NEP FYUGP CURRICULUM

SOCIOLOGY HONOURS/

SOCIOLOGY HONOURS WITH RESEARCH PROGRAMME

FOR UNDER GRADUATE COURSES

DEPARTMENT OF SOCIOLOGY

ST XAVIER'S COLLEGE, RANCHI

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

DEPARTMENT OF SOCIOLOGY
ST. XAVIER'S COLLEGE, RANCHI
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Members of Board of Studies (Sociology) for preparing Syllabus of the Four -Year Undergraduate Programme (FYUGP) for the academic session 2025-2029.

I. Vice Chancellor Nominee

Shri Binod Narayan

Associate Professor,

~~College~~ Department of Sociology,

Ranchi ~~College~~ University, Ranchi

II. External Experts

1. Dr. Deepak Kumar

   Professor & Head,

   P.G. Department of Sociology,

   Magadh ~~College,~~ University

   Bodh Gaya, 824234

2. Dr Pramod Kumar Choudhary

   Professor

   P.G. Department of Sociology,

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III. **Industry Expert:**

3. Mr Shivam Pathak , JSLPS

   State Mission Management Unit,

   Rural Development Department

   Government of Jharkhand

IV. **Meritorious Alumni**

4. Mr Sanchay Ghosal

   Alumni, Department of Sociology, St Xavier's College. Ranchi

   NET Qualified

   Topper of Ranchi College PHD Entrance Examination, P.G. Department of

   Sociology, Ranchi College

V. **Internal Members**

5. Ms. Ivana Chakraborty

   Assistant Professor & Head

   Department of Sociology

   St Xavier's College

   Ranchi

6. Mrs Sandhya Bhengra

   Assistant Professor

   Department of Sociology

   St Xavier's College

   Ranchi

7. Ms. Sneha Kachhap

   Assistant Professor

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Table of Contents

HIGHLIGHTS OF FYUGP CURRICULUM

PROGRAMME DURATION

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

ELIGIBILITY

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

ADMISSION PROCEDURE

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

VALIDITY OF REGISTRATION

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

ACADEMIC CALENDAR

- An Academic Calendar will be prepared by the College to maintain uniformity in the UG Honours/ Honours with Research Programmes and PG Diploma Programmes
- Academic Year: Two consecutive (one odd + one even) semesters constitute one academic year.
- Semester: The Odd Semester is scheduled from July to December, and the Even Semester is from

January to June. Each week has a minimum of 40 working hours spread over 6 days.

- Each semester will include Admission, coursework, conduct of examination and declaration of results, including semester break.

- To undergo an 8-week summer internship/ apprenticeship during the summer camp, the Academic Calendar may be scheduled for academic activities as below:
  a) Odd Semester: From the first Monday of August to the third Saturday of December
  b) Even Semester: From the first Monday of January to the third Saturday of May

- An academic year comprising 180 working days in the least is divided into two semesters, each semester having at least 90 working days. With six working days in a week, this would mean that each semester will have 90/ 6 = 15 teaching/ working weeks. Each working week will have 40 hours of instructional time.

- Each year, the College shall draw out a calendar of academic and associated activities, which shall be strictly adhered to. The same is non-negotiable. Further, the Department will make all reasonable endeavours to deliver the programmes of study and other educational services as mentioned in its Information Brochure and website. However, circumstances may change, prompting the Department to reserve the right to change the content and delivery of courses, discontinue or combine courses and introduce or withdraw areas of specialization.

PROGRAMME OVERVIEW/ SCHEME OF THE PROGRAMME

- Undergraduate degree programmes of either 3 or 4-year duration, with multiple entries and exit points and re-entry options within this period, with appropriate certifications such as:
  - ➢ UG Certificate after completing 1 year (2 semesters) of study in the chosen fields of study, provided they complete one vocational course of 4 credits during the summer vacation of the first year or internship/ Apprenticeship in addition to 6 credits from skill-based courses earned during the first and sSOCnd semesters.,
  - ➢ UG Diploma after 2 years (4 semesters) of study diploma provided they complete one vocational course of 4 credits or internship/ Apprenticeship/ skill based vocational courses offered during the first year or sSOCnd year summer term, in addition to 9 credits from skill-based courses earned during the first, sSOCnd, and third semester.
  - ➢ Bachelor's Degree after a 3-year (6 semesters) programme of study,
  - ➢ Bachelor's Degree (Honours) after a 4-year (8 semesters) programme of study.
  - ➢ Bachelor's Degree (Honours with Research) after a 4-year (8 semesters) programme of study to the students undertaking a 12-credit Research component in the fourth year of FYUGP.

CREDIT OF COURSES

The term 'credit' refers to the weightage given to a course, usually in terms of the number of instructional hours per week assigned to it. The workload relating to a course is measured in terms of credit hours. It determines the number of hours of instruction required per week over a semester (minimum 15 weeks).

a) One hour of teaching/ lecture or two hours of laboratory /practical work will be assigned per class/interaction.

One credit for Theory   = 15 Hours of Teaching

2

One credit for Practicum = <u>30 Hours of Practical work</u>
One credit for Internship = <u>02 Weeks of Practical experience</u>

b) For credit determination, instruction is divided into three major components:

Hours (L) – Classroom Hours of one hour duration.

Tutorials (T) – Special, elaborate instructions on specific topics of one hour duration

Practical (P) – Laboratory or field exercises in which the student has to do experiments or other practical work of a two-hour duration.

Internship – For the Exit option after any academic year of a Four-year U.G. Programme for the award of U.G. Certificate, U.G. Diploma, U.G. Degree (Level 4.5, 5 or 5.5 respectively), Students can either complete two 4-week internships worth 2 credits each or one 8-week internship for all 4 credits. This practical experience connects academic learning with real-world applications, offering valuable exposure to professional environments in their fields of study

CHANGE OF MAJOR OR MINOR COURSES

- The change of Major or Minor courses may be allowed only once after the Second Semester and before the third Semester in the FYUG Programme, depending on the provisions laid by the FYUGP and the conditions laid by the Institution.

CALCULATION OF MARKS FOR THE PURPOSE OF THE RESULT

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

PROMOTION CRITERIA

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

i. The Requisite Marks obtained by a student in a particular subject will be the criteria for promotion to the next Semester.

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

iii. To get promotion from Semester-II to Semester-III a student will be required to pass in at least 75% of the Courses in an academic year, a student has to pass in minimum <u>11 papers</u> out of the total 14 papers.

iv. To get promotion from Semester-IV to Semester-V (taken together of Semester I, II, III & IV) a student has to pass in minimum of <u>20 papers</u> out of the total 26 papers.

v. To get promotion from Semester-VI to Semester-VII (taken all together of Semester I, II, III, IV, V & VI) a student has to pass in minimum of <u>27 papers</u> out of the total 36 papers.

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

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

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

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

iii. To get promotion from Semester-II to Semester-III a student will be required to pass in at least 75% of the Courses in an academic year, a student has to pass in minimum 11 papers out of the total 15 papers.

iv. To get promotion from Semester-IV to Semester-V (taken together of Semester I, II, III & IV) a student has to pass in minimum 20 papers out of the total 27 papers.

v. To get promotion from Semester-VI to Semester-VII (taken all together of Semester I, II, III, IV, V & VI) a student has to pass in minimum 28 papers out of the total 37 papers.

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

PUBLICATION OF RESULTS

- The examination result shall be notified by the Controller of Examinations of the College in different newspapers and the same is to be posted also on the College website.

- If a student is found indulging in any malpractice/ unfair means during an examination, the examination taken by the student for the semester will be cancelled. The candidate has to reappear in all the papers of the session with the students of the next session, and his one year will be detained. However, marks secured by the candidate in all previous semesters will remain unaffected.

- There shall be no Supplementary or Re-examination for any subject. Students who have failed in any subject in an even semester may appear in the subsequent even semester examination to clear the backlog. Similarly, the students who have failed in any subject in an odd semester may appear in the subsequent odd semester examination to clear the backlog.

Regulations related to any concern not mentioned above shall be guided by the Regulations of St Xavier's College, for FYUGP.

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4

COURSE STRUCTURE FOR FYUGP 'HONOURS/ RESEARCH/ PG DIPLOMA'
Table 1: Credit Framework for Four-Year Undergraduate Programme (FYUGP) under St Xavier's College, (Autonomous), Ranchi, Jharkhand [Total Credits = 164]

Academic Level	Level of Courses	Semester	MJ: Discipline Specific Courses – Core or Major (80)	AC: Associated core courses from discipline/ Interdisciplinary/ vocational	ELC: Elective courses may be opted from four paths [Follow table 3] (24)	MDC: Multidisciplinary Courses (From a pool of Courses) (9)	AEC: Ability Enhancement Courses (Modern Indian Language and English)	SEC: Skill Enhancement Courses (9)	VAC: Value Added Courses (6)	IKS: (i) Indian Knowledge System (2) & SA: (ii) Social awareness (2)	RC: Research Courses (4+8)	AMJ: Advanced Courses instead of Research (4+4+4)	PGD: PG Diploma Level 6 (4+4+4)	Total Credits	IAP; Internship/Apprenticeship/ Project/ Vocational course/ Dissertation (4) In between Sem I to Sem-VI
	1	2	3	4 (32)		5	6	7	8	9	10	11		12	13
Level 4.5	Level 100-199: Foundation or Introductory courses	I	4	4	---	3	2	3	2	2	---	---	---	20	
		II	4	4	---	3	2	3	2	2	---	---	---	20	
Exit Point: Undergraduate Certificate provided with Summer Internship/ Project/ Vocational course/ Dissertation (4 credits)															
Level 5	Level 200-299: Intermediate-level courses	III	4+4	---	---	4	3	2	3	---	---	---	---	20	4
		IV	4+4+4	---	---	4	---	2	---	2	---	---	---	20	
Exit Point: Undergraduate Diploma provided with Summer Internship/ Project/ Vocational course/ Dissertation (4 credits)															
Level 5.5	Level 300-399: Higher-level courses	V	4+4+4+4	---	---	4	---	---	---	---	---	---	---	20	
		VI	4+4+4+4	---	---	4	---	---	---	---	---	---	---	20	
Exit Point: Bachelor's Degree with Summer Internship/ Project/ Vocational course/ Dissertation (4 credits)															124
Level 6	Level 400-499: Advanced courses Hons with Research (>7.5 CGPA)/ Honours (>6.0 CGPA)/ PG Diploma (>4.5 CGPA)	VII	4+4+4	---	---	4	---	---	---	---	4	4	---	20	---
		VIII	4+4	---	---	4	---	---	---	---	8	4+4	---	20	
Exit Point: Bachelor's Degree with Honours/ Honours with Research/ PG Diploma Level 6															164

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

Table 2: Options for Elective courses

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

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

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

Sandhya Bhengra

8

Table 4: Semester-wise Course Code and Credit Points for Single Major during the First Three Years of FYUGP

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

9
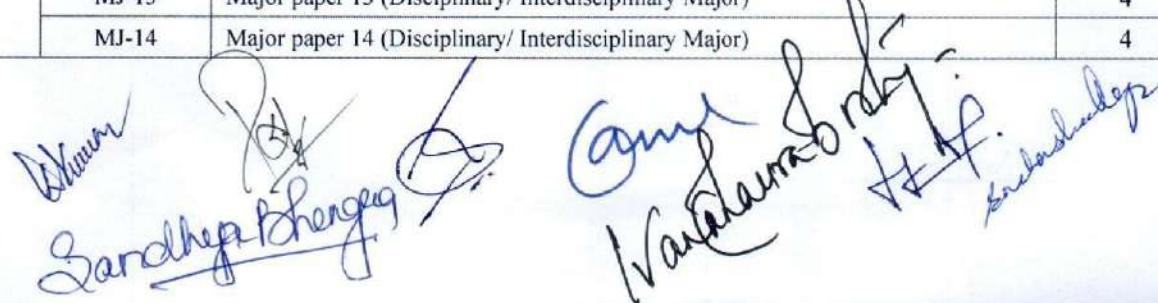
	MJ-15	Major paper 15 (Disciplinary/ Interdisciplinary Major)	4	
		Total Credits, excluding one Internship (IAP) of 4 credits =	120	120

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

10

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

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

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

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

AIMS OF BACHELOR'S DEGREE PROGRAMME IN SOCIOLOGY

The Bachelor's Degree Programme in Sociology aims to provide a systematic, rigorous, and foundational understanding of society, social institutions, and the processes that shape human behaviour and collective life. Sociology, as a scientific discipline, examines the structure, organisation, and dynamics of societies across historical and contemporary contexts. Its scope spans micro-level interactions, identities, and everyday practices, as well as macro-level structures such as caste, class, gender, family, economy, polity, religion, and global systems.

The programme seeks to develop in students the theoretical insight, analytical competence, and methodological skills required to understand, interpret, and critically evaluate social phenomena. It provides exposure to classical and contemporary sociological thought, core concepts, and empirical research traditions, thereby enabling students to build a comprehensive disciplinary orientation.

The curriculum is designed to foster methodological rigour, covering both qualitative and quantitative research approaches. Students are trained in survey research, ethnography, case studies, interview techniques, data analysis, and the use of emerging digital tools for social research. The programme encourages the application of sociological perspectives to real-world issues such as inequality, development, gender relations, political processes, environment, urbanisation, social change, and public policy.

In alignment with national higher education goals, the programme aims to enhance students' employability and skill development. It nurtures competencies such as critical thinking, academic writing, data interpretation, field engagement, and evidence-based reasoning, which are essential for careers in research, academia, development organisations, public policy, civil services, corporate social responsibility, media, and social entrepreneurship.

The curriculum also allows for specialisation through elective courses, enabling students to develop domain-specific knowledge in areas such as Gender Studies, Political Sociology, Environmental Sociology, Rural and Urban Studies, Sociology of Health, Gerontology, and Cultural Studies. These electives equip students with focused expertise and practical skills relevant to contemporary societal needs.

Overall, the Bachelor's Degree Programme in Sociology aims to:

- cultivate a deep sociological understanding of society and social processes;
- develop the capacity to analyse social issues using theoretical and empirical tools;
- promote interdisciplinary engagement;
- strengthen research aptitude and field-based competencies;
- prepare students for higher education, professional careers, and informed citizenship.

12

PROGRAM LEARNING OUTCOMES

The broad aim of the Bachelor's Degree Programme in Sociology is to enable students to acquire comprehensive knowledge, conceptual clarity, and methodological competence in understanding society, social institutions, and social processes. On completion of the programme, students are expected to achieve the following learning outcomes:

I. Knowledge and Understanding

(i) Foundational and Advanced Disciplinary Knowledge
Students will develop in-depth knowledge of the fundamental concepts, principles, and theoretical frameworks of Sociology and its major subfields, including:

- Foundations of Sociological Thought (Classical and Contemporary Theory)

- Indian Society: Structure, Change, and Issues

- Social Institutions (Family, Kinship, Economy, Polity, Religion, Education)

- Social Stratification and Inequality (Caste, Class, Gender, Tribe, Race)

- Research Methodology (Qualitative & Quantitative)

- Rural and Urban Sociology

- Sociology of Gender

- Sociology of Development

- Political Sociology

- Environmental Sociology

- Sociology of Health and Ageing

- Cultural and Media Studies

- Globalisation and Transnational Processes

(ii) Procedural Knowledge and Professional Application

13

The programme develops procedural knowledge that prepares students for professional roles in Sociology and allied fields such as social research, development practice, public policy, corporate social responsibility, community development, and media. This includes competencies in:

- Designing and conducting fieldwork

- Undertaking surveys, interviews, and focus group discussions

- Analysing social data using statistical tools and software

- Preparing research reports, policy briefs, and documentation

- Applying sociological perspectives to real-world issues related to inequality, development, governance, social conflict, and cultural change

(iii) Specialised and Interdisciplinary Skills

Students gain skills in specialised domains within Sociology as well as in interdisciplinary interfaces such as Sociology–Economics, Sociology–Political Science, Sociology–Environmental Studies, and Sociology–Psychology. These include:

- Community-based research

- Policy analysis

- Mapping and sociological use of GIS

- Digital ethnography

- Social impact assessment

- Program evaluation

- Media and communication analysis

II. Cognitive and Analytical Abilities

Graduates of Sociology will be able to:

- Appreciate the complexity of social life, social structures, and cultural processes.

- Understand the interplay between individual agency and social structures.

- Analyse contemporary social problems using theoretical and empirical tools.

- Interpret quantitative and qualitative data to form valid conclusions.

- Critically evaluate public policies, development programmes, and institutional frameworks.

- Understand ethical considerations involved in social research, including consent.
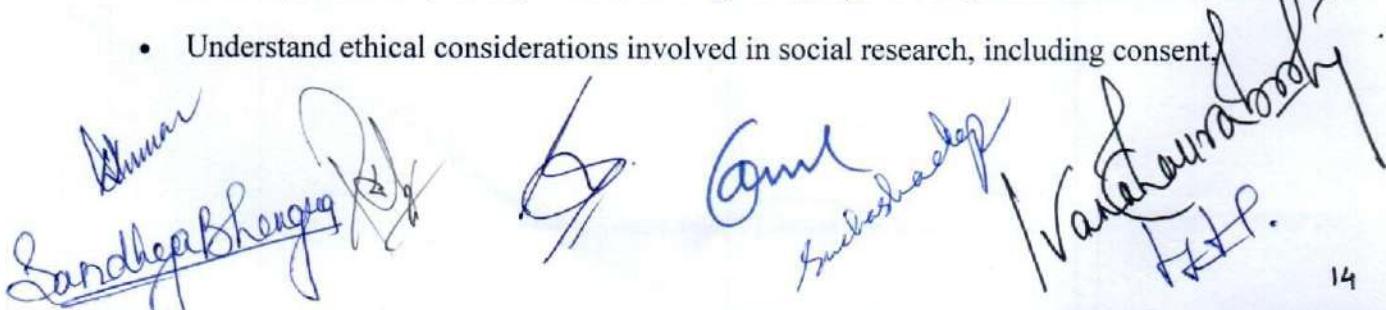
14

confidentiality, and responsible field engagement.

III. Research Skills and Scientific Inquiry

Students will demonstrate the ability to:

- Formulate research questions and hypotheses.
- Design and execute empirical research projects.
- Select appropriate methodological tools for data collection and analysis.
- Use software for data interpretation (e.g., SPSS, R, NVivo, Atlas.ti).
- Engage with communities, stakeholders, and field settings ethically and responsibly.

IV. Communication, Skill Development, and Employability

The programme strengthens communication and professional skills essential for academia, social sector work, media, corporate roles, and civil services:

- Academic writing, report writing, and presentation skills
- Conflict resolution and negotiation
- Documentation and data management
- Project management and teamwork
- Public speaking and stakeholder communication
- Digital literacy in social research

V. Curriculum Design and Pedagogical Approach

The curriculum structure consists of Core Courses that provide rigorous disciplinary grounding; Discipline-Specific Electives that build advanced and applied knowledge; Generic Electives that promote interdisciplinary understanding; and Skill Enhancement Courses that strengthen practical competencies.

