Health and the Sociology of Emotions*. Oxford: Blackwell.
10. Kevin, White. (2009). *An Introduction to the Sociology of Health and Illness*. New Delhi: Sage Publications.
11. Nagle, Madhu. (1988). *Medical Sociology*. Jaipur: Printwell Publishers
12. Nettleton, S. and Watson, J. (1998) *The Body in Everyday Life*. London: Routledge. Parsons, T. (1951) *The Social System*. New York: Free Press.
13. Turner Bryan, (1987). *Medical Power and Social Knowledge*, London; Sage
14. Venkataratnam, R. (1979). *Medical sociology in an Indian setting*, Madras: Macmillan.

### **Additional Readings:**

1. Bodeker G. (1990) Traditional health knowledge and Public policy. *Nature and Resource*. 30(2):5–16
2. Gopichandran V. Satish Kumar Ch. (2012), Mainstreaming AYUSH: an ethical analysis. *Indian J Med Ethics*. 9:272–277.
3. King, Nicholas B. (2002). “Security, Disease, Commerce: Ideologies of Postcolonial Global Health.” *Social Studies of Science* 32:763–89.
4. Koskinen, S. and Martelin, T. (1994) “Why are socioeconomic mortality differences smaller among women than among men?” *Social Science and Medicine*, 38: 1385–96.
5. Kumar D., Raina S.K., Bhardwaj A.K., Chander V. (2012). “Capacity building of AYUSH practitioners to study the feasibility of their involvement in non-communicable disease prevention and control”, *Anc Sci Life*. 32:116–119.

6. Sujatha V and Leena Abraham. (2009). 'Medicine State and Society', *Economic and Political Weekly*, XLIV No 16 April
7. Straus, R. (1957). 'The nature and status of medical sociology', *American Sociological Review*, 22: 200–4.

Department of AYUSH, Ministry of Health & Family Welfare. Mainstreaming of AYUSH under National Rural Health Mission – Operational Guidelines 2011.

Available from: <http://indianmedicine.nic.in/writereaddata/mainlinkFile/File614.pdf>

**Notional Hours of the paper** will include -

- Group discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Viva-voce.
- Class test etc.

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hours	-	<b>30 Hours</b> <ul style="list-style-type: none"> <li>• Group Discussion- 4 Hours</li> <li>• Home Assignment – 10 Hours</li> <li>• Project/Field study – 4 Hours</li> <li>• Seminar presentation – 4 Hours</li> <li>• Viva-voce – 4 Hours</li> <li>• Class test – 4 Hours</li> </ul>















### MINOR COURSE

<b>Subject Name: Introduction to Environmental Sociology</b>
<b>Subject Code: SOC182N201</b>
<b>L-T-P-C: 2-1-0-3</b>
<b>Credit Units: 3</b>
<b>Level of Course: 200</b>
<b>Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination- 70%)</b>

**Course Objective:** *This course aims to provide the students with a comprehensive, conceptual, theoretical and empirical background to the interaction between social and natural world.*

**Course Outcomes:** After successful completion of the course, the student will be able to:

<b>CO1</b>	<i>Define</i> the relation between natural and the social world	<b>BT-1</b>
<b>CO2</b>	<i>Illustrate</i> social inequality and systems of power as they relate to environmental issues	<b>BT-2</b>
<b>CO3</b>	<i>Apply</i> sociological theories and concepts to explain environmental phenomenon	<b>BT-3</b>
<b>CO4</b>	<i>Analyze</i> current theoretical and empirical debate on environmental movements and sustainable resource management practices	<b>BT-4</b>

### Detailed Syllabus

<b>Modules</b>	<b>Course Contents</b>	<b>Periods</b>
<b>I</b>	Envisioning Environmental Sociology (Nature-Culture Debate).	<b>15</b>
<b>II</b>	Approaches: Ecological Modernisation. Risk society. Ecofeminism and Feminist Environmentalism.	<b>15</b>
<b>III</b>	Environmental Issues: Pollution and Waste. Global warming: meaning, consequences, responses to the risk of global warming.	<b>15</b>

<b>IV</b>	Environmental movements in India:	
	Forest based movement- Chipko. Water based movement- Narmada	<b>15</b>
<b>TOTAL</b>		<b>60</b>

#### **Text Books:**

5. Bell, M. M. (2008). *An Invitation to Environmental Sociology*, Thousand Oaks, CA:Sage.
6. Giddens, A., (2009). *Sociology*. Wiley India, 6<sup>th</sup> edition. Ch 5. 'The Environment', pp.153- 203.
7. Hannigan, J. A. (1995). *Environmental Sociology*. Routledge, London and New York,2nd ed. Ch1 and 2. (pp. 10-15,16 - 35).
8. Shiva, V. (1988). Women in Nature. In *Staying Alive: Women, Ecology and Development*. Zed Books. Ch 3. (pp.38-54).