Each course is organised into four units, ensuring balanced thematic coverage and structural clarity. The design promotes uniformity in teaching while enabling pedagogical flexibility. Teachers are encouraged to engage students through interactive discussions, contemporary examples, field-based learning, and a narrative approach that links concepts to everyday social experiences. This fosters deeper comprehension and meaningful learning.
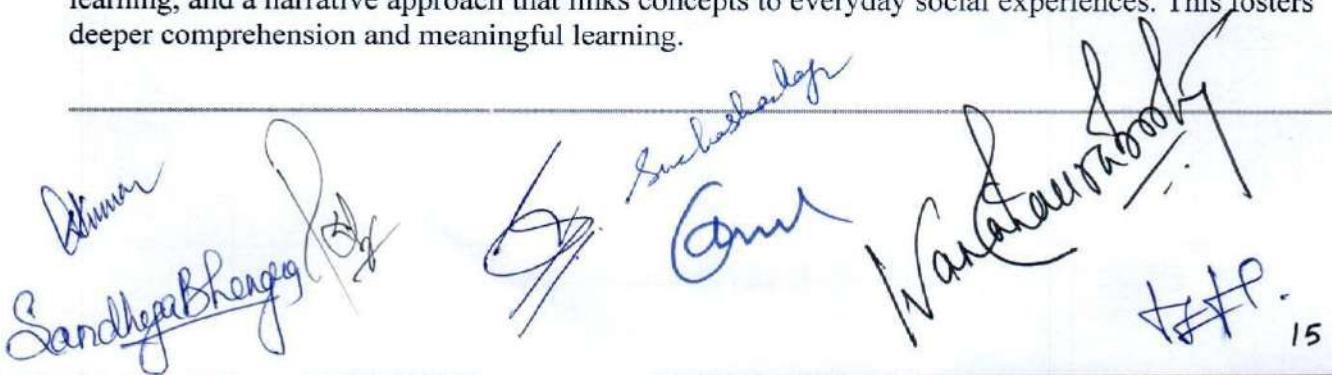
15

VI. Expected Graduate Profile

Students graduating from this programme will:

- Possess strong sociological knowledge and research skills

- Be prepared for higher education in Sociology and allied disciplines

- Be equipped for careers in academia, development organisations, NGOs, public policy, corporate sectors, civil services, and social entrepreneurship

- Demonstrate critical thinking, ethical awareness, and an informed understanding of society

- Contribute meaningfully to social change, community development, and democratic citizenship

SEMESTER WISE COURSES IN SOCIOLOGY HONOURS
2025 onwards

Table 6: Semester-wise Course Code and Credit Points of Major Courses in Sociology

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

17

| | AMJ-3/ | A. Sociology of Education | 4 | 25 | 75 | --- |
| | RC-2 | Project Dissertation/ Research Internship/ Field Work | 8 | --- | --- | 200 |

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

18

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

Code	Minor Courses in NEP FYUGP Syllabus of Sociology Session 2025-26 & onwards	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical/ Viva (F.M.)
AC 1	Introductory Sociology	4	25	75	---
AC 2	Modern Indian Social Thinkers	4	25	75	---
MN 1	Culture and Society	4	25	75	---
MN 2	Introduction to Migration and Diaspora Studies	4	25	75	---
MN 3	Rural Society in India	4	25	75	---
MN 4	Social Inequality and Stratification	4	25	75	---
MN 5	Digital Society	4	25	75	---
MN 6	Childhood, Youth and Society	4	25	75	---

19

INSTRUCTION TO QUESTION SETTER

SEMESTER INTERNAL EXAMINATION (SIE):

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

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

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

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

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

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

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks.

Conversion of Attendance into score may be as follows:

Attendance Upto 45%, 1mark; $45<Attd.<55$, 2 marks; $55<Attd.<65$, 3 marks; $65<Attd.<75$, 4 marks; $75<Attd$, 5 marks.

END SEMESTER COLLEGE EXAMINATION (ESE):

A. (ESE 50 marks):

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

B. (ESE 60 marks):

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

20

of fifteen marks each, out of which any three are to answer.

C. (ESE 75 marks):

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

D. (ESE 100 marks):

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

21

FORMAT OF QUESTION PAPER FOR MID/ END SEMESTER EXAMINATIONS

Question format for 15 Marks:

	Subject/ Code	
F.M. =15		
	Time = 1 Hr.	

Exam Year

General Instructions:

i. **Group A** carries very short answer-type compulsory questions.
ii. **Answer 1 out of 2** subjective/ descriptive questions given in **Group B**.
iii. Answer in your own words as far as practicable.
iv. Answer all subparts of a question in one place.
v. Numbers in the right indicate full marks for the question.

Group A

1.   [5x1=5]

    i. ....
    ii. ....
    iii. ....
    iv. ....
    v. ....

Group B

2. ....   [10]
3. ....   [10]

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

22

Question format for 20 Marks:

	Subject/ Code	
F.M. =20		Time = 1 Hr.

Exam Year

General Instructions:

i. **Group A** carries very short answer-type compulsory questions.
ii. **Answer 1 out of 2** subjective/ descriptive questions given in **Group B**.
iii. Answer in your own words as far as practicable.
iv. Answer all subparts of a question in one place.
v. Numbers in the right indicate full marks for the question.

Group A

1.   [5x1=5]
    i.   ....
    ii.   ....
    iii. ....
    iv. ....
    v.   ....
2. ....   [5]

Group B

3. ....   [10]
4. ....   [10]

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

23

<u>**Question format for 50 Marks:**</u>

<u>**Subject/ Code**</u>

F.M. =50   **Time** = 1.5 Hrs.

<u>**Exam Year**</u>

General Instructions:

  i.   **Group A** carries very short answer-type compulsory questions.
  ii.   **Answer 3 out of 5** subjective/ descriptive questions given in **Group B**.
  iii. Answer in your own words as far as practicable.
  iv. Answer all subparts of a question in one place.
  v.   Numbers in the right indicate full marks for the question.

<u>**Group A**</u>

1.   [5x1=5]

     i.   ....
     ii.   ....
     iii.   ....
     iv.   ....
     v.   ....

<u>**Group B**</u>

2. ....   [15]
3. ....   [15]
4. ....   [15]
5. ....   [15]
6. ....   [15]

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

24

Question format for 60 Marks:

F.M. =60 | Subject/ Code | **Time** = 3 Hrs.

Exam Year

General Instructions:

vi. **Group A** carries very short answer-type compulsory questions.
vii. **Answer 3 out of 5** subjective/ descriptive questions given in **Group B**.
viii.   Answer in your own words as far as practicable.
ix. Answer all subparts of a question in one place.
x.   Numbers in the right indicate full marks for the question.

Group A

7.   [5x1=5]
  vi.   ....
  vii.   ....
  viii.   ....
  ix.   ....
  x.   ....
8. ....   [5]
9. ....   [5]

Group B

10. ....   [15]
11. ....   [15]
12. ....   [15]
13. ....   [15]
14. ....   [15]

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

25

Question format for 75 Marks:

General Instructions:

i. **Group A** carries very short answer-type compulsory questions.
ii. **Answer 4 out of 6** subjective/ descriptive questions given in **Group B**.
iii. Answer in your own words as far as practicable.
iv. Answer all subparts of a question in one place.
v. Numbers in the right indicate full marks for the question.

Group A

1.   [5x1=5]
    i.   ....
    ii.   ....
    iii. ....
    iv.   ....
    v.   ....

2. ....   [5]
3. ....   [5]

Group B

4. ....   [15]
5. ....   [15]
6. ....   [15]
7. ....   [15]
8. ....   [15]
9. ....   [15]

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

26

Question format for 100 Marks:

Subject/ Code	
F.M. =100	Time = 3 Hrs.

Exam Year

General Instructions:

i. **Group A** carries very short answer-type compulsory questions.
ii. **Answer 4 out of 6** subjective/ descriptive questions given in **Group B**.
iii. Answer in your own words as far as practicable.
iv. Answer all subparts of a question in one place.
v. Numbers in the right indicate full marks for the question.

Group A

1.   [5x1=5]
    i.   ....
    ii.   ....
    iii.   ....
    iv.   ....
    v.   ....
2. ....   [5]
3. ....   [5]

Group B

4. ....   [20]
5. ....   [20]
6. ....   [20]
7. ....   [20]
8. ....   [20]
9. ....   [20]

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

27

SEMESTER I

I. MAJOR COURSE –MJ 1:

PRINCIPLES OF SOCIOLOGY

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100   **Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

1. To introduce students to the discipline of Sociology and orienting them to thinking sociologically.

2. To familiarise students with the relationship between Sociology and other Social Sciences

3. To introduce students to some of the basic concepts of Sociology.

Course Learning Outcomes:

1. Students will be able to orient themselves to ways of sociological thinking.

2. They will be able to explain and apply the key concepts in Sociology.

Course Content:

UNIT 1: Sociology: Discipline and Perspective

1.1 **Thinking Sociologically**

Essential Readings:

28

a. Mills, C. Wright (1959). *The Sociological Imagination*. Oxford College Press.

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

c. Bauman, Zygmunt (1990 / 2012, 2nd edition with Tim May). *Thinking Sociologically*. Wiley-Blackwell. Introduction: The Distinction; Thinking Sociologically: The Content

d. Giddens, A. (2009). *Sociology* (6th edition). Cambridge: Polity Press. → Chapter 1: "What is Sociology?"

1.2 Emergence of Sociology

Essential Readings:

a. Ritzer, George, 1996, *Classical Sociological Theory*, New York: McGraw Hill, Chapter1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46

b. Ritzer, G., & Stepnisky, J. (2017). *Classical sociological theory* (7th ed.). SAGE.

UNIT 2: Sociology and Other Social Sciences

2.1 Sociology and Social Anthropology

2. 2 Sociology and Psychology

2.3 Sociology and History

Essential Readings:

a. Béteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford College Press, Chapter 1, 'Sociology and Social Anthropology'

b. Haralambos, Michael, and Holborn, Martin (2013). *Sociology: Themes and Perspectives*. HarperCollins

c. Zimbardo, Philip G., and Gerrig, Richard J. (2004). *Psychology and Life*. Allyn & Bacon.

d. Burke, P. (2005). *History and social theory* (2nd ed.). Cornell College Press. Chapters 1,2,5

e. Desai, A. R. (2005). *Social background of Indian nationalism* (6th ed.). Popular Prakashan.

UNIT 3: Basic Concepts

3.1 **Individual and Group**

Essential Readings:

a. Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill, Chapter 4.Pp 83-94; Chapter 5. Pp104-115; Chapter 8, Pp.185-209.

3.2 **Associations and Institutions**

Essential Readings:

29

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

3.3 Society and Culture

Essential Readings:

a. Redfield, Robert1956, Chapter 16, 'How Human Society Operates', in Harry L Shapiro(ed.)

b. *Man, Culture and Society*. New York: Oxford College Press, Pp. 345-368. *approaches.*

UNIT 4: Major Perspectives in Sociology

Essential Readings:

4.1 Functionalism

a. Durkheim, É. (1984). *The Division of labor in society* (W. D. Halls, Trans.). Macmillan.

b. Radcliffe Brown, A. R., 1976, *Structure and Function in Primitive Society*, New York: Free Press Chapter 9 & 10, Pp. 178-204.

4.2 Conflict Perspective

Essential Readings:

a. Marx, Karl and Fredrick Engels. 2008.*TheManifesto of the Communist Party*. London: Pluto Press. Pp. 31- 66

b. Bottomore, T. B. (1979). *Sociology: A guide to problems and literature*. McGraw-Hill.

Additional Readings:

1. Berger, P. L. (1963). *Invitation to Sociology: A Humanistic Perspective*. Anchor Books.

2. Bauman, Z., & May, T. (2001). *Thinking Sociologically*. Blackwell.

3. Giddens, A., & Sutton, P. W. (2017). *Essential Concepts in Sociology*. Polity Press.

4. Morrison, K. (2006). *Marx, Durkheim, Weber: Formations of Modern Social Thought*. SAGE.

5. Merton, R. K. (1968). *Social Theory and Social Structure*. Free Press.

6. Giddens, A. (1984). *The Constitution of Society*. Polity Press.

7. Eriksen, T. H. (2010). *Small Places, Large Issues: An Introduction to Social and Cultural Anthropology*. Pluto Press.

8. Bottomore, T. B. (1992). *Sociology: A Short Introduction*. Routledge.

9. Collins, R. (1975). *Conflict Sociology*. Academic Press.

10. Parsons, T. (1951). *The Social System*. Routledge.

11. राम आहूजा. (2013). *समाजशास्त्र*. नई दिल्ली: रावत पब्लिकेशन्स.

30

12. योगेन्द्र सिंह. (1986). *आधुनिकता और समाजशास्त्र.* नई दिल्ली: रावत प्रकाशन.

13. टी. के. ऊमेन. (1990). *भारतीय समाज: संरचना और परिवर्तन.* नई दिल्ली: किताब महल.

14. ओमप्रकाश सिंह. (2015). *समाजशास्त्रीय सिद्धांतों का इतिहास.* नई दिल्ली: पियर्सन एजुकेशन.

15. रवीन्द्र कुमार. (2008). *समाजशास्त्र और अन्य समाज-विज्ञान.* नई दिल्ली: रावत प्रकाशन.

16. ओमप्रकाश. (2014). *सामाजिक मानवशास्त्र का परिचय.* रावत प्रकाशन.

17. हरि ओम शर्मा. (2009). *संस्कृति, समाज और व्यक्ति.* नई दिल्ली: सुरजीत पब्लिकेशन्स.

18. विजयराजू, एम. (2010). *इतिहास और समाजशास्त्र.* नेशनल पब्लिशिंग हाउस.

19. रमेश ठाकुर. (2010). *संरचनात्मक-कार्यात्मकतावाद: सिद्धांत और आलोचना.* रावत प्रकाशन.

20. ओमप्रकाश. (2011). *संघर्ष सिद्धांत: मार्क्सवाद और उसके विस्तार.* रावत प्रकाशन.

I. SKILL ENHANCEMENT COURSE- SEC 1:

READING AND WRITING FOR SOCIOLOGY

Marks: 75 (ESE: 3Hrs) = 75	**Pass Marks: Th (ESE) = 30**

(Credits: Theory-03) Theory: 45 Lectures

Course Objectives:

1.Reading:

(a) At the end of the course, students will be equipped to move from reading rudimentarily to advanced reading of texts extensively

(b) Read academic texts and identify the central argument(s) and grasp the content of the texts

(c) Read texts to identify the organization of ideas, structure of the arguments, style and tone of the author and author biases

(d) Identify general conclusions from specific details in texts

2.Writing:

(e) Identify standard elements of writing and different genres of writing from personal essay to academic writing.

(f) Be equipped to express in different genres of writing such as summaries, critical reviews and essays, using: Multi-draft approach: pre-writing, outlining, drafting, revising, and editing. Formal

31

academic style. Information from several sources and synthesizing into their own writing. Internationally accepted methods of citation and referencing

(g) Be able to treat reading and writing as complementary and synergistic

(h) Be able to conceptualize and plan a research paper

Course Contents

1. Introduction: The virtues of repetition

Academic reading and writing is really all about re-reading and rewriting – about repeatedly reworking a text until some provisional goal is achieved.

1.1 Assignment, Day 1: Read a short (1-2 page) academic text of moderate difficulty and summarize it in one paragraph (3-4 sentences). (This is without prior guidance by the instructor).

1.2 Assignment, Day 2: Re-read the same text and re-write the summary after a brief discussion of 'CONTENT' (does the summary contain most of the most important points made in the text?)

1.3 Assignment, Day 3: Re-read the same text and re-write the summary again after a brief discussion of 'FORM' (is the summary well structured, clear and effective?)

2. Techniques for reading academic texts

2.1 Grasping the whole: How to get an overview

2.1.1 Titles as the shortest summary of a text

2.1.2 Good and bad titles

2.1.3 Section headings (where present)

2.1.4 Introductions and Conclusions

2.1.5 Identifying important passages and sentences

2.2 Divide and conquer: Taking texts apart

2.2.1 Beginning, middle and conclusion – stages of argument

2.2.2 The architecture of arguments: main, subsidiary, minor

2.2.3 Everything is not equally important: Distribution of emphasis

2.3 Getting outside help: Recruiting extra resources

2.3.1 Isolating words & terms: Dictionaries, Encyclopedias

2.3.2 Contextualising texts with quick background research

2.3.3 Productive ways of asking for help from teachers/tutors

3. Techniques for writing academic prose

3.1 Building a structure: What do you want to say?

3.1.1   Beginning, middle and conclusion – stages of argument

3.1.2   The architecture of arguments: main, subsidiary, minor

3.1.3   Everything is not equally important: Distribution of emphasis

3.2 Working with blocks: Sections, Paragraphs, Sentences

3.2.1   How many sections? Job descriptions for each section

3.2.2   Paragraphs as key building blocks of academic prose

3.2.3   Sentences and punctuation; length, balance, continuity

3.3 Borrowing material: Paraphrasing, Quoting, Citing

3.3.1   The difference between paraphrasing and plagiarism

3.3.2   Quotations: When? Why? How?

3.3.3   Citation styles

3.3.4   Productive ways of asking for help from teachers/tutors

Reference Readings:

Through this course, students should learn how to recognize good or bad writing and should be equipped with the elementary techniques for 'repairing' bad or damaged prose. The course will be preceded by a workshop for teachers. Short extracts for class exercises will be culled from classic and contemporary social science texts of varying levels of difficulty and of different genres and styles. The actual set of texts will be decided at the preparatory workshop. Examples could include:

1. Bailey, S. (2005). Academic Writing. London: Routledge

2. Becker, Howard Saul and Pamela Richards. Writing For Social Scientists. Chicago: College of Chicago Press, 2007

3. Dillard, A. (1995). The writing life. New York, NY: HarperPerennial Fairbairn, G. and Fairbairn, S. (2010). Reading at College. Buckingham: Open College Press

4. Douglas, Mary (1986) How institutions think, Syracuse College Press, Syracuse, New York.

5. Graff, Gerald, (2014) "They Say / I Say" – The Moves That Matter in Academic Writing 3e , New York: W. W. Norton & Company

6. Johnson, William A. Et. Al. The Sociology Student Writer's Manual. New Jersey: Prentice Hall, 2000

7. Parsons, Talcott (1951): The social system, Glencoe III, Free Press

8. Romila Thapar (2004) Somanatha: The many voices of history, Penguin Books, India

9. Sunil Khilnani (1997) The Idea of India, Penguin Books.

10. Thomson, A. Et. Al. Critical Reasoning. London: Routledge. 2001

11. Well-known guides to academic writing (such as Howard Becker's Writing for Social Scientists) will also be used where appropriate.

12. Shrodes, Caroline. Et. Al (Eds.) The Conscious Reader. New York: Macmillan, 1988.

SEMESTER II

I.   MAJOR COURSE- MJ 2:

CLASSICAL SOCIOLOGICAL THINKERS

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

1. Objective of teaching sociological Thinkers to undergraduate students is to enable them to apply theory to their own everyday life experiences.

2. This requiresthatstudentsdeveloptheirsociologicalimaginationandthecapacitytoread each situation sociologically and then to think about it theoretically.

3. To this end, it is imperative that sociological theory courses demonstrate the applicability of theory to students.

Course Learning Outcome:

1. Understanding the grand foundational themes of sociology.

2. Applicationoftheoriesandconceptsfromclassicalsociologicaltheoriesto develop intellectual openness and curiosity.

3. Appreciation of the classical concepts and theories to develop awareness of the limits of current knowledge.

34

<h1 style="text-align:center">Course Content:</h1>

UNIT 1: Auguste Comte

1.1 Theory of Reconstruction

1.2 Positivism

Essential Readings:

a. Comte, Auguste, 1830, *The Course of Positive Philosophy*

UNIT 2: Karl Marx

2.1 Dialectics and Historical Materialism.

2.2 Class Struggle

Essential Readings:

a. Marx, K. and F. Engels. 1969. *Selected Works Vol. 1*. Moscow: Progress Publishers. pp. 13- 15 (Theseson Feuerbach), pp.16-80 (A Critique of the German Ideology), pp. 98-137

b. (Manifesto of the Communist Party), pp.142-173 (Wage Labour and Capital),pp.502- 506 (Abstract of Preface from *A Contribution to the Critique of Political Economy*).