#### **References:**

4. Agarwal, Bina, (2007). The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan. (ed.). *Environmental Issues in India: A Reader*. New Delhi: Pearson, Longman, Ch 19, pp. 316-324,342-352.
5. Shiva, V. (1988). Women in Nature. In *Staying Alive: Women, Ecology and Development*. Zed Books. Ch 3. (pp.38-54).
6. Living in the World of Risk Society: A Hobhouse Memorial Public Lecture; Beck, U. 2006, delivered on Wednesday 15 February 2006 at the London School of Economics. *Economy and Society*, 35(3), 329-345.

#### **Additional Readings:**

5. White, B. H. (2018). On the Global Economic and Political Order. *EPW*, 53(35).
6. Buttel, F.H. (2000). Ecological modernization as social theory. *Geoforum*, 31(1), 57-65.

**Notional Hours of the paper** will include -

- Group discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Viva-voce.
- Class test etc.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	<b>30 Hours</b> <ul style="list-style-type: none"> <li>• Group Discussion- 4 Hours</li> <li>• Home Assignment – 10 Hours</li> <li>• Project/Field study – 4 Hours</li> <li>• Seminar presentation – 4 Hours</li> <li>• Viva-voce – 4 Hours</li> <li>• Class test – 4 Hours</li> </ul>

### 5<sup>th</sup> Semester

**Subject Name:** Philosophical Foundations of Social Research

**Subject Code:** SOC182M501

**L-T-P-C 3-1-0-4**

**Credit Units: 4**

**Level of Course: 300**

**Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination-70%)**

**Course Objective:** This course aims to enable the students to gain an understanding of the concept of social problem and various social problems affecting the community at large. This paper will introduce the students to the problems of contemporary society in India and enable them to understand these problems from a sociological perspective.

**Course outcome:** After the completion of the course the students will be able to:

SN	CO		BT
1	CO1	<i>Define</i> emerging social problems, concepts and issues of development in Indian Society	BT1
2	CO2	<i>Illustrate</i> the different social issues specially in the context of India	BT2
3	CO3	<i>Apply</i> sociological theories to understand deviant, delinquent behavior and disorganization and structural problems	BT3
4	CO4	<i>Analyze</i> the various social problems and development issues in Indian society	BT4

Detailed Syllabus:

Modules	Topics / Course Content	Periods
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<b>I</b>	Philosophical Roots of Social Research: Issues in the theory of epistemology: forms and types of knowledge, validation of knowledge, Philosophy of social science: Enlightenment, reason and science, Cartesian philosophy, structure of scientific revolution (Kuhn), Positivism and its critique:	<b>15</b>
<b>II</b>	Nature of Social Reality and Approaches to it: Positivism, Phenomenology, Ethnomethodology and Symbolic Interactionism, Inductive and deductive Theory building, Scientific method in social research, Objectivity/value neutrality Hypothesis.	<b>15</b>
<b>III</b>	Qualitative Methodologies: Interview, case study, observation. Quantitative Methodologies: Survey, sampling, questionnaire: (Meaning, uses, types, advantage and disadvantage of each method).	<b>15</b>
<b>IV</b>	Statistical Methods – Why study statistics, Importance of statistics in research. Graphical and diagrammatic presentation of data, its importance in research, advantages and disadvantages. Measure of central tendency (Mean, Median and Mode).	<b>15</b>
<b>Total</b>		<b>60</b>

### Text Books:

1. Bailey, K. (1994). *Methods of Social Research* (pp.3-19); Simon and Schuster, 4th ed. The Free Press, New York.
2. Gupta, S. P. (2007). *Elementary Statistical Methods*. Sultan Chand & Sons.

### References:

1. Bryman, A. (2008). *Social Research Methods* (pp. 3-12, 58-62); Oxford University Press: New York. Chapter 1, 'Social Research Strategies'.
2. Goode, W. E. & P. K. Hatt. (1952). *Methods in Social Research*; New York: McGraw Hill. Chapters 5 & 6.
3. Nueman, W. Lawrence. (2006). *Social Research Methods: Qualitative and Quantitative Approaches* (6<sup>th</sup> Edition). Boston, MA: Allyn & Bacon.
4. Kothari, C.R. (2004). *Research Methodology: Methods and Techniques* (2<sup>nd</sup> revised edition). New Delhi: New Age International (P) Limited Publishers.

### Additional Readings:

1. Srinivas, M.N. et al. (2002). (reprint). *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation* (pp. 1- 14); New Delhi: OUP, Introduction.
2. Hyte, W. F. (1955). *Street Corner Society*; Chicago: University of Chicago Press.

**Note:**

**Notional Hours of the paper** will include -

- Group discussions
- Home Assignment
- Project/Field study
- Seminar presentation
- Viva-voce.
- Class test etc.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	<b>30 Hours</b> <ul style="list-style-type: none"><li>• Group Discussion- 4 Hours</li><li>• Home Assignment – 10 Hours</li><li>• Project/Field study – 4 Hours</li><li>• Seminar presentation – 4 Hours</li><li>• Viva-voce – 4 Hours</li><li>• Class test – 4 Hours</li></ul>

**Detail Syllabus**

**Subject Name:** Criminology

**Subject Code:** SOC182I301

**L-T-P-C 2-1-0-3**

**Credit Units:** 3

**Level of Course:** 200

**Scheme of Evaluation:** Theory (Internal – 30% and Semester End Examination-70%)

**Course Objective:** This course aims to enable the students to comprehend different theoretical perceptions about crime and criminology. It will provide the scope to understand etiology of crime, prevention of crime, treatment of offenders, victimology and related areas.

**Course outcome:** After the completion of the course the students will be able to:

SN	CO		BT
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1	<b>CO1</b>	<i>Define</i> different concepts related to the study of criminology.	<b>BT1</b>
2	<b>CO2</b>	<i>Illustrate</i> the theoretical approaches to criminology	<b>BT2</b>
3	<b>CO3</b>	<i>Apply</i> criminological imagination to think about problems of crime and justice in new ways, going beyond everyday understandings.	<b>BT3</b>
4	<b>CO4</b>	<i>Analyze</i> and interpret the diversity of social experience associated with criminology and social justice issues,.	<b>BT4</b>

Detailed Syllabus:

Modules	Topics / Course Content	Periods
<b>I</b>	What is criminology; Growth of criminology; Concept of Crime; Concept of criminal; Classification of criminals; Victim in crime: Science of victimology, role of victim in crime, Methods and techniques in criminology.	<b>15</b>
<b>II</b>	Theories of criminal behaviour: Differential association theory, Sub-culture theory, Social bond theory, Routine activity theory, Biological theories, Classical and neo-classical theories, Biological theories, Physiological theories, Economic theory, Geographical theory, Sub-Cultural theory	<b>15</b>
<b>III</b>	Factors in crime: Personal, Environmental, Peer, Movies; Interaction between personal and environmental factors: a conjunctive approach; Causes in crime, Types of crime	<b>15</b>
<b>IV</b>	Punishment: society and social control; Theories of punishment; Theories in variations in punishment; Capital punishment; Prisons; Probation and parole; Crime in India	<b>15</b>
<b>Total</b>		<b>60</b>

**Reading List:**

11. Ahuja, R. (2012). Criminology. New Delhi: Rawat Publications
12. Alexander, K. (2006). Police reforms in India: An analytical study. New Delhi: Discovery Publishing House.
13. Blackburn, R. (2008). The psychology of criminal conduct: Theory, research and practice. Chichester: Wiley.
14. DeKeseredy, W. (2011). Contemporary critical Criminology. London: Routledge.

15. Hollin, C. (2013). Psychology and crime: An introduction to criminological psychology. Hove, East Sussex: Routledge.
16. Karlsson, J., & Bergman, A. (2017). Methods for social theory: Analytical tools for theorizing and writing. London: Routledge.
17. Marsh, I. (2007). Theories of crime. London: Routledge. Pond, R. (1999). Introduction to Criminology. Winchester: Waterside.
18. McConville, M., & Wilson, G. (2002). Handbook of the criminal justice process. Oxford: Oxford University Press.
19. Renzetti, C. (2013). Feminist Criminology. Routledge.
20. Siegel, L. (2013). Criminology: Theories, patterns, and typologies. Belmont, CA: Wadsworth Cengage Learning.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	<b>30 Hours</b> <ul style="list-style-type: none"> <li>• Group Discussion- 4 Hours</li> <li>• Home Assignment – 10 Hours</li> <li>• Project/Field study – 4 Hours</li> <li>• Seminar presentation – 4 Hours</li> <li>• Viva-voce – 4 Hours</li> <li>• Class test – 4 Hours</li> </ul>

**Subject Name:** Sociology of Gender

**Subject Code:** SOC182M503

**L-T-P-C 2-1-0-3**

**Credit Units: 4**

**Level of Course: 300**

**Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination-70%)**

**Course Objectives.** This course aims at introducing students to the major concepts and theoretical perspectives of sex-gender systems and practices. It also discusses specific issues concerning gender relations in the Indian context in their structural forms and representations.