UNIT 3: Max Weber

3.1 Social Action and Ideal Types

3.2 Religion and Economy

Essential Readings:

a. Weber, Max.1947. *The Theory of Social and Economic Organization*. New York, The Free Press, pp.87-123

b. Weber, Max.2002. *The Protestant Ethic and the Spirit of Capitalism* (translated by Stephen Kalberg). London: Blackwell Publishers, pp. 3-54, 103-126, Chapters I, II, III, IV & V

UNIT 4: Emile Durkheim

4.1 Division of Labour

4.2 Social Fact & Suicide

Essential Readings:

a. Durkheim, E. 1958. *The Rules of Sociological Method*. New York: The Free Press. pp. 48- 107, 119-144

b. Durkheim, E. 1951. *Suicide: A Study in Sociology*. New York: The Free Press, pp. 41-56,145-151.

c. Durkheim, E. 1964.The Division of Labour in Society, New York, The Free Press. Ch2&3 pp.70-133.

Additional Readings:

1. Fletcher, R. (1995). *The Making of Sociology: A Study of Sociological Theory*. Rawat Publications.

2. Giddens, A. (1971). *Capitalism and Modern Social Theory*. Cambridge College Press.

3. Marx, K., & Engels, F. (1969). *Selected Works* (Vol. 1). Progress Publishers.

4. McLellan, D. (1973). *Karl Marx: His Life and Thought*. Harper & Row.

5. Elster, J. (1985). *Making Sense of Marx*. Cambridge College Press.

6. Runciman, W. G. (1978). *Max Weber: Selections in Translation*. Cambridge College Press.

7. Bendix, R. (1960). *Max Weber: An Intellectual Portrait*. Anchor Books.

8. Lukes, S. (1973). *Emile Durkheim: His Life and Work*. Penguin Books.

9. Giddens, A. (1972). *Emile Durkheim: Selected Writings*. Cambridge College Press.

10. Durkheim, E. (1893/1984). *The Division of Labour in Society*.

11. सिंह, योगेंद्र. (2001). *आधुनिक समाजशास्त्रीय सिद्धांत.* दिल्ली: रावत पब्लिकेशंस.

12. श्यामाचरण दुबे. (1990). *समाजशास्त्र के मूल सिद्धांत.* नई दिल्ली: विश्वविद्यालय प्रकाशन.

13. गुहा, रामाहिंसा. (2013). *समाजशास्त्रीय सिद्धांत.* नई दिल्ली: वाणी प्रकाशन.

14. सिंह, मोहन. (2018). *कार्ल मार्क्स: जीवन, विचार और सिद्धांत.* दिल्ली: ग्रंथ शिल्पी.

15. प्रह्लाद, के. (2010). *ऐतिहासिक भौतिकवाद और वर्ग संघर्ष.* नई दिल्ली: लोकभारती प्रकाशन.

16. शर्मा, आर. एन. (2007). *समाजशास्त्रीय सिद्धांत (भाग-1).* दिल्ली: अटलांटिक पब्लिशर्स.

17. झा, अभय कुमार. (2016). *मैक्स वेबर: सामाजिक क्रिया और आदर्श प्रकार.* नई दिल्ली: रावत पब्लिकेशंस.

18. कुमार, विनोद. (2014). *धर्म और पूँजीवाद: वेबर का समाजशास्त्र.* दिल्ली: लोकभारती प्रकाशन.

19. पांडेय, के. एस. (2009). *एमिल दुर्खीम: समाजशास्त्र का जनक.* नई दिल्ली: लोकभारती प्रकाशन.

20. दुबे, श्यामाचरण. (2005). *समाजशास्त्र: विषय और विधियाँ.* रावत प्रकाशन.

1. MAJOR COURSE- MJ 3:

SOCIAL STRATIFICATION

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	**Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

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

Course Learning Outcomes:

1. Students will learn about the socio-historical context of stratification theoretical concerns and problems and contemporary issues related to inequalities s and its forms.

2. Understanding of stratification and theories would sensitize students to its various sociological aspects, providing ample scope for applied learning and application.

3. Examining forms of stratification, understanding the relevance of caste, race and ethnic identities in contemporary world.

Course Content:

37

UNIT 1: Introducing Stratification- Social Stratification, Equality, Inequality, Hierarchy, Social Exclusion, Marginalization & Devaluation

Essential Readings:

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

UNIT 2: Theories of Stratification

2.1 Functional theory of stratification

Essential Readings:

1. Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. American Sociological Review 10.2 (1945): pp. 242-249
2. Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis'. American Sociological Review 18.4 (1953): 387-394
3. Davis Kingsley and Wilbert E Moore 'Some Principles of Stratification : A Critical Analysis: Reply'. American Sociological Review Vol. 18, No. 4 (Aug., 1953), pp. 394-397

2.2 Marx, Weber and Class

Essential Readings:

1. Bendix Reinhard 'Inequality and Social Structure: Comparison of Marx and Weber' American Sociological Review, Vol. 39, No. 2 (Apr., 1974), pp. 149-161
2. McLellan, David. The Thought of Karl Marx. London: Papermac, 1995. Part 2. Chapter 6. Class, pp. 182-194
3. Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. From Max Weber. New York: Oxford College Press, 1946. Chapter VII, Class, Status, Party. Pp. 180 – 195

UNIT 3: Identities and Inequalities

3.1 Caste and Race

Essential Readings:

1. Bailey F G 'Closed Social Stratification in India', European Journal of Sociology Vol. 4, No.1 (1963) pp. 107-124

2. Omi, Michael, and Howard Winant. Racial Formation in the United States. New York: Routledge & Kegan Paul, 1986. Chapters 1 & 4, pp. 14-24 and 57-69

3.2 Feminism and Gendered Stratification

Essential Readings:

1. Begum Rokeya, Sultana's Dream

2. Collins, Patrica Hill. 'Toward a New Vision: Race Class and Gender as Categories of analysis and Connection' Race, Sex & Class, Vol. 1, No. 1 (Fall 1993), pp. 25-45

3. Mitchell, Juliet. Woman's Estate. Harmonds worth: Penguin, 1971. Chapter 5, Position of Women 1. Pp. 99-122

4. Acker, Joan. 'Women and Social Stratification: A Case of Intellectual Sexism'. American Journal of Sociology 78.4, 1973. Pp. 936-944

3.3 Disability and Inequality

Essential Readings:

1. Ghai, A. (2015). *Rethinking disability in India*. New Delhi: Routledge.
2. Vaidya, S. (2016). Mapping the Terrain: Examining Discourses on Disability and the Family. In: Autism and the Family in Urban India. Springer, New Delhi. https://doi.org/10.1007/978-81-322-3607-8_1

UNIT 4: Social Mobility: Concept and types

Essential Readings:

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

Additional Readings:

1. Grusky, D. (2019). *Social Stratification: Class, Race, and Gender in Sociological Perspective* (4th ed.). Routledge.

2. Kerbo, H. R. (2000). *Social Stratification and Inequality*. McGraw-Hill.

3. McLellan, D. (1995). *The Thought of Karl Marx*. Papermac.

4. Weber, M., Gerth, H. H., & Mills, C. W. (1946). *From Max Weber*. Oxford College Press.

5. Vaidya, S. (2016). Mapping the terrain: Discourses on disability and the family. In *Autism and the Family in Urban India*. Springer.

6. Sorokin, P. (1959). *Social and Cultural Mobility*. Free Press.

7. Blau, P. M., & Duncan, O. D. (1967). *The American Occupational Structure*. Wiley.

8. (Bonus) Davis, K. & Moore, W. E. (1945). "Some Principles of Stratification". *American Sociological Review*. (Classic article, though not listed here)

9. (Bonus) Tumin, M. M. (1953). "Some Principles of Stratification: A Critical Analysis". *American Sociological Review*. (For a critical perspective)

10. (Bonus) Deshpande, A. (2011). *The Grammar of Caste: Economic Discrimination in Contemporary India*. Oxford University Press. (For Indian context of stratification)

11. यादव, एस. एस. (2005). *सामाजिक स्तरीकरण और असमानता*. नई दिल्ली: रावत प्रकाशन.

12. दुबे, श्यामाचरण. (2005). *भारतीय समाज: रचना और परिवर्तन*. नई दिल्ली: रावत.

39

13. ओमप्रकाश, टी. (2012). *समाजशास्त्रीय सिद्धांत (हिंदी संस्करण).* अटलांटिक प्रकाशन.

14. सिंह, योगेंद्र. (2001). *आधुनिक भारत में सामाजिक परिवर्तन.* नई दिल्ली: रावत.

15. शर्मा, आर. एन. (2014). *सामाजिक स्तरीकरण के सिद्धांत.* नई दिल्ली: अटलांटिक प्रकाशन.

16. यादव, ए. (2008). *मार्क्स, वेबर और सामाजिक वर्ग संरचना.* राजकमल प्रकाशन.

17. सिंह, योगेंद्र. (2001). *समाजशास्त्रीय परंपराएँ.* रावत.

18. मिश्रा, रमेश. (2017). *कार्यात्मिकतावादः सिद्धांत और आलोचना.* लोकभारती प्रकाशन.

19. घोष, अनिता. (2014). *विकलांगताः दृष्टिकोण और विमर्श.* दिल्ली: रावत प्रकाशन.

20. बाला, सरोज. (2013). *विकलांगता अध्ययनः एक परिचय.* लोकभारती प्रकाशन.

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

Marks: 75 (ESE: 3Hrs) = 75	**Pass Marks: Th (ESE) = 30**

(Credits: Theory-03) Theory: 45 Lectures

Course Objectives:

1. This course aims to enhance the skills of students to understand and use techniques employed by social scientists to investigate social phenomena.

2. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research. The focus is on understanding through suggested exercises.

3. A minimum of two hours each working day devoted for this course meet the objective.

Course Contents:

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

1. Research Design (Week 1- 2)

1.1 Bryman, A.2008, Social Research Methods, Oxford: Oxford College Press, Chapter 2,3,4&5, pp. 29-136

40

1.2 Amir B. Marvasti,2004, Qualitative Research in Sociology, London: Sage, Chapter 2,3,4,5,6&7, pp.14-144

Suggested Assignments:

a) Design a survey on factors effecting marriage choices of young people.

b) Visit a shopping mall and observe the interaction between employees and customers/visitors. Identify themes based on your observation and prepare a questionnaire based on this experience.

c) Visit the college canteen/ administrative office/a bus stop/ area outside the metro station and observe all that happens for an hour or more and write a descriptive note on it. Discussions on these notes to follow.

d) Visit a police station/ hospital/court and spend a few hours observing the scene. Write a short essay on issues of access to the field, rapport building and your role as an ethnographer.

2. Data Collection (Weeks 3-5)

2.1 Lofland J. and Lofland L. 1984, Analysing Social Settings: A Guide to Qualitative Observation and Experiment, California: Wadsworth

2.2 Morgan, David L. 1996, "Focus Groups", Annual Review of Sociology 22, pp. 29-52

Suggested Assignments:

a) Conduct a structured Interview with close ended options and a relatively unstructured interview on the same topic (of your choice) with similar sets of people. Observe and note the differences.

b) Look at NSS/NFHS/Census Data and write notes on the themes of how you can interpret the data.

c) Look at a set of published letters of Gandhi, Nehru, C.F. Andrews, Tagore etc. and identify key social issues that are discussed in the contents of the letters.

d) Collect 3 oral testimonies/ life histories of people who have witnessed and experienced any traumatic event in their lives.

3. Data Analysis (Weeks 6-7)

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

Suggested Assignments/Exercise:

a) Choose a theme of your interest- for e.g., crime, technology environmental concerns or any other and look through the Sunday editorials of any national daily of the last 3 months to locate related articles.

b) Do a content analysis of advertisements of any one consumer product/service, which have appeared over one year in a leading national daily.

c) Analyse the oral testimonies you have collected in Exercise 2(d). Discuss the issues and challenges in using testimony as evidence.

41

d) Students will be provided with data sets to run them in a software program.

4. Framing a Research Question (Week 8)

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

SEMESTER III

MAJOR COURSE- MJ 4:

INDIAN SOCIETY – I

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	**Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

1. Understanding key concepts and institutions of Indian society.

2. To understand the modes of knowledge – construction of Indian history, society, Culture and politics

3. To examine how multiple social processes, forces and ideologies shaped the terrain of the nation.

Course Learning Outcome:

1. Through informed interrogation of concepts and institutions of India, the course contributes to the development of critical and analytical thinking. The course, supported by an inter-disciplinary approach, facilitates learning and reflecting about the multiple – and contextual socio-cultural registers of Indian society.

42

2. The course adds to the sociological interpretation of Indian history and society. The India-specific themes of the course – discourse/knowledge-making, mobilization, transformation, ideology, identity and politics, for example– are treated, moreover, by drawing from sociological concepts and theories. The course connects the practical and conceptual in terms of both substance and relevance.

3. The adoption of an inter-disciplinary framework, without losing sight of the sociological, makes the course wider in scope and scale. It broadens viewpoints and encourages students to reflect deeply on the multicultural reality which is the defining feature of India. Use of innovative teaching-learning methods, the course prepares students to successfully compete in global academia.

Course Content:

UNIT 1: Indian Society: Concepts and Institutions

1.1 **Caste: Concept and Critique**

Essential Readings:

a. Srinivas, M.N., 1969, "The Caste System in India", in A. Beteille (ed.) *Social Inequality: Selected Readings*. Harmondsworth: Penguin Books, Pp. 265-272.
b. Mencher, J. P. (1974). The caste system upside down. *Current Anthropology, 15*(4), 469–493.

1.2 **Ashram System**

Essential Readings:

a. Sharma, A. (1986). *Āśrama system: The history and hermeneutics of a religious institution.* Oxford College Press.

1.3 **Village: Characteristics and Change**

Essential Readings:

a. Madan, V., 2002, "Introduction" in V. Madan (ed.), The Village in India. Delhi: Oxford College Press, Pp. 1-26.

1.4 **Kinship: Types and Usages**

Essential Readings:

a. Karve, I., 1994, "The Kinship Map of India", in P. Uberoi (ed.), *Family, Kinship and Marriage in India.* Delhi: Oxford College Press, Pp.50-73.

1.5 **Varna System**

Essential Readings:

a. Srinivas, M. N. (1962). *Caste in Modern India and Other Essays.* Asia Publishing House. Chapter: "The Concept of Varna in Indian Society"

UNIT 2: Classes and Communities in Indian Society

2.1 Agrarian Classes

43

Essential Readings:

a. Thorner, D. (1962). *Agrarian Structure in India: Some General Considerations. Indian Economic Review*, 1(1), 1–12.

b. Béteille, A. (1974). *Studies in Agrarian Social Structure*. New Delhi: Oxford College Press.

2.2 Features of Industrial Labour

Essential Readings:

a. Breman, J. (1999). The Study of Industrial Labour in Post-Colonial India—The Formal Sector: An Introductory Review. *Contributions to Indian Sociology*, 33(1-2), 1–41.

b. Breman, J. (2013). At Work in the Informal Economy of India: A Perspective from the Bottom Up. *Oxford College Press*.

2.3 Tribes

Essential Readings:

a. Christoph von Fürer-Haimendorf (1982). *Tribes of India: The Struggle for Survival.* Oxford College Press.

b. Verrier Elwin (1964). *The Tribal World of Verrier Elwin: An Autobiography*. Oxford College Press.

UNIT 3: Weaker Sections

3.1 Minorities

Essential Readings:

a. Zoya Hasan (ed.). (1998). *Politics and the State in India*. Sage.

b. Madan, T.N. (1997). *Modern Myths, Locked Minds: Secularism and Fundamentalism in India.* Oxford.

3.2 Women

Essential Readings:

a. Desai, Neera & Krishnaraj, Maithreyi. (1987). *Women and Society in India.* Ajanta Publications.

b. Kumar, Radha. (1993). *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800–1990.* Zubaan

UNIT 4: Social Problems in India

4.1 Social Problems: Meaning and Definition

4.2 Sociological Perspectives on Social Problems – Functionalist, Conflict, Interactionist, Interpretive

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

44

Essential Readings:

a. Fuller, R. C., & Myers, R. D. (1941). *The Natural History of a Social Problem.* American Sociological Review, 6(3), 320–329.

b. Merton, R. K., & Nisbet, R. (1976). *Contemporary Social Problems.* New York: Harcourt Brace Jovanovich.

c. Ahuja, Ram. (2014). *Social Problems in India* (3rd ed.). Jaipur: Rawat Publications.

Additional Readings:

1. Dumont, L. (1980). *Homo Hierarchicus: The Caste System and Its Implications.* College of Chicago Press.

2. Beteille, A. (1996). *Caste: Old and New.* Oxford College Press.

3. Gupta, D. (2000). *Interrogating Caste: Understanding Hierarchy and Difference in Indian Society.* Penguin.

4. Olivelle, P. (1993). *The Āśrama System: The History and Hermeneutics of a Religious Institution.* Oxford College Press.

5. Srinivas, M. N. (1987). *The Remembered Village.* Oxford College Press.

6. Uberoi, P. (1993). *Family, Kinship and Marriage in India.* Oxford College Press.

7. Patnaik, U. (1987). *Peasant Class Differentiation.* Oxford College Press.

8. Holmström, M. (1985). *Industry and Inequality: The Social Anthropology of Indian Labour.* Cambridge College Press.

9. Xaxa, V. (2008). *State, Society and Tribes: Issues in Post-Colonial India.* Pearson.

10. Shah, G., Mander, H., Thorat, S., Deshpande, S., & Baviskar, A. (2006). *Untouchability in Rural India.* Sage.

11. दुबे, श्यामाचरण. (2005). *भारतीय समाज.* रावत प्रकाशन।

12. अंबेडकर, बी. आर. (2010). *जाति का विनाश.* नेशनल बुक ट्रस्ट।

13. ओमप्रकाश, टी. (2012). *जाति, वर्ग और सामाजिक असमानता.* अटलांटिक प्रकाशन।

14. शर्मा, अर्नोल्ड टी. (2008). *आश्रम व्यवस्था और हिंदू दर्शन.* मोतीलाल बनारसीदास।

15. सिंह, नागेंद्र. (2014). *भारतीय धर्म और दर्शन.* रावत प्रकाशन।

16. दहिया, बी. एल. (2004). *भारतीय ग्राम व्यवस्था.* रावत प्रकाशन।

17. ओमप्रकाश, टी. (2010). *भारतीय ग्रामीण समाज.* लोकभारती प्रकाशन।

18. दीक्षा, विनोद. (2012). *परिवार और कुटुंब संरचना.* वाणी प्रकाशन।

19. मिश्रा, रामशरण. (2013). *वर्ण व्यवस्था: उत्पत्ति और विकास.* लोकभारती।

20. आहूजा, रमेश. (2012). *भारतीय सामाजिक समस्याएँ.* रावत प्रकाशन।

45

MAJOR COURSE- MJ 5:

INDIAN KNOWLEDGE SYSTEM (IKS) FOR SOCIOLOGY

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40

(CREDITS: THEORY 4; LECTURES: 60)

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

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

Course Content:

Unit – 1: Understanding Indian Knowledge System
1.1   Define Indian Knowledge System (IKS)
1.2   Importance of Indian Knowledge System

46

1.3   IKS and Sociology

Essential Reading:
1. Mahadevan B, Bhat Vinayak Rajat, R. N. Nagendra Pavana, 2022, Introduction to Indian Knowledge System, Concepts and Application, PHI

Unit – 2:   Culture, Civilization and Society:
2.1   Indus Valley
2.2   Vedic
2.3   Sangam

Essential Reading:
1. Majumdar, R.C., 2018 Ancient India, Delhi: Motilal Banarasidas Publication Pvt. Ltd.
2. Kosambi, D.D., 2001, The Culture and Civilisation of Ancient India in Historical Outline.
3. Thapar Romila, 1990, A History of India, Vol. 1, Penguin Books

Unit – 3:   Social life in Ancient India
3.1   Family
3.2   Marriage

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

Unit – 4:   Traditional Power Structure in Rural India
4.1   Zamindari
4.2   Caste
4.3   Village Panchayat
4.4   Tribal Power-structure – Parha Panchayat, Hatu Panchayat, Tola Panchayat.