**Course Outcomes:** After successful completion of the course, the student will be able to:

SN	CO		BT
1	CO1	<i>Define</i> basic idea on gender and discuss the various issues concerning to gender.	<b>BT 1</b>
2	CO2	<i>Illustrate</i> the different types of feminism and feminist theories	<b>BT 2</b>

<b>3</b>	<b>CO3</b>	<i>Apply</i> Feminist movement and apply it to global debates of gender discrimination	<b>BT3</b>
<b>4</b>	<b>CO4</b>	<i>Analyze</i> and take part in understanding of Gender inequality & Empowerment- Gender Disparities	<b>BT4</b>

### Detailed Syllabus

Unit	Contents	Periods
1	Introduction to Basic concepts: terms Sex, Gender and Sexuality, Intersectionality of gender with other aspects of social life, Patriarchy: Ideology and Forms, Contemporary Sexuality Politics, Masculinity	15
2	Feminism as a Concept Origin and Growth of Feminism Feminist perspective: Liberal, Radical, Marxist – Socialist, Feminist methodology: Standpoint theory, Situated knowledge, Third World Women and Politics of Knowledge	15
3	Feminist Movements – Global debates, Women’s Movements in India-Women in Social Reform Movements, Telengana, Anti-Arrack, Chipko, Me too, Emergence of Women’s Studies in India, Women’s M	15
4	Contemporary Women/Gender Issues in India Violence Against Women: Dowry, Rape, Female Foeticide Women and Education Women and Work Women and Health Decision Making Gender and Politics Debate around LGBTQ	15
	<b>Total</b>	60

### Texts

Textbook(s) Tong, R. (2009). Feminist Thought, Colorado:Westview Press. Stevi, J., and Scott, S. (2002). Gender: A Sociological Reader, London:Routledge.

Tong, R. (2009). Feminist Thought, Colorado:Westview Press.

Stevi, J., and Scott, S. (2002). Gender: A Sociological Reader, London:Routledge

### Additional Readings

Harding, S. (2004). The Feminist Standpoint Theory Reader: Intellectual and Political Controversies. NewYork: Routledge

Janaki, N. and M. John (1998). A Question of Silence: the Sexual Economies of Modern India, , New Delhi:Kali for Women.

Kumar, P. (2010). Sanma Told Me: Narratives of Gendered Violence. Indian Journal of Gender Studies., 17 (3), 403-427.

Walby, S. (1989). Theorizing Patriarchy. British Sociological Association, 23(2),213- 234.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	<b>30 Hours</b> <ul style="list-style-type: none"> <li>• Group Discussion- 4 Hours</li> <li>• Home Assignment – 10 Hours</li> <li>• Project/Field study – 4 Hours</li> <li>• Seminar presentation – 4 Hours</li> <li>• Viva-voce – 4 Hours</li> <li>• Class test – 4 Hours</li> </ul>

**Subject Name:** Sociology of Science

**Subject Code:** SOC182N501

**L-T-P-C 2-1-0-3**

**Credit Units: 4**

**Level of Course: 300**

**Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination-70%)**

**Course Objective:** The present course aims to focus on the increasing complexities of the interrelationship between science, technology and society. Science and technology policy of twenty-first century is faced by challenges like emerging technology, globalization and environmental movement. Some of the notions like objectivity, rationality, skepticism, systematic investigation, scientific temper requires an understanding of how science emerged as a social institution, what role S&T plays in our society and how socioeconomic structure influence the character of modern science. This course will familiarize undergraduate students about the basic concepts and perspectives on science and technology and explore the emergence and growth of modern science and technology in India. The course will discuss issues concerning both functional and dysfunctional aspects of the impact of science and technology on society and vice versa.

**Course Outcome:** After the completion of the course, the students will be able to:

SN	CO		BT
1	CO1	<i>Define</i> science and non-science	<b>BT1</b>
2	CO2	<i>Illustrate</i> the social and cultural shaping of science and technology	<b>BT2</b>
3	CO3	<i>Apply</i> the concepts to understand the development of science and technology in the Indian context	<b>BT3</b>
4	CO4	<i>Analyze</i> the challenges and opportunities of emerging technologies in the globalized world	<b>BT4</b>

## Detailed Syllabus

<b>Modules</b>	<b>Topics / Course Content</b>	<b>Periods</b>
<b>I</b>	Science and Non-Science, Theories of Scientific Knowledge, Scientific Revolution, Social Construction of Scientific Knowledge	<b>15</b>
<b>II</b>	Science as a Social Institution, Science, Technology and Culture, Inequalities in Science: Matthew Effect and Mertonian Paradigm, Science and Religion	<b>15</b>
<b>III</b>	Science and Technology in India, Development of Indian Science and Technology in Colonial and Post Colonial India, Science Policy and Indian Scientific Community	<b>15</b>
<b>IV</b>	Science and Technology in Globalized world: Challenges and opportunities of emerging technologies like Information technology and Bio-technology. TRIPS; Patent Laws and Indigenous Knowledge. Consequences and Implications.	<b>15</b>
<b>Total</b>		<b>60</b>

### Text

1. N. Stehr and V. Meja, eds., Society and Knowledge: Contemporary Perspectives in the Sociology of Knowledge and Science, Revised 2nd edition, Transaction Publishers, 2005.