Essential Reading:
1.. Gupta, Sharma, 2020, Bhartiya Grameen Samajshastra, Sahitya Bhawan Publications.
2. Sen, Asoka K., 2024, Manki Munda System of Kolhan.
3. Roy, S. C., 1915, Oraon of Chota Nagpur: Their history, economic life and social organization.
4. Singh, Hira, 1969, Strains in Leadership Structure : From Status group to Pluralism in an East UP Village

Unit – 5:   Traditional Economic Systems
5.1   Jajmani
5.2   Barter

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

Unit – 6:   Indigenous Medicinal Practices
6.1   Ayurveda
6.2   Siddha

47

6.3   Unani
6.4   Tribal

Essential Reading:
1. Sujatha V and Abraham Leena, 2009, Medicine, State and Society, Economic & Political Weekly, Vol. 44. No. 16, PP 35-43.
2. Sujatha V and Abraham Leena, 2012, Medical Pluralism in Contemporary India.
3. Vijayvargi, A, 2024, Ayurveda, Gorakhpur Prakashan.

Unit – 6:   Performance & Art in Indian Tradition
6.1   Ritual Performance – Vedic, Oral Cultures.
6.2   Theatrical – Ram Lila, Terukkuttu, Yaksagana, Kathakali.
6.3   Paintings – Madhubani, Warli, Sohrai.
6.4 Dance – Paika, Chhau.

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

Additional Readings:

1. Raja, K. Kunjunni. *Indian Theoretical Thought*. Oriental Books.

2. Govind Chandra Pande. *Foundations of Indian Culture*.

3. Kapila Vatsyayan. *The Cultural Heritage of India* (Vol. 1).

4. Debiprasad Chattopadhyaya. *What is Living and What is Dead in Indian Philosophy*.

5. Upinder Singh. *A History of Ancient and Early Medieval India*.

6. Gregory Possehl. *The Indus Civilization: A Contemporary Perspective*.

7. Srinivas, M. N. *The Remembered Village*. (Also appears earlier, important for Indian village studies)

8. Adrian Mayer. *Caste and Kinship in Central India*.

9. William H. Wiser. *The Hindu Jajmani System*.

10. Dominik Wujastyk. *The Roots of Ayurveda*.

11. देविप्रसाद चट्टोपाध्याय. *भारतीय दर्शन की रूपरेखा. लोकभारती प्रकाशन।*

12. कपिला वात्स्यायन. *भारतीय सांस्कृतिक परम्परा (हिंदी संस्करण)।*

13. रामशरण शर्मा. *प्राचीन भारत का इतिहास — भारतीय ज्ञान परंपरा।*

14. राम शरण शर्मा. *भारत का प्राचीन इतिहास.* (NCERT / Orient Blackswan)

15. सुरेश सिंह. *झारखंड के आदिवासी — परहा पंचायत, मानकी-मुंडा प्रणाली.*

16. रामअहूजा. *भारतीय ग्राम.*

17. राजेंद्र सिंह. *भारतीय ग्रामीण अर्थव्यवस्था.*

48

18. भगवानदास. *आयुर्वेद का इतिहास.*

19. कपिला वात्स्यायन. *भारतीय नाट्य परंपराएँ.*

20. शिवराम कुकरेजा. *भारतीय लोक चित्रकला* (मधुबनी, सोहराय आदि)।

II.   SKILL ENHANCEMENT COURSE- SEC 3:

ELEMENTARY COMPUTER APPLICATION SOFTWARES

A Common Syllabus for FYUGP

Marks: 75 (ESE: 3Hrs) = 75	**Pass Marks: Th (ESE) = 30**

(Credits: Theory-03) 45 Hours

Instruction to Question Setter for

End Semester Examination (ESE):

There will be objective type test consisting of Seventy-five questions of 1 mark each. Students are required to mark their answer on

OMR Sheet provided by the College.

49

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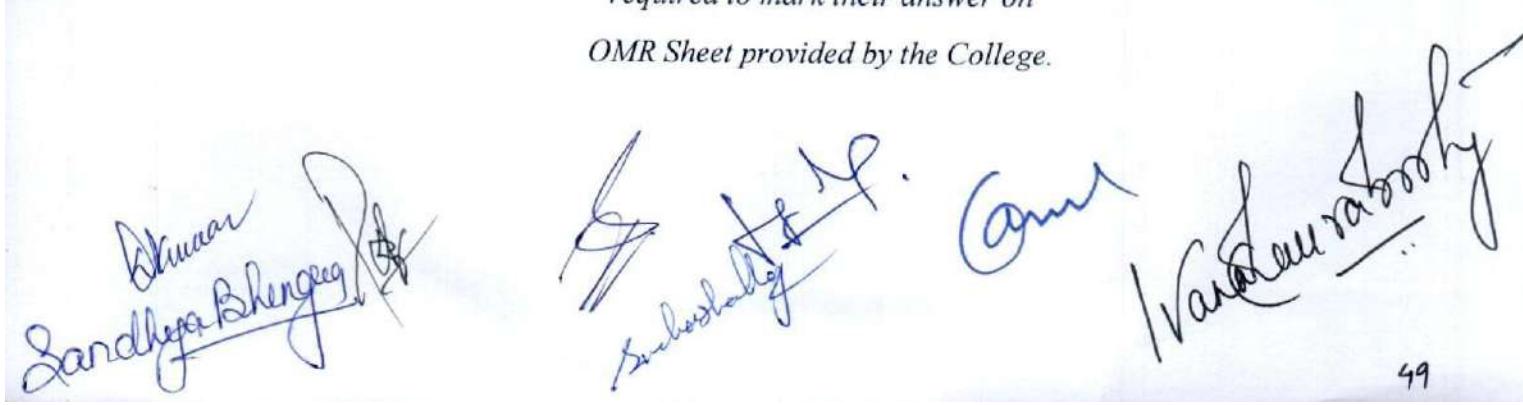
Course Objectives:

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The objective of the course is to generate qualified manpower in the area of Information Technology (IT) and Graphic designing which will enable such person to work seamlessly at any Offices, whether Govt. or Private or for future entrepreneurs in the field of IT.

A. INTRODUCTION TO COMPUTER SYSTEM

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

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

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

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

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

B. MICROSOFT OFFICE 2016 AND LATEST VERSIONS

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

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

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

4. Digital Education: What is digital education, Advantages of digital Education, Concept of e-learning, Technologies used in e learning(4 Hours)

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Reference Books

</div>

1. Nishit Mathur, Fundamentals of Computer, APH publishing corporation (2010)

2. Neeraj Singh, Computer Fundamentals (Basic Computer), T Balaji, (2021)

3. Joan Preppernau, Microsoft Power Point 2016 step by step, Microsoft press (2015)

4. Douglas E Corner, The Internet Book 4th Edition, prentice –Hall (2009)

5. Steven Welkler, Office 2016 for beginners, Create Space Independent Publishing Platform (2016)

6. Wallace Wang, Microsoft Office 2019, Wiley (January 2018)

7. Noble Powell, Windows 11 User Guide For Beginners and Seniors, ASIN, (October 2021)

SEMESTER IV

MAJOR COURSE- MJ 6:

URBAN SOCIOLOGY

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	**Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

1. Urbanisation is an important aspect of modern society. This course is will provide an exposure to key theoretical perspectives for understanding urban phenomena in historical and contemporary contexts.

2. It also reflects on vital concerns of urban living while narrating the subjective experiences of urban communities. With case studies from India and this course will help students understand and relate to the complexities of urban living.

3. The course seeks to evolve critical thinking and develop a policy perspective on the urban.
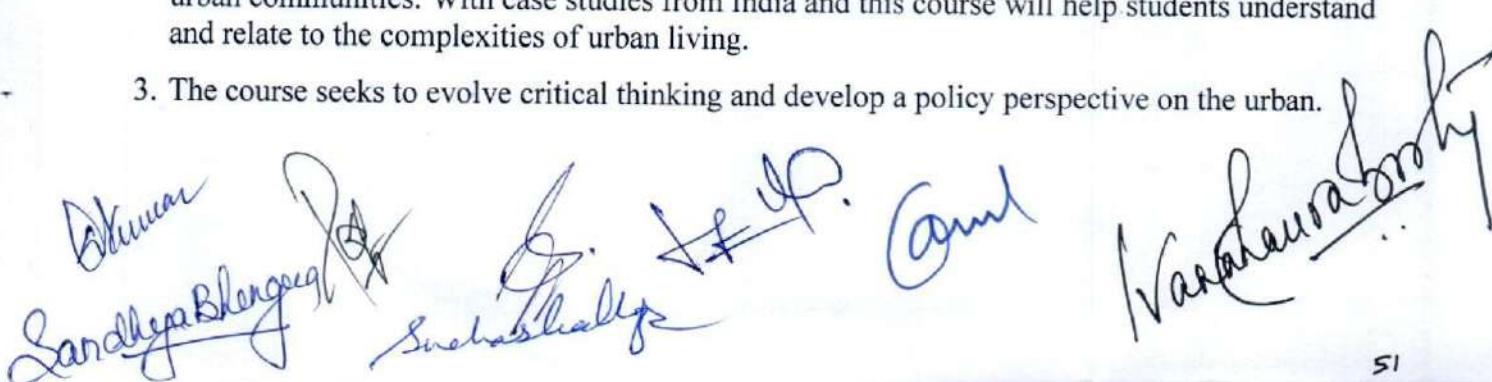
51

<h1>Course Learning Outcomes:</h1>

1. To appreciate the significance of the city and the process of urbanisation and its consequences across the globe, through cross disciplinary texts and ethnographic studies.

2. To understand the urban in the historical as well as modern contexts - the idea of urbanism and urban space and the intersections in these of institutions, processes and identities. This is to be achieved by exposing students to critical theoretical debates which help them to gain a deeper understanding of city life and urban environment which can also help them understand their own social environment better.

3. To learn about key urban processes such as migration, displacement and urban slums, as well as critical contemporary issues such as resettlement and rehabilitation and also engage in issues of public policy, urban transformation and change. Knowledge of such themes will help students pursue further studies in academic areas such as development and also engage in research on public policy, urban transformation and change.

4. To develop critical thinking and a reflective perspective through exposure to multicultural thought; to enhance disciplinary knowledge, research-related skills and develop a problem-solving competence.

<h2>Course Content:</h2>

UNIT 1: Introduction to Urban Sociology

1.1 Nature, Scope and Importance of Urban Sociology

Essential Reading:

a. Mumford, Lewis 1961. *The City in History: its origins and transformations and its prospects*. Mariner Books: Pp 3-29, 94-118

1.2 Concepts – Urban, Urbanism and the City (concept and types)

Essential Reading:

b. Weber, Max 1978. *The City*. The Free Press: New York. Pp 65-89
a. Holton, R. J. Cities, Capitalism and Civilization, London: Allan and Unwin, Chapters. 1 & 2. Pp. 1 – 32
b. Parker, Simon. Urban Theory and Urban Experience: Encountering the City, London: Routledge. Chapter 2. Foundations of Urban Theory Pp. 8 - 26

UNIT 2: Movements and Settlements

2.1 Town and its types

2.2 Slums

Essential Reading:

a. Simmel, Georg, 1903, "Metropolis and the Mental Life" in Gary Bridge and Sophie Watson, eds. *The Blackwell City Reader*. Oxford and Malden, MA: Wiley-Blackwell, 2002.

52

UNIT 3: Community

3.1 **Formation of urban communities**

3.2 **Rise of New Middle Class – Occupation, Culture**

Essential Reading:

a) Deshpande, S., 2003, *Contemporary India: A Sociological View*. New Delhi: Penguin Books, Pp.125-150.

UNIT 4: Family

4.1 concept and types

4.2 changing family structure in India

Essential Reading:

a. Goode, W. J. (1963). *World Revolution and Family Patterns*. Free Press.

b. Parsons, T., & Bales, R. F. (1955). *Family, Socialization and Interaction Process*. Free Press.

c. Uberoi, P. (1993). *Family, Kinship and Marriage in India*. Oxford College Press

UNIT 5: Rural and Urban differences, rural urban continuum

Essential Reading:

a. Park, R. E., Burgess, E. W., & McKenzie, R. D. (1925). *The City*. College of Chicago Press.
b. Redfield, R. (1947). The Folk Society. *American Journal of Sociology, 52*(4), 293–308.
c. Gillin, J. L., & Gillin, M. (1948). *The Urban-Rural Continuum*. American Journal of Sociology, 53(1), 65–73.
d. Srinivas, M. N. (1962). *Village India: Studies in the Little Community*. College of Chicago Press.

e. Bhagat, R. B., & Mohanty, S. (2009). *Urbanisation and Rural-Urban Continuum in India*. Economic and Political Weekly, 44(29), 89–95.

Additional Readings:

1. Giddens, Anthony. *Sociology* (Chapters on Urbanization & Modernity).
2. Wirth, Louis. (1938). *Urbanism as a Way of Life*. American Journal of Sociology.
3. Harvey, David. *Social Justice and the City*.
4. Castells, Manuel. *The Urban Question*.
5. John Rennie Short. *Urban Theory: A Critical Assessment*.
6. Zukin, Sharon. *The Cultures of Cities*.
7. Peter Saunders. *Urban Sociology: A Critical Introduction*.
8. Raymond Ledrut. *Sociology of Cities*.
9. Mike Davis. *Planet of Slums*.

53

10. M.N. Srinivas. *Social Change in Modern India* (sections on mobility & class).
11. एन. के. सिंह. *शहरी समाजशास्त्र*, कर्णावती पब्लिशर्स।
12. दीपा सिंह. *भारत में शहरीकरण और शहरी समाज*(हिंदी माध्यम पुस्तक)।
13. डॉ. योगेन्द्र सिंह. *आधुनिकता और शहरीकरण*, राजकमल प्रकाशन।
14. श्रीनिवास, एम.एन. *भारतीय समाज का आधुनिकीकरण*(हिंदी अनुवाद)।
15. सत्यनारायण. *शहर: अवधारणा और परिवर्तन*।
16. डा. राजेश कुमार. *शहरीकरण: सिद्धांत एवं प्रक्रिया*, हिंदी ग्रंथ अकादमी।
17. गोपाल कृष्ण. *शहरी विकास और झुग्गी बस्तियाँ*
18. डा. शक्ति प्रताप. *भारत में प्रवास और शहरी समस्याएँ*
19. कुलदीप माथुर. *शहरी नियोजन और विकास*(हिंदी)।
20. शम्भुल हसन. *शहरी समुदाय और वर्ग संरचना*

MAJOR COURSE- MJ 7:

INDIAN SOCIOLOGICAL THINKERS

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	**Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

Improve sociological understanding of Indian society.

Examine how sociologists in India have primarily been engaged with issues of tradition and modernity, caste, tribe and gender.

Acquaint the students to the continuities and contradictions in Indian society.

Help understand the history of ideas related to the analysis of Indian society.

Course Learning Outcomes:

54

1. Ensure that students have conceptual clarity and can articulate the main debates and arguments with regard to sociology in India. Acquaint the students to the continuities and contradictions in Indian society

2. To ensure that students have understood the formation of the discipline in India and the challenges that it has faced.

3. To help students understand the history of ideas related to the analysis of Indian society.

Course Content:

UNIT 1: G. S. Ghurye

1.1 Caste and Race

Essential Readings:

a. Ghurye, G. S. (1969). *Caste and Race in India* (4th ed.). Bombay: Popular Prakashan. Chapter 1 and 2

b. Upadhya, Carol 2010, The Idea of an Indian Society: G.S. Ghurye and the Making of Indian Sociology" in Patricia Uberoi, Satish Despande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black

c. Ghurye, G.S. 1969, *Caste and Race in India*, Delhi: Popular Prakashan Pp114-140, 404-460

UNIT 2: D. P. Mukerji

1.1 Tradition and Modernity

Essential Readings:

a. Madan, T.N. 2010, Search for Synthesis: The Sociology of D.P. Mukerji" in Patricia Uberoi, Satish Despande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black

b. Mukerji D.P. (1958 second edition 2002), *Diversities: Essays in Economics, Sociology and Other Social Problems*, Delhi: Manak Publications Pp. 177-225, 261-276

c. Das.Veena,.2006. *Oxford Handbook of Indian sociology*, OUP: New Delhi, pp1-18

1.2 Middle Class

Essential Readings:

a. Chakraborty, D 2010, D P Mukerji and the Middle Class in India, Sociological Bulletin 59(2), May-August 235-255

UNIT 3: M. N. Srinivas

3.1 Social Change

Essential Readings:

a. Srinivas, M.N. 1996, Indian Anthropologists and the study of Indian Society, *Economic and Political Weekly*, 31(11) 656-657

b. Srinivas, M. N. 1971, *Social Change in Modern India*, College of California Press Berkeley Chp 4-5

UNIT 4: Irawati Karve

4.1 Gender and Kinship

Essential Readings:

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

UNIT 5: R. K. Mukherjee

5.1 Civilisation

Essential Readings:

a. Mukherjee, R. K. (1963). *The Dynamics of Civilization*. Calcutta: World Press. Chapters 1,2 and 4

5.2 Personality, Society, Values
Essential Readings:

a. Mukerjee, Radhakamal 1950, The Social Structure of Values, London: George Allen and Unwin Chp 2,3, 5, 6 & 9

5.3 Social Ecology

Essential Readings:

a. Mukerjee, Radhakamal 1932, (reproduced in1994) „An Ecological Approach to Sociology" in Ramchandra Guha (ed) Social Ecology Delhi: OUP
b. Mukerjee, Radhakamal 1932, The concepts of balance and organization in Social Ecology Sociology and Social Research 16 (July-August 1932) 503516

UNIT 6: Yogendra Singh

6.1 Modernizaton of Indian Tradition

Essential Readings:

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

Additional Readings:

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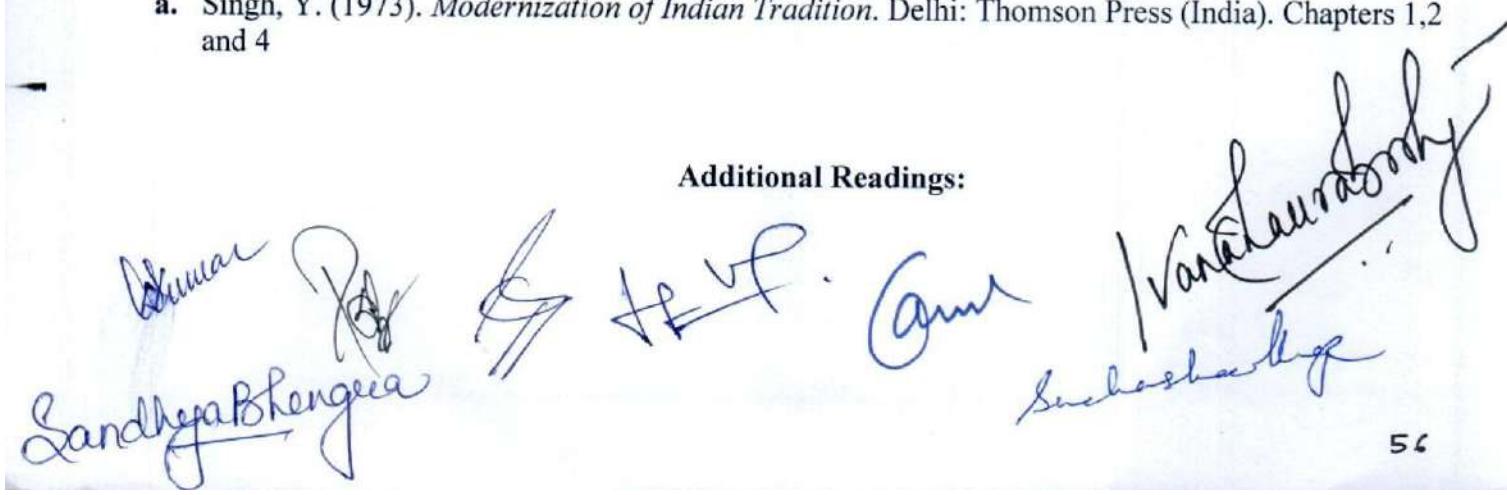
- Dirks, N. B. (2001). *Castes of mind: Colonialism and the making of modern India.* Princeton College Press.

- Bayly, S. (1999). *Caste, society and politics in India from the eighteenth century to the modern age.* Cambridge College Press.

- उपाध्याय, सी. बी. (2004). *भारतीय समाज में जाति व्यवस्था.* नई दिल्ली: रावत पब्लिकेशंस.

- Chakrabarty, D. (2000). *Provincializing Europe: Postcolonial thought and historical difference.* Princeton College Press.

- Bhaduri, A. (1986). *The Indian middle class: Social transformation and cultural reproduction.* Sage Publications.

- मिश्र, योगेन्द्र सिंह. (1993). *परंपरा और आधुनिकता: समाजशास्तीय विश्लेषण.* नई दिल्ली: रावत पब्लिकेशंस.

- Shah, G. (2004). *Social movements in India: A review of literature.* Sage Publications.

- Patel, T. (2006). *Family in India: Structure and practice.* Sage Publications.

- Uberoi, P. (1993). *Family, kinship and marriage in India.* Oxford College Press.

- Dube, L. (2001). *Anthropological explorations in gender: Intersecting fields.* Sage Publications.

- Guha, R. (1989). *The unquiet woods: Ecological change and peasant resistance in the Himalaya.* Oxford College Press.

- Gadgil, M., & Guha, R. (1995). *Ecology and equity: The use and abuse of nature in contemporary India.* Penguin.

- Mukerjee, R. K. (1946). *The social function of art.* Asia Publishing House.

- Singh, K. (1994). *People's participation in natural resource management.* Sage Publications.

- Uberoi, J. P. S. (1996). *Tradition and modernity.* Oxford College Press.

- Singh, Y. (1993). *Social change in India: Crisis and resilience.* Har-Anand Publications.

- Desai, A. R. (2005). *Rural sociology in India.* Popular Prakashan.

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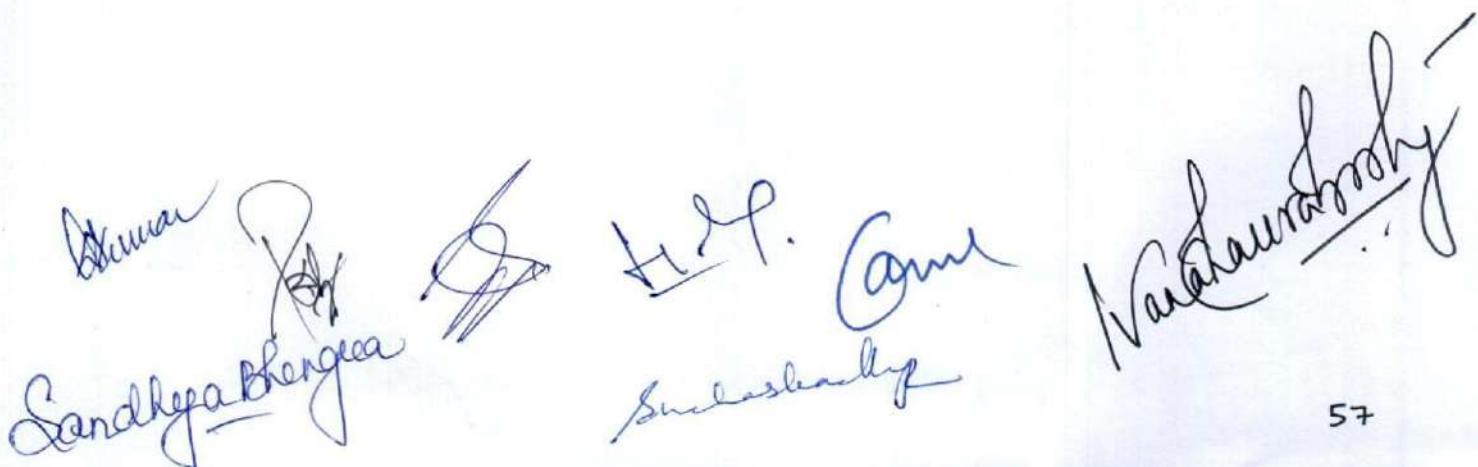
MAJOR COURSE- MJ 8:

POPULATION AND SOCIETY

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	**Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

4. This course provides a critical understanding of the interface between population and society. It analyses the role of fertility, mortality and migration on the composition, size, and structure of population.

5. The course addresses the issue of domestic and international population movements and their economic, political and social implications.

Course Learning Outcomes:

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

1. Demonstrate knowledge of key concepts in and different approaches to population studies.

2. Recognise the relations between population and social groups and processes by linking population size, composition, and growth with fertility, reproduction, and mortality.

3. Explain the dynamics between population, gender, and migration in terms of the role of institutions, policies and programmes, and social relations and groups.

4. Undertake a sociological analysis of international and national population dynamics and population policies.

Course Content:

UNIT 1: Demography

1.1 Meaning & Scope

Essential Reading:

a. Bhende, A., & Kanitkar, T. (2018). *Principles of Population Studies* (15th ed.). Mumbai: Himalaya Publishing House. Chapters 1 & 2

1.2 Subject Matter

Essential Reading:

a. Caldwell, J. C., & Schindlmayr, T. (2003). *The Demography of Fertility and Family*. New York: Springer.

b. Bhende, A., & Kanitkar, T. (2018). *Principles of Population Studies* (15th ed.). Mumbai: Himalaya Publishing House. Chapters 3–5

1.3 Importance

Essential Reading:

a. Poston, D. L., & Bouvier, L. F. (2010). *Population and Society: An Introduction to Demography* (2nd ed.). Cambridge College Press.

b. Gupta, S. P. (2011). *Population Trends and Policy in India*. New Delhi: Vikas Publishing.

1.4 Demography and Sociology

Essential Reading:

a. Kinsella, K., & Gist, Y. J. (1995). *Population: An Introduction to Concepts and Issues*. Belmont: Wadsworth.

b. Srinivasan, K. (1996). *Population Studies: A Guide to the Literature*. New Delhi: Sage Publications.

c. Bhende, A., & Kanitkar, T. (2018). *Principles of Population Studies* (15th ed.). Mumbai: Himalaya Publishing House. Chapters 10-12

UNIT 2: Concept

5.1 Fertility – Concept, Determinants

Essential Reading:

a. Bhende, A., & Kanitkar, T. (2018). *Principles of Population Studies* (15th ed.). Mumbai: Himalaya Publishing House. Chapters 4 & 5

b. Heer, David M. and Grigsby, Jill S. 1992. 'Fertility', Society and Population. New Delhi: Prentice-Hall, pp. 46-61.

5.2 Mortality – Concept, Determinants

Essential Reading:

a. Bhende, A., & Kanitkar, T. (2018). *Principles of Population Studies* (15th ed.). Mumbai: Himalaya Publishing House. Chapters 6 and 7

b. Haq, Ehsanul. 2007. 'Sociology of Infant Mortality in India', Think India Quarterly, July-September, 10(3): 14-57.

5.3 Population Structure – Age, Sex

Essential Reading:

a. Bhende, A., & Kanitkar, T. (2018). *Principles of Population Studies* (15th ed.). Mumbai: Himalaya Publishing House. Chapter 8
b. Shryock, H. S., Siegel, J. S., & Associates (1976). *The Methods and Materials of Demography.* Washington D.C.: U.S. Bureau of the Census.
c. UN Population Division. (2019). *World Population Prospects: The 2019 Revision.* United Nations.

d. Premi, Mahendra K. 2006. 'Population Composition (Age and Sex)', Population of India: In the New Millennium. New Delhi: National Book Trust, pp. 103-127.

5.4 Demographic Dividend

Essential Reading:

a. Bloom, D. E., Canning, D., & Sevilla, J. (2003). *The Demographic Dividend: A New Perspective on the Economic Consequences of Population Change.* Santa Monica: RAND Corporation.

b. Bose, A., & Bhagat, R. B. (2019). Demographic Dividend in India: Opportunities and Challenges. *Economic and Political Weekly, 54*(14), 30–37.

UNIT 3: Theories

3.1 Mathusiam

3.2 Neo Mathusian

3.3 Theory of Optimum Population

3.4 Theory of Demographic Transition

60

Essential Readings:

a. Malthus, Thomas Robert. 1986. An Essay on the Principle of Population. London: William Pickering, Chapters 1-2, pp. 01-11.

b. Caldwell, J. C., & Caldwell, P. (2002). *Demography and Development in the Third World.* Oxford: Oxford College Press.

c. Davis, K. (1951). The Theory of Optimum Population. *Population Studies, 5*(1), 3–14.

d. Bhende, A., & Kanitkar, T. (2018). *Principles of Population Studies* (15th ed.). Mumbai: Himalaya Publishing House.

e. Eugenio, S. (2000). *Population and Resources: Concepts and Applications.* Delhi: Sage Publications.

f. Dudley, Kirk. 1996. 'Demographic Transition Theory', Population Studies, 50(3): 361-387.

g. Notestein, F. W. (1945). Population: The Long View. In T. W. Schultz (Ed.), *Food for the World* (pp. 36–57). Chicago: College of Chicago Press.

h. Bhende, A., & Kanitkar, T. (2018). *Principles of Population Studies* (15th ed.). Mumbai: Himalaya Publishing House. Chapters 9 and 10

i. Caldwell, J. C. (2001). *Demographic Transition Theory.* Dordrecht: Springer.

UNIT 4: Social Structure and Demography

4.1 Migration – Concept, Types

Essential Readings:

a. Bhende, A., & Kanitkar, T. (2018). *Principles of Population Studies* (15th ed.). Mumbai: Himalaya Publishing House.

b. Lee, E. S. (1966). A Theory of Migration. *Demography, 3*(1), 47–57.

c. Deshingkar, P., & Akter, S. (2009). *Migration and Human Development in India.* Oxford College Press.

4.2 Urbanisation

Essential Readings:

a. Sharma, K. L. (2007). *Urban Sociology in India.* Jaipur: Rawat Publications.

b. Davis, K. (1965). *The Urbanization of the World.* New York: Macmillan.

c. Bhagat, R. B. (2011). Emerging pattern of urbanization in India. *Economic and Political Weekly, 46*(34), 10–12.

4.3. Population Explosion

Essential Readings:

a. Bhende, A., & Kanitkar, T. (2018). *Principles of Population Studies* (15th ed.). Mumbai: Himalaya Publishing House. Chapters 1-3

b. Bogue, D. J. (1969). *Principles of Demography* (2nd ed.). New York: John Wiley & Sons.

c. UNFPA (2019). *World Population Dashboard: India*. United Nations Population Fund.

Visaria, P. 1976. 'Recent Trends in Indian Population Policy', Economic and Political Weekly, August, 2: 31-34.

UNIT 5: Population and Society of India

Essential Readings:

a. Srinivas, M. N. (1980). *India: Social Structure*. Hindustan Publishing.

b. Government of India. (2021). *Population Policy 2021*. Ministry of Health and Family Welfare, New Delhi.

c. Bose, A., & Bhagat, R. B. (2019). Demographic dividend in India: Opportunities and challenges. *Economic and Political Weekly, 54*(14), 30–37.

d. Visaria, Pravin and Visaria, Leela. 2006. 'India's Population: Its Growth and Key Characteristics'. In Veena Das (ed.). Handbook of Indian Sociology, New Delhi: Oxford College Press, pp. 61-77.

e. Bose, A. et. al. 1974 (ed.). *Population in India: Development.* 1947-2000, Delhi: Vikas Publishing House. (Relevant Chapters).

Additional Readings:

1. Basu, A. M. (1999). *The challenge of Indian demography*. Oxford College Press.

2. Dyson, T. (2010). *Population and development: The demographic transition*. Zed Books.

3. Dyson, T., Cassen, R., & Visaria, L. (Eds.). (2004). *Twenty-first century India: Population, economy, human development, and the environment*. Oxford College Press.

4. Guilmoto, C. Z., & Jones, G. W. (2016). *Contemporary demographic transformations in China, India and Indonesia*. Springer.

5. Premi, M. K. (2004). *The changing population of India*. Oxford College Press.

6. Bongaarts, J. (2015). Trends in fertility and fertility preferences in sub-Saharan Africa. *Population and Development Review*, 41(S1), 79–115.

7. Jejeebhoy, S. J. (1995). *Women's education, autonomy, and reproductive behaviour: Experience from developing countries*. Clarendon Press.

8. Dyson, T. (2001). A partial theory of world development: The neglected role of the demographic transition in shaping modern society. *International Journal of Population Geography*, 7(2), 67–90.

9. Dyson, T. (2018). *A population history of India: From the first modern people to the present day*. Oxford College Press.

10. Visaria, P. (2003). Demographic transition among poor and rich in India. *Asia-Pacific Population Journal*, 18(1), 45–67.

11. शर्मा, के. एल. (2010). *जनसंख्या अध्ययन.* जयपुर: रावत पब्लिकेशन्स।

12. तिवारी, आर. के. (2012). *जनसांख्यिकी: सिद्धांत और व्यवहार.* नई दिल्ली: अटलांटिक पब्लिशर्स।

13. मिश्रा, बी. डी. (2007). *जनसंख्या और समाज.* इलाहाबाद: किताब महल।

14. वर्मा, आर. के. (2015). *प्रजनन, मृत्यु और जनसंख्या संरचना.* दिल्ली: पुस्तक भवन।

15. मिश्रा, एस. के. (2018). *जनसंख्या और विकास.* नई दिल्ली: रावत पब्लिकेशन्स।

16. सिंह, एस. एन. (2011). *जनसांख्यिकीय सिद्धांत.* वाराणसी: ज्ञानमंडल प्रकाशन।

17. त्रिपाठी, एम. (2014). *जनसंख्या के सिद्धांत और प्रवृत्तियाँ.* लखनऊ: विश्वविद्यालय प्रकाशन।

18. झा, एम. (2013). *जनसंख्या विस्फोट और शहरीकरण.* पटना: आनंद प्रकाशन।

19. गुप्ता, ए. (2016). *जनसंख्या, प्रवास और नगरीकरण.* नई दिल्ली: प्रभात प्रकाशन।

20. शुक्ला, डी. (2019). *भारत की जनसंख्या: प्रवृत्तियाँ और नीतियाँ.* नई दिल्ली: हिंदु

SEMESTER V

MAJOR COURSE- MJ 9:

SOCIAL ANTHROPOLOGY

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	**Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

1. Introduction to Social Anthropology and its relation to Sociology.

2. To acquire familiarity with some of the concepts of Social Anthropology

3. To learn about Ethnography and important ethnographic studies in India

Course Learning Outcomes:

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

1. Understand the significance of social anthropology.

2. Carry out ethnographic research.

3. Explain important ethnographic works in Indian Sociology

Course Content:

UNIT 1: Concept of Social Anthropology

1.1 **Scope**

1.2 **Subject Matter**

Essential Readings:

a. *Béteille, André, 1985, Six Essays in Comparative Sociology, New Delhi: Oxford College Press, Chapter 1, 'Sociology and Social Anthropology'*

b. *Madan and Majumdar- Introduction to Social Anthropology*

UNIT 2: Race

2.1 Concept

2.2 Characteristics

2.3 Classification

Essential Readings:

a. *Levi-Strauss, C. 1958. Race and History. Paris: UNESCO*

b. *Wallerstein, I. M. and E. Balibar (ed.) 1991. Race, Nation, Class: Ambiguous Identities. Verso. London*

UNIT 3: Magic, Religion and Science

3.1 **Totem – Concept, Characteristic, Theory of Origin**

Essential Readings:

a. Durkheim, E. (1912/1995). *The Elementary Forms of Religious Life*. New York: Free Press.
b. Frazer, J. G. (1922). *The Golden Bough: A Study in Magic and Religion*. London: Macmillan.
c. Murdock, G. P. (1949). *Social Structure*. New York: Macmillan.

64

3.2 Taboo – Concept and Factor

Essential Readings:

a. Frazer, J. G. (1922). *The Golden Bough*.
b. Malinowski, B. (1922). *Argonauts of the Western Pacific*. London: Routledge & Kegan Paul.
c. Radcliffe-Brown, A. R. (1952). *Structure and Function in Primitive Society*. London: Cohen & West.

3.3 Religion – Theory of Origin

Essential Readings:

a. Durkheim, E. (1912/1995). *The Elementary Forms of Religious Life*.
b. Tylor, E. B. (1871). *Primitive Culture*. London: John Murray.
c. Frazer, J. G. (1922). *The Golden Bough*.

3.4 Magic – Concept and Its Elements

Essential Readings:

a. Frazer, J. G. (1922). *The Golden Bough*.
b. Malinowski, B. (1948). *Magic, Science and Religion*. Glencoe: Free Press.
c. Evans-Pritchard, E. E. (1937). *Witchcraft, Oracles and Magic among the Azande*. Oxford: Clarendon Press.

3.5 Magic and Science

Essential Readings:

a. Malinowski, B. (1948). *Magic, Science and Religion*.

b. Frazer, J. G. (1922). *The Golden Bough*.

c. Evans-Pritchard, E. E. (1937). *Witchcraft, Oracles and Magic among the Azande*.

UNIT 4: Ethnography

4.1 Concept and Types

Essential Readings:

a. Kwame Harrison, Anthony, *Ethnography, Understanding Qualitative Research* (New York, 2018; online edn, Oxford Academic, 24 May 2018)

b. Srinivas, M. N. (1980). *The Remembered Village*. United Kingdom: College of California Press.

c. Roy, S.C. 1915. *The Oroans of Chotanagpur*.

65

Additional Resources

1. Evans-Pritchard, E. E. (1951). *Social Anthropology*. London: Routledge & Kegan Paul.

2. Keesing, R. M. (1975). *Cultural Anthropology: A Contemporary Perspective*. New York: Holt, Rinehart & Winston.

3. Harris, M. (2001). *The Rise of Anthropological Theory: A History of Theories of Culture*. Walnut Creek, CA: AltaMira Press.