### References

1. T.S. Kuhn, The Structure of Scientific Revolutions. Chicago University Press, 1970.
2. K. Popper, The Logic of Scientific Discovery, Basic Books, 1959.
3. D. Raina and S.I. Habib, Domesticating Modern Science: A Social History of Science and Culture in Colonial India. Tulika Books, 2004.

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hours	-	<b>30 Hours</b> <ul style="list-style-type: none"> <li>• Group Discussion- 4 Hours</li> <li>• Home Assignment – 10 Hours</li> <li>• Project/Field study – 4 Hours</li> <li>• Seminar presentation – 4 Hours</li> <li>• Viva-voce – 4 Hours</li> <li>• Class test – 4 Hours</li> </ul>

## 6<sup>th</sup> Semester

**Subject Name:** Political Sociology

**Subject Code:** SOC182M601

**L-T-P-C 3-1-0-4**

**Credits:** 4

**Level of Course:** 300

**Scheme of Evaluation:** Theory (Internal – 30% and Semester End Examination-70%)

**Course Objective:** *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 Outcome:** After the completion of the course, the students will be able to:

SN	CO		BT
1	CO1	Define the various conceptual tools to understand state	BT1
2	CO2	Illustrate the functioning of state society relations	BT2
3	CO3	Apply the concepts to understand the question of power in the context of the modern states	BT3
4	CO4	Analyze the political systems of different nations around the world	BT4

### Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Contextualizing Political Sociology: Tom Bottomore, Dipankar Gupta. Concept of Power: Marx, Durkheim, Weber, Foucault: Panopticon, governmentality and biopolitics. Elite theory: Pareto and Mosca. Power Elite: C.W. Mills.	15

<b>II</b>	State, Citizenship and Governance: Everyday State and Local Structures of Power- Panchayati Raj, village councils and Gaon Panchayat. Citizenship: social and political rights. Civil Society: pressure group, interest group	<b>15</b>
<b>III</b>	African political system: societies with state and stateless societies. Totalitarian system: Pattern of governance. Democratic system: the question of caste and tribe in Indian politics	<b>15</b>
<b>IV</b>	Ethnicity and Identity Assertion in North East India: homeland and homelessness: Naga movement, Assam movement, Bodo Movement.	<b>15</b>
<b>Total</b>		<b>60</b>

#### **Text Books:**

1. Mills, C. Wright. (1956). *The Power Elite, New Edition*. OUP.
2. Bottomore, T.B. (1993). *Elites and Society*, 2nd Edition, Routledge.

#### **References:**

1. Eisenstadt, S. N. (1971). 'General Introduction: The Scope and Development of Political Sociology' in *Political Sociology: A Reader*. Basic Books, New York Publication, pp. 3-24.
2. Weber, Max. (1978). *Economy and Society: An Outline of Interpretative Sociology*, Berkeley: University of California Press, pp. 53-54; 941-54; 212-30; 241-54.
3. Misra, U. (2014). *India's North-east: Identity Movements, State, and Civil Society*. London: OUP.
4. E.E. Evans-Pritchard. (1940). *African political system*. Oxford University Press.
5. Gupta, Dipankar. (1996). *Political Sociology in India Contemporary Trends*, Orient Longman.
6. Baruah, S. (1999). *India Against Itself: Assam and the Politics of Nationality*. University of Pennsylvania Press. (Chapter 1)
7. Baruah, S. (2007). *Durable disorder: Understanding the politics of Northeast India*. Oxford University Press. (2 essays).
8. Scott, J. C. (2010). *The art of not being governed: An anarchist history of upland Southeast Asia*. Nus Press. (Chapter 1).
9. Misra, U. (2013). *Periphery Strikes Back*. Indian Institute of Advanced Studies.
10. Narzary, C. (2011). *Dream for Udayachal and the History of the Plains Tribes*. N.L Publications.

#### **Additional Readings:**

1. Laclau, E. (2012). *Politics and Ideology in Marxist Theory*. London: Verso.

2. Lukes, Steven. (2005). *Power: A Radical View*, 2nd Ed., Hampshire: Palgrave, pp. 14-49.
3. Mitchell, Timothy. (2006). 'Society, Economy, and the State Effect', in A. Sharma and A. Gupta (Ed.), *The Anthropology of the State: A Reader*, Oxford: Blackwell, pp. 169-85.
4. Karlsson, B. G. (2003). Anthropology and the 'Indigenous Slot' Claims to and Debates about Indigenous Peoples' Status in India. *Critique of anthropology*, 23(4), 403-423.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	<b>30 Hours</b> <ul style="list-style-type: none"> <li>• Group Discussion- 4 Hours</li> <li>• Home Assignment – 10 Hours</li> <li>• Project/Field study – 4 Hours</li> <li>• Seminar presentation – 4 Hours</li> <li>• Viva-voce – 4 Hours</li> <li>• Class test – 4 Hours</li> </ul>