4. Eriksen, T. H. (2010). *Small Places, Large Issues: An Introduction to Social and Cultural Anthropology* (3rd ed.). London: Pluto Press.

5. Parkin, R., & Ulijaszek, S. (2011). *Anthropology: The Basics*. London: Routledge.

6. Huxley, J. (1951). *The Concept of Race in Anthropology*. New York: UNESCO.

7. Banton, M. (1983). *Racial and Ethnic Competition*. Cambridge: Cambridge College Press.

8. Mukhopadhyay, C. C., Henze, R., & Moses, Y. T. (2007). *How Real Is Race? A Sourcebook on Race, Culture, and Biology*. Lanham: Rowman & Littlefield.

9. Beattie, J. (1964). *Other Cultures: Aims, Methods and Achievements in Social Anthropology*. London: Routledge.

10. Geertz, C. (1973). *The Interpretation of Cultures*. New York: Basic Books. (Chapters on religion)

11. *त्रिपाठी, के. एस. (2015). सामाजिक मानवशास्त्र. नई दिल्ली: ज्ञानोदय प्रकाशन.*

12. *कुमार, नरेश. (2018). मानवशास्त्र: सिद्धांत और व्यवहार. दिल्ली: भारतीय विद्या प्रकाशन.*

13. *शुक्ल, रामजी. (2010). सांस्कृतिक मानवशास्त्र का परिचय. इलाहाबाद: लोकभारती प्रकाशन.*

14. *शर्मा, के. एल. (2012). सामाजिक मानव विज्ञान: अवधारणाएँ और परिप्रेक्ष्य. जयपुर: रावत पब्लिकेशन्स.*

15. *तिवारी, सुनील. (2014). जाति, नस्ल और संस्कृति. दिल्ली: आधुनिक प्रकाशन.*

16. *यादव, धर्मपाल. (2016). मानव विविधता और नस्लीय अध्ययन. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी.*

17. *सिंह, योगेन्द्र. (2010). धर्म, जादू और विज्ञान: समाजशास्त्रीय परिप्रेक्ष्य. दिल्ली: राष्ट्रीय पुस्तक न्यास.*

18. *ओझा, अनीता. (2017). आदिवासी धर्म और जादू-टोना: एक नृवंशविज्ञान अध्ययन. रांची: झारखंड पुस्तकालय.*

19. *वर्मा, आर. एस. (2013). धर्म का समाजशास्त्र. दिल्ली: साहित्य भवन.*

20. *त्रिपाठी, डी. पी. (2019). नृवंशविज्ञान: सिद्धांत और पद्धति. दिल्ली: केंद्रीय हिन्दी संस्था.*

MAJOR COURSE- MJ 10:

FAMILY, MARRIAGE AND KINSHIP

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

Impart a comprehensive study of the concepts relevant for understanding kinship marriage and family.

Evolve a better understanding of family, marriage and kinship both in historical and evolutionary perspective.

Look beyond the surface of issues to discover the "why" and "how" of kinship.

Explores the new possibilities and critical insights offered by reproductive technologies in revisiting kinship.

Course Learning Outcomes:

1. Grasp the historical evolution of kinship theories from a biological deterministic approach to culture of relatedness

2. Develop an analytical perspective on concepts relevant for understanding kinship

3. Comprehend the coexistence of multiple perspectives in the study of family, marriage and kinship

4. Acknowledge the significance of the emergence of new reproductive technologies on recasting kinship

Course Content:

UNIT 1: Family

1.1 Concept

1.2 Feature

1.3 Functions

1.4 Types

1.5 Change

1.6 Joint Family – Concept, Characteristics, Meaning

Essential Readings:

a. Das Veena. 2004. Handbook of Indian Sociology. New Delhi: OUP

b. MN. Srinivas (1990) Social change in Modern India, New Delhi: Orient Longman.

c. Dumont Louis. 1970 Homo Hierachicus: The Caste System and its Implications. Delhi: OUP

UNIT 2: Marriage

2.1 Concept

2.2 Types

2.3 **Changes, Its factors**

68

2.4 **Rules of Marriage**

2.5 **Marriage Transaction – Dowry Bride Price**

Essential Readings:

a. Ghurye G.S. 1990. Caste and Race in India. Bombay: Popular Prakasham

b. Guha, Ranajit, ed. (1992) Subaltern studies. Delhi: OUP.

c. Sharmila Rege Sociology of Gender-SAGE Publications Pvt. Ltd (2003).

UNIT 3: Kinship

3.1 Meaning and Type

3.2 Usages

Essential Readings:

a. Madan T.N. (ed.). 1992. Religion in India, New Delhi: OUP.

b. Kalpana Kannabiran (2009) Sociology of Caste and the Crooked Mirror: Recovering B R Ambedkar's Legacy. EPW-XLIV. 4-1-2009

UNIT 4: Approaches

4.1 Alfred Radcliffe-Brown

4.2 Claude Levi-Strauss

Essential Readings:

a. T N Madan (2006) Pathways: Approaches to the Study of Society in India. Oxford College Press.

b. T N Madan (2009) Modern Myths. Locked Minds Secularism and Fundamentalism in India. Oxford College Press.

UNIT 5: Kinship Organisation in India

Essential Readings:

Karve, I. (1965). *Kinship organization in India*. Asia Publishing House.

Additional Readings:

1. Dube, L. (1997). *Women and kinship: Comparative perspectives on gender in South and South-East Asia*. United Nations College Press.

2. Uberoi, P. (2004). *The family in India: Beyond the nuclear versus joint debate*. In P. Uberoi (Ed.), *Family, kinship and marriage in India* (pp. 1–44). Oxford College Press.

69

3. Shah, A. M. (1998). *The family in India: Critical essays*. Orient Blackswan.

4. Bhattacharya, S. (2004). *Family, self and society: Anthropological perspectives*. Orient Blackswan.

5. Carter, B., & McGoldrick, M. (Eds.). (2005). *The expanded family life cycle: Individual, family and social perspectives*. Pearson.

6. Uberoi, P. (1994). *Family, kinship and marriage in India*. Oxford College Press.

7. Chowdhry, P. (2007). *Contentious marriage, eloping couples: Gender, caste and patriarchy in Northern India*. Oxford College Press.

8. Kabeer, N. (2000). *The power to choose: Bangladeshi women and labour market decisions in London and Dhaka*. Verso.

9. Dyson, T., & Moore, M. (1983). On kinship structure, female autonomy, and demographic behavior in India. *Population and Development Review*, 9(1), 35–60.

10. Radcliffe-Brown, A. R. (1952). *Structure and function in primitive society*. Cohen & West.

11. ओमप्रकाश, आई. (2010). *भारतीय समाज और परिवार.* दिल्ली: पायलट प्रकाशन.

12. प्रसाद, राजीव. (2016). *समाजशास्त्र में परिवार का अध्ययन.* वाराणसी: ज्ञानभारती.

13. पांडेय, विद्यानंद. (2014). *भारतीय परिवार: संरचना और परिवर्तन.* नई दिल्ली: रावत प्रकाशन.

14. यादव, डी. एन. (2012). *भारतीय विवाह संस्था: स्वरूप और परिवर्तन.* अजय प्रकाशन, दिल्ली.

15. सिंह, आशीष कुमार. (2017). *विवाह और परिवार: भारतीय संदर्भ.* लखनऊ: यूनिवर्सिटी प्रकाशन.

16. मिश्रा, कमलेश. (2011). *समाजशास्त्रीय दृष्टि से विवाह और दहेज समस्या.* नई दिल्ली: भारतीय पुस्तक निकेतन.

17. शुक्ल, पी. डी. (2008). *भारतीय संबंध प्रणाली.* वाराणसी: नागरी प्रबन्धन.

18. तिवारी, रमेशचन्द्र. (2015). *कुटुंब और संबंध व्यवस्था का समाजशास्त्र.* दिल्ली: भारतीय विद्या प्रकाशन.

19. राणे, सरोज. (2013). *भारतीय समाज में रिश्तेदारी: सिद्धांत और व्यवहार.* दिल्ली: आशा प्रकाशन.

20. करवे, इरावती. (2005). *भारतीय समाजरचना: परिवार, विवाह, और संबंध.* पुणे: देवेन्द्र प्रकाशन.

MAJOR COURSE- MJ 11:

INDIAN SOCIETY – II

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures
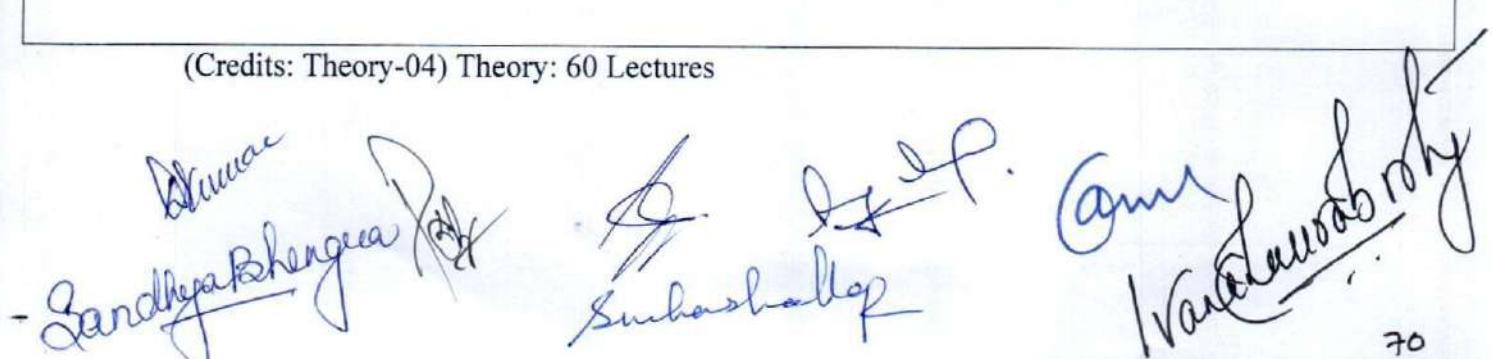
Course Objectives:

Understanding key concepts and institutions of Indian society.

To understand the modes of knowledge – construction of Indian history, society, Culture and politics

To examine how multiple social processes, forces and ideologies shaped the terrain of the nation.

Course Learning Outcomes:

1. Through informed interrogation of concepts and institutions of India, the course contributes to the development of critical and analytical thinking.

2. The course, supported by an inter-disciplinary approach, facilitates learning and reflecting about the multiple – and contextual – socio-cultural registers of Indian society.

3. The course adds to the sociological interpretation of Indian history and society. The India-specific themes of the course – discourse/knowledge-making, mobilization, transformation, ideology, identity and politics, for example– are treated, moreover, by drawing from sociological concepts and theories. The course connects the practical and conceptual in terms of both substance and relevance.

4. The adoption of an inter-disciplinary framework, without losing sight of the sociological, makes the course wider in scope and scale. It broadens viewpoints and encourages students to reflect deeply on the multicultural reality which is the defining feature of India.

5. Use of innovative teaching-learning methods, the course prepares students to successfully compete in global academia.

Course Content:

UNIT 1: Perspectives on India

1.1 Nationalist Discourse

Essential Readings:

a. Srinivas, M.N., 2002, "Nation-Building in Independent India", in M.N. Srinivas, *Collected Works*. New Delhi: Oxford College Press. Pp. 388-413.

b. Anderson, B. (2006). *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (Revised Edition). London: Verso.

c. Cohn, B. S. (1996). *Colonialism and its forms of knowledge: The British in India*. Princeton College Press.

1.2 . Subaltern Discourse

Essential Readings:

71

a. Arnold, David and David Hardinan, 1994, Writings on South Asian History and Society, OUP.

b. Guha, R., 1982, *Subaltern Studies*, Volume I. Delhi: Oxford College Press, Pp.1-8. 1.3. Colonial Discourse

c. Spivak, G. C. (1988). Can the Subaltern Speak? In C. Nelson & L. Grossberg (Eds.), *Marxism and the Interpretation of Culture* (pp. 271–313). Urbana: College of Illinois Press.

1.3 Indological Discourse

Essential Readings:

a. Dumont,L. and D.Pocock, 1957, "For a Sociology of India", *Contributions to Indian Sociology*, 1, Pp. 7-22.

b. Inden, R. B. (1990). *Imagining India*. Oxford: Blackwell.

UNIT 2: Social Processes

2.1 Assimilation

Essential Readings:

a. Gordon, M. M. (1964). *Assimilation in American Life: The Role of Race, Religion, and National Origins*. New York: Oxford College Press.

b. Park, R. E., & Burgess, E. W. (1921). *Introduction to the Science of Sociology*. Chicago: College of Chicago Press.

c. Srinivas, M. N. (1956). *A Note on Sanskritization and Westernization. The Far Eastern Quarterly*, 15(4), 481–496.

2.3 Acculturation

Essential Readings:

a. Redfield, R., Linton, R., & Herskovits, M. J. (1936). Memorandum for the Study of Acculturation. *American Anthropologist, 38*(1), 149–152.

b. Berry, J. W. (1997). Immigration, Acculturation, and Adaptation. *Applied Psychology: An International Review, 46*(1), 5–34.

c. Srinivas, M. N. (1966). Social Change in Modern India. Berkeley: College of California Press.

1.3 Competition

Essential Readings:

a. Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2018). *Introduction to Sociology* (11th ed.). New York: W. W. Norton & Company.

b. Davis, K., & Moore, W. E. (1945). Some Principles of Stratification. *American Sociological Review, 10*(2), 242–249.
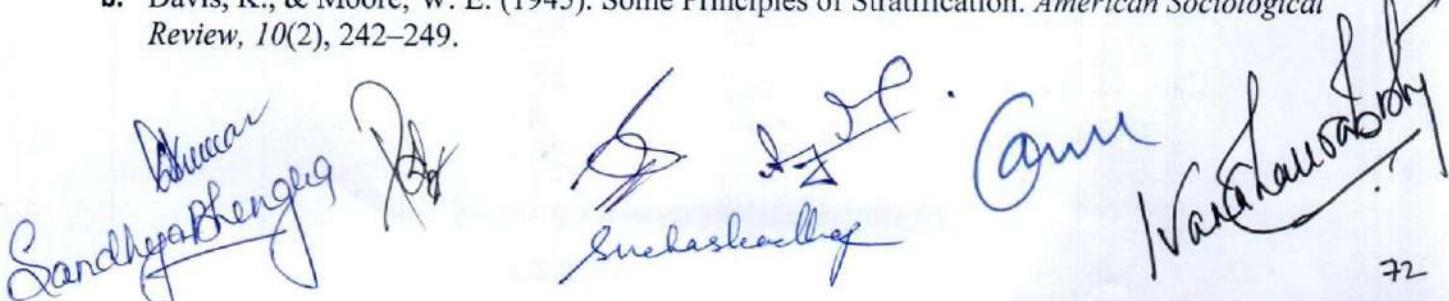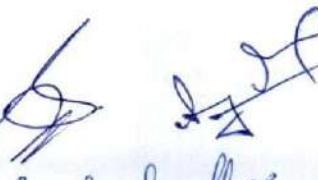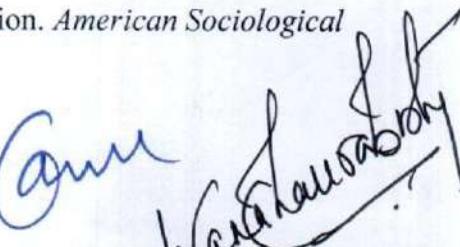
c. Sorokin, P. A. (1927). *Social Mobility*. New York: Harper & Brothers.

UNIT 3: Social Change in India

3.1 Sanskritization

Essential Readings:

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

3.2 Westernization

Essential Readings:

a. Srinivas, M. N. (1962). Caste in Modern India and Other Essays. Bombay: Asia Publishing House.
b. Srinivas, M. N. (1956). A Note on Sanskritization and Westernization. *The Far Eastern Quarterly, 15*(4), 481–496.

3.3 Modernization

Essential Readings:

a. *Srinivas, M. N. (1976). Social Change in Modern India. Berkeley: College of California Press.*
b. *Yogendra Singh. (1990). Modernization of Indian Tradition. Jaipur: Rawat Publications.*
c. *Ahuja, R. (2022). Society in India: Concepts, Theories and Recent Trends (6th ed.). Jaipur: Rawat Publications.*

3.4 Secularization

Essential Readings:

a. Srinivas, MN, 1963, *Social Change in Modern India*

b. *Jain, J. (2007). Secularism in India: History, Politics and Challenges. Jaipur: Rawat Publications.*

c. *Sinha, D. (2000). Religion and Secularization in Modern India. New Delhi: Sage Publications.*

UNIT 4: UNITY IN DIVERSITY

Essential Reading:

- Bose, N. K. (1967). *Culture and society in India*. Asia Publishing House.

Additional Readings:

1. Chatterjee, P. (1993). *The nation and its fragments: Colonial and postcolonial histories.* Princeton College Press.

2. Kaviraj, S. (1997). The imaginary institution of India. In D. Arnold & D. Hardiman (Eds.), *Subaltern studies VIII* (pp. 1–39). Oxford College Press.

3. Nandy, A. (1994). *The illegitimacy of nationalism: Reflexions on the decline of national culture.* Oxford College Press.

4. Beteille, A. (2000). *The idea of natural inequality and other essays.* Oxford College Press.

5. Chatterjee, P. (1986). *Nationalist thought and the colonial world.* Zed Books.

6. Chakrabarty, D. (2000). *Provincializing Europe: Postcolonial thought and historical difference.* Princeton College Press.

7. Alba, R., & Nee, V. (2003). *Remaking the American mainstream: Assimilation and contemporary immigration.* Harvard College Press.

8. Barth, F. (1969). *Ethnic groups and boundaries.* Little, Brown.

9. Banton, M. (1983). *Racial and ethnic competition.* Cambridge College Press.

10. Kottak, C. P. (2011). *Anthropology: The exploration of human diversity.* McGraw-Hill.

11. मिश्रा, रमेशचंद्र. (2015). *भारतीय राष्ट्रवाद का समाजशास्त्र.* नई दिल्ली: ज्ञान प्रकाशन.

12. सिंह, यतींद्र. (2019). *भारतीय राष्ट्र और राष्ट्रवाद: सिद्धांत और परिप्रेक्ष्य.* लखनऊ: लोकभारती प्रकाशन.

13. चौधरी, शरणकुमार. (2013). *उपनिवेशवाद, राष्ट्रवाद और आधुनिक भारत.* दिल्ली: वाणी प्रकाशन.

14. कुमार, दीपक. (2014). *सबाल्टर्न अध्ययन: विमर्श और दृष्टियाँ.* दिल्ली: अकादमिक प्रकाशन.

15. सिंह, अनिल. (2017). *हाशिये के लोग और सबाल्टर्न विमर्श.* वाराणसी: भारतीय साहित्य भवन.

16. ओंकार, नीरज. (2018). *इतिहास और सबाल्टर्न दृष्टि.* नई दिल्ली: लोकमित्र प्रकाशन.

17. वर्मा, सुरेश. (2018). *सांस्कृतिक समायोजन और भारतीय समाज.* दिल्ली: आशा प्रकाशन.

18. चतुर्वेदी, अशोक. (2013). *आधुनिक भारत में समायोजन की प्रक्रियाएँ.* जयपुर: शिक्षा प्रकाशन.

19. तिवारी, रामशंकर. (2011). *संस्कृतिकरण और सांस्कृतिक संपर्क.* लखनऊ: यूनिवर्सिटी प्रकाशन.