**Subject Name: Sociology of Religion**

**Subject Code: SOC182N501**

**L-T-P-C 3-1-0-4**

**Credit Units: 4**

**Level of Course: 300**

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**Course Objective:** *This paper introduces the sociological perspective to the study of religion. It focuses on the relationship between religion, culture and social structure through a cross-cultural examination of religious beliefs, practices and organizations.*

**Course Outcome:** After the completion of the course, the students will be able to:

SN	CO		BT
1	CO1	Define religion as a form of social identity for individuals and groups	BT1
2	CO2	Illustrate and explain how major sociological perspectives view religion	BT2
3	CO3	Apply sociological theories like Functionalism, conflict theory, and interactionism, etc. to understand religion	BT3

4	<b>CO4</b>	Analyze how religion influences society and is influenced by society	<b>BT4</b>
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### Detailed Syllabus

Modules	Topics / Course Content	Periods
<b>I</b>	Introduction to Sociology of Religion: The definition of religion: General and sociological– Nature and scope – sociological perspective of religion - sociological methods of studying religion – functions and religion – importance of sociology of religion.  Durkheim – The Elementary Forms of Religious Life - Totemism, animism, monotheism, beliefs & rituals, sacred & profane.	<b>15</b>
<b>II</b>	Malinowski – The concepts of magic, science and religion, Ethnography of Trobriand Islanders - Co-operation between magic & science.  MN Srinivas’s functionalist view of religion - ethnography of the Coorgs - Okka, village and caste – Madi & Pole - Case study of rituals and auspiciousness.	<b>15</b>
<b>III</b>	Religion and Society: Max Weber; The Protestant Ethic and The Spirit of Capitalism- Religion and economy - religion and capitalism - Protestant ethic, Calvinism - rise of modern capitalism. Ideal types of western capitalism and protestant ethic - Traditional v/s rational capitalism. Western capitalism’s compatibility with Confucianism, Judaism, Hinduism.	<b>15</b>
<b>IV</b>	Marx’s and religion - Religion as opium. Base and exploitative superstructure. Social conditions that lead to religion - Religion as alienation. Comparison between Marx and Weber.	<b>15</b>
<b>Total</b>		<b>60</b>

### Text Books:

1. Emile Durkheim. (1995). *The elementary forms of religious life*. Translated by Karen E. Fields. New York: The Free Press. Book one and Conclusion, pp. 21-39, 418-440.
2. Max Weber. (2001). *The Protestant ethic and the spirit of capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp. 103-126.

### References:

1. Beteille, Andre .2002. “Religion as a Subject for Sociology”, in Sociology Essays on Approach and

Method. New Delhi: Oxford University Press. pp 184-200.

2. Srinivas, M. N. (1952). *Religion and Society among the Coorgs of South India*. Clarendon: Oxford, pp100-122.
3. Marx, K., & Engels, F. (2008). *On Religion*. New York: Dover Publications.
4. Max Weber. (1978). *Economy and society*. Edited by Guenther Roth and Claus Wittich. California: University of California Press. Volume Two, pp.518-521.
5. Dutta, U. (2018, April 24). *The Nagas & the Baptists*. <https://frontline.thehindu.com/books/the-nagas-amp-the-baptists/article8921682.ece>.
6. Nandy, A. (1995). An Anti-secularist Manifesto. *India International Centre Quarterly*, 22(1), 35–64. <http://www.jstor.org/stable/23003710>
7. Pandey, G. (2007). The Secular State and the Limits of Dialogue. In Anuradha D. Needham and Rajeshwari S. Ranjan (Eds.) *The Crises of Secularism in India* (pp. 157-176). Duke University Press.

#### Additional Readings:

1. Malinowski, Bronislaw. (1948). *Magic, science and religion and other essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 119-124.
2. Madan, T.N. (enlarged edition). (1990). *Religion in India*. New Delhi: Oxford. (Introduction).
3. Tambiah, Stanley Jeyaraja. (1990). *Magic, science, religion and the scope of rationality*. Cambridge: Cambridge University Press, pp. 1-41.
4. Van Gennep, A. (1960). *The rites of passage*. Chicago: University of Chicago Press.
5. Thomas, J. (2015). *Evangelizing the nation: religion and the formation of Naga political identity*. Routledge.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	<b>30 Hours</b> <ul style="list-style-type: none"> <li>• Group Discussion- 4 Hours</li> <li>• Home Assignment – 10 Hours</li> <li>• Project/Field study – 4 Hours</li> <li>• Seminar presentation – 4 Hours</li> <li>• Viva-voce – 4 Hours</li> <li>• Class test – 4 Hours</li> </ul>

<b>Subject Name:</b> Urban Sociology
<b>Subject Code:</b> SOC182M604
<b>L-T-P-C 3-1-0-4</b>
<b>Credits:</b> 4
<b>Level of Course:</b> 300
<b>Scheme of Evaluation:</b> Theory (Internal – 30% and Semester End Examination-70%)

**Course Objective:** *This course provides an exposure to key theoretical perspectives for understanding urban life in historical and contemporary contexts. It also reflects on some concerns of urban living while narrating the subjective experiences of urban communities. With case studies from India and other parts of the world this course will help students relate to the complexities of urban living.*

**Course Outcome:** After the completion of the course, the students will be able to:

SN	CO		BT
1	CO1	Define the various concepts related to urban sociology	BT1
2	CO2	Illustrate how major sociological perspectives view the urban society	BT2
3	CO3	Apply the major sociological approaches to understand the urban realities	BT3
4	CO4	Analyze the politics of urban spaces	BT4

### Detailed Syllabus

Modules	Topics / Course Content	Periods
I	Introducing Urban Sociology – Urban, urbanism and the city. Origin and development of urban societies. Some Basic Concepts: urbanization, Rural-Urban Continuum, conurbation, suburbanization, urban neighborhood, ghettoization.	15
II	Perspectives in Urban Sociology –Classical Theories of City: The City- Max Weber; Metropolis and mental life – George Simmel the Chicago School and its critics: Theories of Robert Park, Burgess, Mc Kenzie and Louis Wirth The New Urban Sociology: Henri Lefebvre; David Harvey; Manuel Castells.	15

<b>III</b>	Cities in the Developing World; Urbanization and its consequences in developing countries; Movements and Settlements – Migration, community; Patterns of Urbanization- Northeast context	<b>15</b>
<b>IV</b>	Politics of Urban Space – Caste, class and gender. Urban inequalities: Caste, Class and Ethnic segregation of space. Culture and leisure.	<b>15</b>
<b>Total</b>		<b>60</b>

### Text Books:

1. Mumford, Lewis. (1961). *The City in History: its origins and transformations and its prospects*. Mariner Books, pp 3-29, 94-118.
2. Harvey, David. (1985). *The Urban Experience*, Baltimore: Johns Hopkins University Press, Chapter 1. Money, Time, Space and the City, pp.1-35.

### References:

1. Ayyar, Varsha. (2013). 'Caste and Gender in a Mumbai Resettlement Site', *Economic & Political Weekly*, May 4, Vol. XLVIII, No 18, pp. 44-55.
2. Rao, M.S.A. (1981). 'Some aspects of the sociology of migration', *Sociological Bulletin*, Vol. 30, 1. Pp 21-38.
3. Lewis, Wirth. (1938). 'Urbanism as a way of Life' in *American Journal of Sociology*, Vol. 44, No.1 (July), pp.1-24.
4. Zachariah, K. C., & Rajan, S. I. (2012). *Kerala's Gulf connection, 1998-2011: Economic and social impact of migration*. New Delhi: Orient Blackswan.
5. Gore, A. (2006). *An Inconvenient Truth: The planetary emergency of global warming and what we can do about it*. Rodale.

### Additional Readings:

1. Weber, Max 1978. *The City*. The Free Press: New York., pp.65-89.
2. Simmel, George. (1903). 'Metropolis and the Mental Life' in Gary Bridge and Sophie Watson, eds. *The Blackwell City Reader*. Oxford and Malden, MA: Wiley-Blackwell, 2002.
3. Katznelson, Ira. (1981), *City Trenches: Urban Politics and Patterning of Class in United States*, Chicago: University of Chicago Press. Chapter 8. Social Theory, Urban Movements and Social Change, pp. 193 –215.
4. Holton, R. J. *Cities, Capitalism and Civilization*, London: Allan and Unwin, Chapters. 1 & 2. pp. 1 – 32.
5. Anand, Inbanathan. (2003). 'Migration and Adaptation: Lower Caste Tamils in a Delhi Resettlement Colony' in Ranvinder Singh Sandhu (ed.) *Urbanization in India*. Sage: New Delhi, pp.232-246.

Credit Distribution		
Lecture/Tutorial	Practicum	Experiential Learning
60 Hours	-	<b>30 Hours</b> <ul style="list-style-type: none"> <li>• Group Discussion- 4 Hours</li> <li>• Home Assignment – 10 Hours</li> <li>• Project/Field study – 4 Hours</li> <li>• Seminar presentation – 4 Hours</li> <li>• Viva-voce – 4 Hours</li> <li>• Class test – 4 Hours</li> </ul>

**Subject Name:** Sociology of Education

**Subject Code:** SOC182N601

**L-T-P-C 2-1-0-3**

**Credit Units: 3**

**Level of Course: 200**

**Scheme of Evaluation: Theory (Internal – 30% and Semester End Examination-70%)**

***Course Objective:** This course intends to familiarize the students with perspectives on the social meaning of education and the relationship between education and society. This includes issues of knowledge, comprehension, empowerment and contestation to sites and practices of education.*