20. सिंह, मोहन. (2020). *सांस्कृतिक समायोजन: भारतीय संदर्भ.* नई दिल्ली: नीरज प्रकाशन.

SEMESTER VI

MAJOR COURSE- MJ 12

POLITICAL SOCIOLOGY

74

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

1. Political Sociology is one of the core areas of sociology. One of the major objectives of this course is to familiarize students with the context, concepts and theories of political sociology.

2. To familiarize students with the basis of examines the bases of social power and the relationship between politics and society both analytically as well as in specific empirical contexts.

3. To make students familiar with the different political institutions, political processes and political change in the Indian context.

Course Learning Outcomes:

1. An ability to comprehend the relationship between the political and the social.

2. Familiarity with different theories and concepts issues in political sociology and a capacity to use them to grasp political phenomena in a cross-cultural and comparative perspective

3. Be able to understand and appreciate the diversity of ways in which politics operates historically and spatially.

4. Be able to understand the relationship between state and society in shaping politics in India both historically and analytically.

5. Be able to generate hypotheses and research questions within the theoretical perspectives and ethnographic contexts in political sociology.

Course Content:

UNIT 1: Political Sociology- Meaning, Nature, Scope and Importance

Essential Reading:

a. Eisenstadt, S. N. '1971, 'General Introduction: The Scope and Development of Political Sociology' in Political Sociology: A Reader Basic Books, New Your Publication, pp 3-24.

UNIT 2: Political Socialization

2.1 Meaning and Definition
2.2 Stages and Process
2.3 Agencies

Essential Readings:

a. Almond, G. A., & Verba, S. (1963). *The civic culture: Political attitudes and democracy in five nations*. Princeton College Press.
b. Dawson, R. E., & Prewitt, K. (1969). *Political socialization*. Little, Brown and Company.

75

c. Hyman, H. H. (1959). *Political socialization: A study in the psychology of political behavior.* Free Press.

d.

2.4 Political Socialization in India

Essential Reading:

a. Friedrich, P. 1968. 'The Legitimacy of Caciques', in M.J. Swartz (ed.): *Local Level Politics: Social and Cultural Perspectives* (243-269). College of London

b. John T Guthrie 1981, 'political socialization. Journal of reading, Vol.25 pp 94-95.

UNIT 3: Bureaucracy

3.1 Introduction

3.2 Definitions of Bureaucracy

3.3 Salient features of Bureaucracy

3.4 Types of Bureaucracy

3.5 Merits and Demerits

Essential Reading:

a. Weber, Max. 1978, Economy and Society: An Outline of Interpretative Sociology, Berkeley: College of California Press, pp. 53-54; 941-54; 212-30; 241-54.

b. Lukes, Steven. 2005, Power: A Radical View, 2nd Ed., Hampshire: Palgrave, pp. 14-49.

UNIT 4: Political Culture

4.1 Meaning and Definitions

4.2 Nature and Characteristics of Political Culture

Essential Reading:

a. Swartz, M.J (Ed), 1968. Local Level Politics: Social and Cultural Perspectives, College of London Press, pp. 281-94

76

UNIT 5: Political Participation

5.1 Nature

5.2 Aspects of Political Participation

Essential Reading:

a. Marshall, T. H. 1964. *Class, Citizenship and Social Development*. Chicago: College of Chicago Press. (Chapters 4, 13 and 14).

UNIT 6: Pressure Group and Interest Group

2.1 Introduction

2.2 Meaning and Definitions

2.3 Nature of Pressure Groups

2.4 Characteristics of Pressure Group

Essential Readings:

a. Chakraborty, Sunil Ranjan,1974, Pressure Groups in West Bengal, in Indian journal of political science, April – June, volume 35.

b. Das Harihara and Sasmita das, 1988 Indian government and politics, discovery publication house Delhi.

Additional Readings:

1. Bottomore, T. B. (1979). *Political sociology*. Hutchinson.

2. Nash, K. (2000). *Contemporary political sociology: Globalization, politics, and power*. Blackwell.

3. Orum, A. M., & Dale, J. (2009). *Political sociology*. Oxford College Press.

4. Sigel, R. S. (Ed.). (1989). *Political learning in adulthood: A sourcebook of theory and research*. College of Chicago Press.

5. Easton, D., & Dennis, J. (1969). *Children in the political system: Origins of political legitimacy*. McGraw-Hill.

6. Connell, R. W. (1987). *Gender and power: Society, the person, and sexual politics*. Stanford College Press.

7. Hasan, Z. (2002). *Politics and the state in India*. Sage Publications.

8. Manor, J. (1996). *Ethnicity and politics in India*. Oxford College Press.

9. Albrow, M. (1970). *Bureaucracy*. Palgrave Macmillan.

10. Blau, P. M. (1956). *Bureaucracy in modern society*. Random House.

11. भगत, ओ. पी. (2015). *राजनीतिक समाजशास्त्र.* दिल्ली: अयन प्रकाशन.

12. शुक्ल, रामेश्वर. (2012). *राजनीति का समाजशास्त्र.* नई दिल्ली: लोकभारती प्रकाशन.

13. सिंह, योगेन्द्र. (2001). *समाजशास्त्र और राजनीति.* नई दिल्ली: रावत प्रकाशन.

14. चौबे, एस. एन. (2010). *राजनीतिक समाजीकरण: प्रक्रिया और संस्थान.* नई दिल्ली: रावत प्रकाशन.

15. सिंह, रमाशंकर. (2016). *भारतीय राजनीति में समाजीकरण.* वाराणसी: ज्ञान भारती.

16. मिश्र, राकेश. (2013). *भारतीय राजनीतिक संस्कृति और समाजीकरण.* दिल्ली: साहित्य भवन.

17. अरोड़ा, के. (2011). *लोक प्रशासन और नौकरशाही.* जयपुर: रावत प्रकाशन.

18. कौशल, अरविंद. (2018). *भारतीय प्रशासनिक प्रणाली में नौकरशाही.* दिल्ली: विश्वविद्यालय प्रकाशन.

19. त्रिपाठी, रघुवीर. (2014). *नौकरशाही का समाजशास्त्र.* वाराणसी: गंगा पब्लिशर्स.

20. शर्मा, आर. के. (2017). *राजनीतिक संस्कृति का समाजशास्त्र.* नई दिल्ली: अटलांटिक पब्लिशर्स.
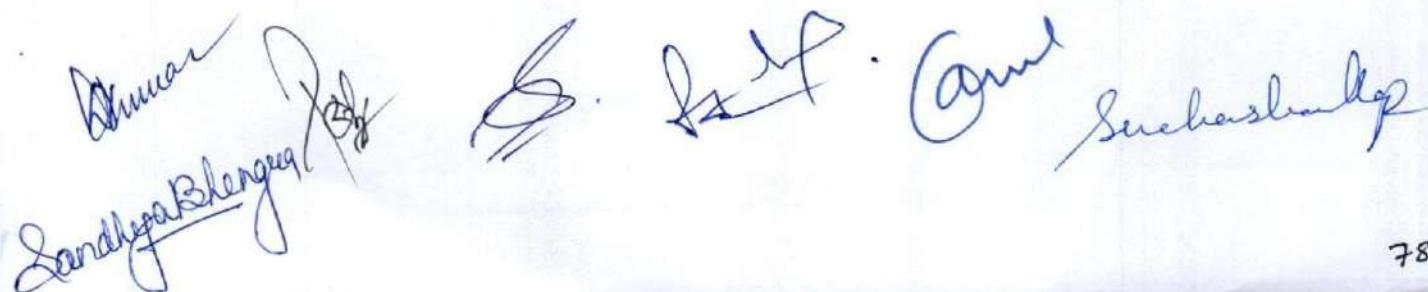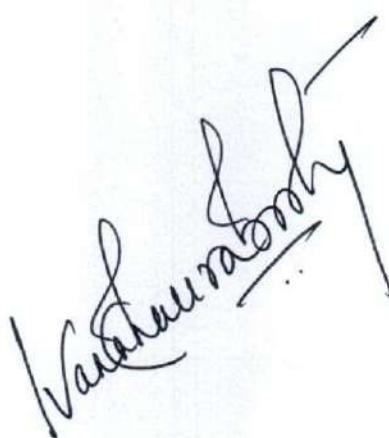
MAJOR COURSE- MJ 13:

MODERN SOCIOLOGICAL THOUGHT

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100 **Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

Objective of teaching Sociological Thinkers to undergraduate students is to enable them to apply theory to their own everyday life experiences.

It is requiring that students develop their sociological imagination and the capacity to read each situation sociologically and then to think about it theoretically.

To this end, it is imperative that sociological theory courses demonstrate the applicability of theory to students.

Course Learning Outcomes:

1. Understanding the characteristics and dynamics of the social world, and how post-classical sociologists attempt to understand the social world.

2. Appreciating the relevance and limits of the contemporary theories or theoretical approaches to make sense of social reality.

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

Course Content:

UNIT 1: Talcott Parsons

1.1 Action Systems and Pattern Variables

Essential Reading:

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

UNIT 2: G. H. Mead

2.1 Symbolic Interactionism

Essential Reading:

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

UNIT 3: Harold Garfinkel

3.1 Ethnomethodology

Essential Reading:

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

UNIT 4: Jurgen Habermas

4.1 Public Sphere

4.2 Theory of Communication

Essential Readings:

a. Habermas, J. (1962/1989). *The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society* (T. Burger, Trans.). Cambridge, MA: MIT Press.
b. Habermas, J. (1984). *Theory of Communicative Action, Volume 1: Reason and the Rationalization of Society* (T. McCarthy, Trans.). Boston: Beacon Press.
c. Habermas, J. (1987). *The Theory of Communicative Action, Volume 2: Lifeworld and System: A Critique of Functionalist Reason* (T. McCarthy, Trans.). Boston: Beacon Press.

UNIT 5: Pierre Bourdieu

5.1 Forms of Capital

Essential Readings:

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

UNIT 6: Michel Foucault

1.1 Madness and Civilisation,
1.2 Archaeology of Knowledge

Essential Readings:

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

Additional Readings:

1. Parsons, T. (1951). *The Social System*. London: Routledge.

2. Mead, G.H. (1934). *Mind, Self and Society*. Chicago: College of Chicago Press.

80

3. Goffman, E. (1956). *The Presentation of Self in Everyday Life*. Edinburgh: College of Edinburgh.

4. Berger, P. L., & Luckmann, T. (1991). *The Social Construction of Reality*. London: Penguin Books.

5. Horkheimer, M., & Adorno, T. W. (2002). *The Dialectic of Enlightenment*. Stanford College Press.

6. Marcuse, H. (1964). *One Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. Boston Press.

7. Bourdieu, P. (1977). *Outline of a Theory of Practice*. Cambridge College Press.

8. Ritzer, G. (1996). *Sociological Theory*. New York: McGraw Hill.

9. Calhoun, C. (1992). *Habermas and the Public Sphere*. MIT Press.

10. Fraser, N. (1990). "Rethinking the Public Sphere." *Social Text*, 25/26, 56–80.

11. सिंह, योगेन्द्र. (2007). *आधुनिक समाजशास्त्रीय सिद्धांत: संरचना और क्रिया.* नई दिल्ली: रावत प्रकाशन.

12. ओम, ए. (2014). *समाजशास्त्रीय सिद्धांत: एक परिचय.* दिल्ली: अटलांटिक पब्लिशर्स.

13. शारदा, नरेश. (2010). *संरचनात्मक-कार्यात्मक सिद्धांत और आधुनिकता.* जयपुर: रावत प्रकाशन.

14. प्रसाद, राजेन्द्र. (2016). *व्याख्यात्मक समाजशास्त्र और प्रतीकात्मक अंतःक्रियावाद.* वाराणसी: ज्ञानभारती.

15. कुमार, अरविंद. (2013). *अंतःक्रियावादी परिप्रेक्ष्य: अर्थ, भाषा और प्रतीक.* दिल्ली: लोकभारती पब्लिकेशन्स.

16. सिंह, रंजीत. (2018). *समाजशास्त्रीय परिप्रेक्ष्य: अन्तर्वैयक्तिक और अंतःक्रियात्मक दृष्टि.* जयपुर: रावत प्रकाशन.

17. मिश्रा, दीपक. (2017). *एथ्नोमेथडोलॉजी: दैनिक जीवन की सामाजिक वास्तविकता.* नई दिल्ली: रावत प्रकाशन.

18. पाण्डेय, एस. पी. (2014). *व्याख्या विज्ञान और समाज की निर्मिति.* इलाहाबाद: लोकभारती प्रकाशन.

19. शुक्ला, संजय. (2012). *व्याख्यात्मक समाजशास्त्र: गरफिन्केल और शुट्ज़ के परिप्रेक्ष्य.* बनारस: ज्ञानमंडल.

20. कुमार, संजय. (2015). *सार्वजनिक क्षेत्र और संचारात्मक तर्कशीलता: हैबरमास का सिद्धांत.* दिल्ली: रावत प्रकाशन.

MAJOR COURSE- MJ 14:

SOCIAL MOVEMENTS

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objective:

This course is designed to equip students with diverse disciplinary trainings to understand the conceptual, theoretical and methodological issues involved in the study of social movements, as well as the historical and descriptive analyses of collective action. It also draws attention to an important aspect of the analysis of social movements: their articulation with states, societies and cultures.

Through case studies drawn from comparative contexts, this course demonstrates the vital connectedness between collective action in social movements and other forms of institutional and cultural contexts. Particular case studies will be used as illustrations to understand more general patterns of social movements.

The course will also equip students to visualize the transition from traditional to contemporary social movements. The course envisages that studying social movements would ultimately foster an understanding of the dynamics of power, justice and human agency in transforming societies and cultures. To that extent it is a course that has a universal relevance and appeal.

Course Learning Outcomes:

1. At the end of the course, students should be able to distinguish the central principles of different theoretical perspectives in the sociology of social movements and relate them to specific historical and empirical contexts.

2. Learn to use sociological theories on social movements to identify a phenomenon as one. Further, students should be able to distinguish a phenomenon as social movement from other cognate political phenomena.

3. Understand the dynamics and motivations of individuals and groups participating in social movements and identify reasons for success (or failure) of social movements.

Course Content:

UNIT 1: Social Movements: Concepts and Types

Essential Readings:

a) Goodwin, J. & J. Jasper (eds.). 2015. *The Social Movements Reader: Cases and Concepts*, 3rd Edition, MA:Wiley Blackwell, p. 3-7

82

b) Tilly, Charles. 1978. 'Theories and Descriptions of Collective Action', in *From Mobilization to Revolution*, New York: Random House, p. 12-51

UNIT 2: Agrarian Movements in India

Essential Readings:

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

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

Essential Readings:

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

UNIT 4: Tribal Movements –Birsa Movement, Santhal Movement

Essential Readings:

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

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

Essential Readings:

a. Shiva, V. (1988). *Staying Alive: Women, Ecology, and Development*. Delhi: Zed Books.
b. Guha, R. (1989). *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*. Berkeley: College of California Press.
c. Baviskar, A. (1995). *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Delhi: Oxford College Press.
d. Ramaswamy, A. (2000). *Environmental Movements in India*. New Delhi: Sage Publications.

Additional Readings:

1. Shah, Ghanshyam. (1990). *Social Movements in India: A Review of Literature*. New Delhi: Sage Publications. (English and Hindi versions)

2. Menon, Krishna & Subberwal, Ranjana. (2019). *Social Movements in Contemporary India*.

3. Gopal, Vishnu & Nayan, Rajeev. (2004). *Sociology of Social Movement* (Hindi). Varanasi: Academic Publication.

4. Singh, V. N. & Singh, Janmejay. (2013). *Social Movements in India* (Hindi). Rawat Publications.

5. A. R. Desai. (2000). *Social Movements in India*. New Delhi: Lokpriya Pustakalaya. (Original English work available)
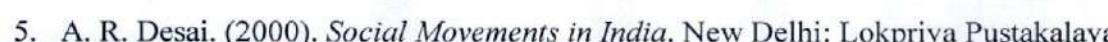
6. A. R. Desai. (1994). *Peasant Movement in India* (Hindi edition). New Delhi: Oxford University Press.

7. S. M. Michael (Ed.). (2007). *Dalit Movement and Social Change*. New Delhi: Rawat.

8. Gail Omvedt. (1994). *Dalit Movement and the Woman Question*. New Delhi: Hindi Madhyam Karyanvayan Nideshalaya.

9. N. C. Sahu. (2005). *History of Tribal Movements in India*. New Delhi: Prakashan Vibhag.

10. K. S. Singh. (1994). *The Tribal People of India: History, Culture and Politics* (Hindi edition). Anthropological Survey of India.

11. राम आहुजा. (2013). *सामाजिक आन्दोलन और सामाजिक परिवर्तन*. जयपुर: रावत पब्लिकेशन्स.

12. योगेंद्र सिंह. (2005). *आधुनिकता और सामाजिक परिवर्तन*. नई दिल्ली: रावत पब्लिकेशन्स.

13. ए.आर. देसाई. (2000). *भारत में सामाजिक आन्दोलन*. नई दिल्ली: लोकप्रिय पुस्तकालय.

14. सुरिंदर सिंह जोधका. (2010). *भारतीय समाज: विषय और संरचनाएँ*. नई दिल्ली: ओरिएंट ब्लैकस्वान.

15. गाएल ओमवेद. (2002). *किसान आंदोलन और ग्रामीण परिवर्तन*. नई दिल्ली: हिंदी माध्यम कार्यान्वयन निदेशालय.

16. डी. एन. देवराज. (2011). *भारत में किसान आंदोलन का इतिहास*. नई दिल्ली: हिंदी माध्यम कार्यान्वयन निदेशालय.

17. एस. एम. माईकल (संपा.). (2007). *दलित आन्दोलन और सामाजिक परिवर्तन*. नई दिल्ली: रावत.

18. एन.सी. साहू. (2005). *भारतीय आदिवासी आंदोलन का इतिहास*. नई दिल्ली: प्रकाशन विभाग.

19. रमेश ठाकुर. (2010). *झारखंड का आदिवासी संघर्ष: बिरसा से संतल तक*. रांची: झारखंड बुक हाउस.

20. के. एस. सिंह. (1994). *भारत के आदिवासी: इतिहास, संस्कृति और राजनीति* (Hindi edition).

MAJOR COURSE- MJ 15:

RURAL SOCIOLOGY

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

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

Course Learning Outcomes:

On successful completion of this course the student should know:

1. Concepts of rural sociology

2. Issues of agrarian society and its transformation

Course Content:

UNIT 1: Introduction to Rural Sociology

1.1 **Nature, scope and importance**

Essential Reading:

a. Desai, AR, 1959, *Rural Sociology in India*, Popular Prakashan, Bombay

1.2 **Village- concept and features**

Essential Reading:

a. Madan, V., 2002, "Introduction" in V. Madan (ed.), *The Village in India*. Delhi: Oxford College Press, Pp. 1-26.

1.3 **Rural Polity (Panchayati Raj System and its functions) and Economy (MNREGA)**

Essential Reading:

85

a. Thorner, Daniel and Alice Thorner. 'The Agrarian Problem in India Today', from, *Land and Labour in India,* Bombay: Asia Publishing House. 1962. Pp. 3-13

1.4 Family – concept and types, changing family structure in India

Essential Readings:

a. Murdock, G. P. (1949). *Social Structure*. New York: Macmillan.
b. Parsons, T., & Bales, R. F. (1955). *Family, Socialization and Interaction Process*. Glencoe: Free Press.
c. Dube, L. (1997). *Indian Society*. New Delhi: National Book Trust. (Chapter on Family)
d. Srinivas, M. N. (1962). *Caste in Modern India and Other Essays*. Bombay: Asia Publishing House. (Chapter: Family and Kinship)
e. Uberoi, P. (2006). *Family, Kinship and Marriage in India*. New Delhi: Oxford College Press.
f. Raj, A., & Sinha, S. (2007). Changing family structures in rural India. *Economic and Political Weekly, 42*(25), 2403–2409.