**Course Outcome:** After the completion of the course, the students will be able to:

SN	CO		BT
1	<b>CO1</b>	Relate the education system with the structure, culture and processes	<b>BT1</b>
2	<b>CO2</b>	Illustrate the connection between education and the social institutions	<b>BT2</b>
3	<b>CO3</b>	Apply the knowledge of sociological perspectives to understand education in multiple levels of enquiry	<b>BT3</b>
4	<b>CO4</b>	Analyze the contemporary issues in education systems	<b>BT4</b>

### Detailed Syllabus

<b>Modules</b>	<b>Topics / Course Content</b>	<b>Periods</b>
<b>I</b>	Social structure, culture and educational processes: Family, Community, State.	<b>15</b>
<b>II</b>	Perspectives in the Sociology of Education: Education as Socialisation, Education as Social Reproduction, Education and Resistance, Education and Gendered Identities	<b>15</b>
<b>III</b>	Sites of Reproduction and Negotiations of Social Identities: Contexts of Discrimination- caste, class, religion, language and gender. Pedagogical Discourses: Authority and docility, Discrimination and teaching learning process; Texts and Learning	<b>15</b>
<b>IV</b>	Contemporary Issues in Higher Education in India: Student politics, Citizenship education, social welfare and education.	<b>15</b>
<b>Total</b>		<b>60</b>

#### **Text Books:**

1. Ballantine, J.H. (1997). *The Sociology of Education: A Systematic Analysis* (4th edition). New Jersey: Prentice-Hall.
2. Robinson, P. (1981). *Perspectives on the Sociology of Education*. New York: Routledge & Kegan Paul.

#### **References:**

1. Durkheim, Emile. (1977). 'On Education and Society', in Karabel, J. and Halsey A.H. (eds.). *Power and Ideology in Education*. New York: Oxford University Press, pp. 92-104.
2. Parsons, Talcott. (1959/2008). 'The School Class as a Social System', in Ballantine, J.H. and Spade, J.Z. (eds.) *Schools and Society: A Sociological Approach to Education*. 3rd ed. California: Pine Forge Press, pp. 80-85.
3. Bourdieu, Pierre. (1977). 'Cultural Reproduction and Social Reproduction', in Karabel, J. and Halsey, A.H. (eds.) *Power and Ideology in Education*. New York: Oxford University Press, pp. 487- 510.
4. Youdell, Deborah. (2010). 'Recognizing the Subjects of Education: Engagements with Judith Butler' in Apple et al. (eds.) *The Routledge International Handbook of the Sociology of Education*. Routledge. London and New York, pp. 132-141.
5. Freire, P. (2018). *Pedagogy of the oppressed*. Bloomsbury publishing USA.

6. Kumar, K. (2005). Quality of Education at the Beginning of the 21st Century: Lessons from India. *Indian Educational Review*, 40(1), 3-28.
7. Kumar, K. (2010). Quality in education: Competing concepts. *Contemporary Education Dialogue*, 7(1), 7-18.
1. Mannheim, K. (2013). *Ideology and utopia*. Routledge.
2. Illich, I. (1971). *Deschooling Society*. Harper & Row.

### **Additional Readings:**

1. Thapan, Meenakshi. (2006). 'Docile' bodies, 'good' citizens or 'agential' subjects? Pedagogy and Citizenship in Contemporary Society. In *Economic and Political Weekly*, Sept 30, 4195 -4203.
2. Froerer, Peggy. (2007). Disciplining the saffron way: Moral education and the Hindu Rashtra. *Modern Asian Studies*, 41, 5, 1033-1071.
3. Apple, Michael. (2013). 'The Other Side of the Hidden Curriculum: Culture as Lived-I' Knowledge, Power and Education: The Selected Works of Michael W. Apple. New York: Routledge. Ch.7, pp. 132-151.
4. Illich, I. (200). *Deschooling Society*. London: Marion Voyars Publishers, 2000.
5. Cote, M., Day, R. J. F., & Peuter, G. D. (2007). *Utopian Pedagogy: Radical Experiments Against Neoliberal Globalization*. Toronto: University of Torontto.

<b>Credit Distribution</b>		
<b>Lecture/Tutorial</b>	<b>Practicum</b>	<b>Experiential Learning</b>
60 Hours	-	<b>30 Hours</b> <ul style="list-style-type: none"> <li>• Group Discussion- 4 Hours</li> <li>• Home Assignment – 10 Hours</li> <li>• Project/Field study – 4 Hours</li> <li>• Seminar presentation – 4 Hours</li> <li>• Viva-voce – 4 Hours</li> <li>• Class test – 4 Hours</li> </ul>