UNIT 2: Migration

2.1Types

2.2Factors

Essential Reading:

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

UNIT 3: Agrarian structure and classes

3.1 Agrarian structure in Historical Perspective: Feudal, Colonial and Capitalist.

Essential Reading:

a. Dobb, M. (1963). *Studies in the Development of Capitalism*. London: Routledge & Kegan Paul.
b. Thorner, D., Thorner, A., & Chandhoke, N. (1975). *Land and Labour in India*. London: Asia Publishing House.
c. Beteille, A. (1974). *Studies in Agrarian Structure and Change in India*. Oxford: Oxford College Press.

3.2 Agrarian Classes landlord, peasant, tenant, and labourer.

Essential Reading:

a. Kautsky, K. (1899/1988). *The Agrarian Question*. London: Zwan Publications.
b. Dhar, P. N. (1982). *Agrarian Change and Class Formation in India*. Delhi: Macmillan.
c. Chakravarti, A. (1999). *Landlord, Peasant and Labourer: Agrarian Relations in Colonial India*. Delhi: Oxford College Press.
d. Patnaik, P. (1982). *Some Aspects of the Agrarian Question in India*. Bombay: Popular Prakashan.

UNIT 4: Agrarian Reform

4.1 **Principle and Practice**

Essential Reading:

a. Herring, R. J. (1993). *Land to the Tiller: The Political Economy of Agrarian Reform in South Asia*. New Haven: Yale College Press.
b. World Bank. (2009). *Land Policies for Growth and Poverty Reduction*. Washington, DC: World Bank.
c. Bhatia, B. M. (1981). *Agrarian Reform in India: Its Implementation and Impact*. New Delhi: Vikas Publishing.
d. Singh, S. (2000). *Land Reforms in India: Theory and Practice*. New Delhi: Sage Publications.
e. Rao, M. S. A. (1975). *Social Movements and Social Change in India*. New Delhi: Macmillan. (Chapter on agrarian reforms)
f. Rudra, A. (1982). *Land Reform in India: Achievements and Failures*. Economic and Political Weekly, 17(16), 743–751.

UNIT 5: Little Tradition – Great Tradition

Essential Reading:

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

UNIT 6: Innovation and Technology in Agricultural Practices

Essential Reading:

a. Rogers, E. M. (2003). *Diffusion of Innovations* (5th ed.). New York: Free Press.
b. Feder, G., Just, R. E., & Zilberman, D. (1985). Adoption of Agricultural Innovations in Developing Countries: A Survey. *Economic Development and Cultural Change, 33*(2), 255–298.
   c. Singh, K. (2000). *Agricultural Extension*. New Delhi: ICAR Publications.
   d. Chand, R., & Raju, S. S. (2013). *Indian Agriculture: Performance, Challenges, and Policies*. New Delhi: Oxford College Press.
   e. Pingali, P. (2012). Green Revolution: Impacts, Limits, and the Path Ahead. *Proceedings of the National Academy of Sciences, 109*(31), 12302–12308.
   f. Government of India. (2020). *Agricultural Statistics at a Glance*. New Delhi: Ministry of Agriculture and Farmers Welfare.

Additional Readings:

Jodhka, S. S. (2013). *Agrarian Change in India*. New Delhi: Orient Blackswan.

Bharadwaj, K. (1985). *Production Conditions in Indian Agriculture*. Cambridge College Press.

Mukherjee, R. (1998). *Themes in Rural Sociology*. New Delhi: Sage Publications.

Bardhan, P. (1984). *The Political Economy of Development in India*. Oxford College Press.

Breman, J. (1996). *Footloose Labour: Working in India's Informal Economy*. Cambridge College Press.

Frankel, F. R. (1971). *India's Green Revolution: Economic Gains and Political Costs*. Princeton College Press.

Sharma, R. K. (2011). *Rural Sociology*. New Delhi: Atlantic Publishers.

Srinivas, M. N. (1987). *The Dominant Caste and Other Essays*. Delhi: Oxford College Press.

Chakravarti, A. (2001). *Social Power and Everyday Class Relations in Rural India*. Sage Publications.

Beteille, A. (1983). *The Social and the Personal: Studies of Rural India*. Penguin Books.

आहूजा, राम. (2012). *ग्रामीण समाजशास्त्र*. जयपुर: रावत पब्लिकेशन्स.

सूरज सिंह. (2016). *भारतीय ग्रामीण समाज: संरचना एवं परिवर्तन*. दिल्ली: भारतीय ज्ञानपीठ.

देवरथ, प्रेम सिंह. (2005). *भारत का ग्रामीण परिदृश्य*. नई दिल्ली: प्रकाशन विभाग.

देसाई, ए. आर. (2000). *भारतीय ग्रामीण समस्या और संघर्ष*. लोकप्रिय पुस्तकालय.

ओमवेद्त, गाएल. (2008). *कृषि संकट और ग्रामीण आंदोलन*. नई दिल्ली: हिंदी माध्यम कार्यान्वयन निदेशालय.

यादव, गोपाल. (2010). *ग्रामीण भारत: अर्थव्यवस्था, समाज और राजनीति*. दिल्ली: राजकमल प्रकाशन.

सिंह, केदारनाथ. (2011). *भारतीय कृषि और ग्रामीण विकास*. नई दिल्ली: नेशनल पब्लिशिंग.

शर्मा, राजेन्द्र कुमार. (2010). *ग्रामीण समाजशास्त्र*. दिल्ली: अटलांटिक पब्लिशर्स (Hindi Edition).

चतुर्वेदी, विनोद. (2014). *भारत में भूमि सुधार और ग्रामीण परिवर्तन*. जयपुर: रावत.

कृष्ण कुमार. (2009). *भारतीय कृषि में तकनीकी परिवर्तन*. नई दिल्ली: इंद्रप्रस्थ पब्लिकेशन्स.

SEMESTER VII

MAJOR COURSE- MJ 16:

RESEARCH METHODS AND STATISTICS

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	**Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

1. The course provides an introductory, yet comprehensive engagement with social research.

2. Through theoretical and practical knowledge students are acquainted with the different stages of the research process like creation of research design, methods of data collection and analysis.

3. The imparted knowledge and training will enable students to develop a sound understanding of both quantitative and qualitative research.

Course Learning Outcomes:

1. Students are introduced to the concept of conducting research, which is inclusive of formulating research designs, methods and analysis of data. Some knowledge of elementary statistics is also provided to the students to acquaint them with quantification of data.

2. The thrust of the course is on empirical reasoning, understanding and analysis of social reality, which is integral to the concepts of quantitative research. Students learn to differentiate between qualitative and quantitative aspects of research in terms of collection and subsequent analysis of data.

3. Through the competing theoretical perspectives and methodologies, students are able to understand that social reality is multi-faceted, heterogeneous and dynamic in nature.

4. By imparting the knowledge of theory and praxis of research, students are prepared to arrive at a critical understanding of the course. It also equips them with necessary skills for employment in any social research organisation.

Course Content:

UNIT 1: Introduction to Social Research

1.1 Social Research – Steps and Utility

89

Essential Reading:

a. Bailey, K. (1994). *The Research Process in Methods of Social Research.* Simon and Schuster, 4th Ed. The Free Press, New York NY 10020. Pp.3-19.

1.2 Concepts and Hypothesis

Essential Readings:

a. Goode, W. E. and P. K. Hatt. 1952.*Methods in Social Research.* New York: McGraw Hill. Chapters 5 and 6. Pp. 41-73.

1.3 Field View and Text View

Essential Readings:

a. Srinivas, M.N. etal2002(reprint*), The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*, New Delhi: OUP, Introduction Pp. 1- 14.

UNIT 2: Methodological Perspectives

1.1 Comparative Method

Essential Readings:

a. Radcliffe-Brown, A.R. 1958, *Methods in Social Anthropology,* Delhi: Asia Publishing Corporation, Chapter 5 Pp. 91-108

1.2 Feminist Method

Essential Readings:

a. Hammersley, Martyn, "On Feminist Methodology" in *Sociology,* Vol.26, No.2 (May1992), pp.187-206, Sage Publications, Ltd.

1.3 Historical Method

Essential Readings:

a. Elias, N. (1978/2000). *The Civilizing Process.* Oxford: Blackwell.

b. Abrams, P. (1982). *Historical Sociology.* Ithaca: Cornell College Press.

UNIT 3: Methods of Data Collection

3.1 Quantitative and Qualitative Methods – Differences

3.2 Quantitative Methods- Sampling, Questionnaire, Schedule

3.3 Qualitative Methods- Interview, Observation, Oral Histories, Case Studies

Essential Readings:

a. Bailey, K. (1994). Survey Sampling In *Methods of Social Research.* Simon and Schuster, 4th ed. The Free Press, New York NY 10020.Ch-5. Pp. 81- 104.

b. Bailey, K. (1994). Questionnaire Construction and the Mailed Questionnaire *in Methods of Social Research.*

c. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Chs-6 and 7. Pp. 105-172.

d. Bailey, K. (1994). Interview Studies in *Methods of Social Research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020.Ch8. Pp.173-213.

e. Creswell, J.W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 3rd ed. Sage Publications, California. Ch 8,9,10. Pp. 145-226.

UNIT 4: Statistical Methods

4.1 Overview of Statistics in Sociology

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

4.2 Graphical and Diagrammatic presentation of data – Bar diagram, Pie-diagram,

Histogram, Frequency Polygon, Smoothed frequency curve and Ogives

a. Gupta, S. P. (2007). *Elementary Statistical Methods*. Sultan Chand & Sons. Pp.101-108, 115-118, 131-137. 4.3Measures of Central Tendency-Simple Arithmetic Mean, Median and Mode

a.   Gupta, S. P., (2007*), Elementary Statistical Methods*. Sultan Chand & Sons. Pp.155-168, 173-180, 187- 197.

4.4 Measures of Dispersion -Standard Deviation, Variance and Covariance.

Additional Readings:

1. Babbie, E. (2010). *The Practice of Social Research*. Belmont, CA: Wadsworth.

2. Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage.

3. Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The Sage Handbook of Qualitative Research*. Sage.

4. Becker, H. S. (1998). *Tricks of the Trade: How to Think about Your Research While You're Doing It*. College of Chicago Press.

5. Silverman, D. (2013). *Doing Qualitative Research*. Sage.

6. Neuman, W. L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. Pearson.

7. Burawoy, M. (1998). *The Extended Case Method*. Sociological Theory, 16(1), 4–33.

8. Ragin, C. C. (1994). *Constructing Social Research: The Unity and Diversity of Method*. Pine Forge Press.

9. Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative Inquiry,* 12(2), 219–245.

10. Plummer, K. (2001). *Documents of Life 2: An Invitation to a Critical Humanism.* Sage.

11. आहूजा, राम. (2010). *सामाजिक अनुसंधान के सिद्धांत और विधियाँ.* जयपुर: रावत प्रकाशन.
12. सूरज सिंह. (2015). *सामाजिक विज्ञान में अनुसंधान पद्धति.* दिल्ली: भारतीय ज्ञानपीठ.
13. बागची, विभा. (2013). *गुणात्मक शोध पद्धतियाँ.* दिल्ली: हिंदी माध्यम कार्यान्वयन निदेशालय.
14. कुमार, रणजीत. (2014). *अनुसंधान विधियाँ: एक परिचय.* नई दिल्ली: पियरसन (Hindi Edition).
15. शर्मा, राजेन्द्र कुमार. (2007). *सामाजिक शोध विधि.* दिल्ली: अटलांटिक प्रकाशन.
16. देवरथ, प्रेम सिंह. (2009). *सामाजिक विज्ञान अनुसंधान: सिद्धांत, विधियाँ और प्रवृत्तियाँ.* नई दिल्ली: प्रकाशन विभाग.
17. तिवारी, मनीष. (2016). *फील्डवर्क और नृवंशविज्ञान: पद्धति और व्यवहार.* नई दिल्ली: वाणी प्रकाशन.
18. वर्मा, एस. के. (2011). *इतिहास और समाजशास्त्र: पद्धति एवं विमर्श.* दिल्ली: राजकमल प्रकाशन.
19. यादव, गोपाल. (2018). *मात्रात्मक शोध: तकनीक और अनुप्रयोग.* दिल्ली: भारतीय ज्ञानपीठ.
20. कृष्ण कुमार. (2012). *साक्षात्कार, प्रेक्षण और केस स्टडी विधि.* इंद्रप्रस्थ पब्लिकेशन्स.

MAJOR COURSE- MJ 17:

SOCIAL CHANGE AND DEVELOPMENT

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	**Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

This course invites students to explore issues relating to development, one of the key ideas, concepts, and animating forces of our societies and lives. It offers sociological modes to investigate the bewildering, often contradictory, ways in which development comes to mean a promise or desire, an inevitable consequence or persuasive project, and how it is closely connected to notions of progress and modernity.

It introduces students from various disciplines to the scholarship on development from a sociological vantage point. It aims to familiarise students with ideas, theories, and practices of development. The course also acquaints them with the trajectory of development in post-colonial India.

Drawing from disciplines such as sociology, anthropology, economics, political studies, and development studies, it shall help students analyse different approaches to, and practices and experiences of, development. With its emphasis on the role and interplay of institutions, apparatus, policies, practices, and social relations, this course shall also aid in the critical analysis of development's diverse manifestations across locations and moments.

Course Learning Outcomes:

1. Understand different ideas of, and approaches to, development.

2. Explain the dynamics between developmental institutions, actors, policies, theories, approaches, and ideas and the implementation, consequences, and experiences of development.

3. Critically analyse the key features of developmental processes in post-colonial India.

4. Undertake a sociological examination of developmental practices in different locations, moments, and fields, and to interpret different outcomes and experiences of development.

93

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Course Content:

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UNIT 1: Concepts

1.1 Development: Concepts and characteristics

Essential Readings:

a. Hann, Chris. And Keith Hart. *Economic Anthropology*. Cambridge, U K: Polity Press, 2011. Pp. 100-119 1.2Evolution

b. Sen, Amartya. 1999. *Development as Freedom*. New Delhi: Oxford College Press, pp. 3-11, 35-54.

c. Redclift, Michael. 1984. *Development and the Environmental Crisis: Red or Green Alternatives?* New York: Methuen & Co., chapters 1 & 7, pp 5-19, 122-130.

d. Visvanathan, Nalini, Lynn Duggan, Laura Nison off & Nan Wiegersma (eds). 1997. *The Women, Gender and Development Reader*. Delhi: Zubaan, pp 33-54.

e. Escobar, Arturo. 1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton College Press, pp. 3-54.

UNIT 2. Theories of Change

2.1 Evolutionary

2.2 Conflict

2.3 Cyclical Theory

2.4 Underdevelopment

2.5 World System

Essential Readings:

a. Gupta, Akhil and Sharma, Aradhana. 2006. 'Globalization and Postcolonial States,' *Current Anthropology* 47 (2), pp. 277-293.

b. Escobar, Arturo. 1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton College Press, pp. 3-54.

c. Sassen, Saskia. 2007. *A Sociology of Globalization*. W.W. Norton & Co. NY. London

UNIT 3: Contemporaries themes in Development

3.4 Sustainable Development   ← SDGs.

3.5 Environment and Development

Essential Readings:

a. WCED (World Commission on Environment and Development). (1987). *Our Common Future*. Oxford: Oxford College Press.

b. Daly, H. E. (1990). *Towards Sustainable Growth?* In H. E. Daly, *Steady-State Economics* (2nd ed., pp. 41–65). Washington, DC: Island Press.

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

94

d. Baviskar, A. (1995). *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley.* Delhi: Oxford College Press.
e. Shiva, V. (1988). *Staying Alive: Women, Ecology, and Development.* Delhi: Zed Books.
f. Government of India. (2021). *State of Environment Report.* Ministry of Environment, Forest and Climate Change.
g. Sen, A. (1999). *Development as Freedom.* New Delhi: Oxford College Press.

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

Essential Readings:

a. Sachs, W. (Ed.). (1992). *The Development Dictionary: A Guide to Knowledge as Power.* London: Zed Books.

b. Escobar, A. (1995). *Encountering Development: The Making and Unmaking of the Third World.* Princeton College Press.

c. Sen, A. (1999). *Development as Freedom.* New York: Alfred A. Knopf.

d. Dreze, J., & Sen, A. (2002). *India: Development and Participation.* Oxford College Press.

e. Cernea, M. M. (2000). *Risks, Safeguards and Reconstruction: A Model for Population Displacement and Resettlement.* In M. Cernea & C. McDowell (Eds.), *Risks and Reconstruction.* World Bank.

f. Baviskar, A. (1995). *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley.* Oxford College Press.

g. Gadgil, M., & Guha, R. (1992). *This Fissured Land: An Ecological History of India.* Oxford College Press.

h. Guha, R. (2000). *Environmentalism: A Global History.* Oxford College Press

UNIT 5: Developmental Regimes in India

Essential Readings:

a. Bardhan, P. (1998). *The political economy of development in India* (Expanded Edition). Delhi: Oxford College Press.

b. Chatterjee, P. (1997). *A possible India: Essays in political criticism.* Delhi: Oxford College Press.

Additional Readings:

Peet, Richard & Elaine Hartwick. (2009). *Theories of Development: Contentions, Arguments, Alternatives.* Routledge.

Ferguson, James. (1994). *The Anti-Politics Machine: Development, Depoliticization, and Bureaucratic Power.* College of Minnesota Press.

Scott, James C. (1998). *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. Yale College Press.

Harvey, David. (2005). *A Brief History of Neoliberalism*. Oxford College Press.

Wolf, Eric. (1982). *Europe and the People Without History*. College of California Press.

Wallerstein, Immanuel. (2004). *World-Systems Analysis: An Introduction*. Duke College Press.

Pieterse, Jan Nederveen. (2010). *Development Theory: Deconstructions/Reconstructions*. Sage.

Chambers, Robert. (1997). *Whose Reality Counts? Putting the First Last*. Intermediate Technology Publications.

Li, Tania Murray. (2007). *The Will to Improve: Governmentality, Development, and the Practice of Politics*. Duke College Press.

Appadurai, Arjun. (2004). *The Capacity to Aspire: Culture and the Terms of Recognition*. In Rao & Walton (eds.), *Culture and Public Action*. Stanford College Press.

आहूजा, राम. (2015). *विकास और सामाजिक परिवर्तन*. जयपुर: रावत प्रकाशन.

धीर, नरेन्द्र. (2017). *विकास का समाजशास्त्र*. दिल्ली: हिंदी माध्यम कार्यान्वयन निदेशालय.

ओम प्रकाश. (2012). *वैश्वीकरण और विकास*. नई दिल्ली: वाणी प्रकाशन.

महाजन, गुरप्रीत. (2010). *न्याय, विकास और लोकतंत्र* (Hindi edition). नई दिल्ली: ऑक्सफोर्ड यूनिवर्सिटी प्रेस.

श्रीवास्तव, आलोक. (2014). *पर्यावरण, विकास और समाज*. नई दिल्ली: भारतीय ज्ञानपीठ.

मिश्रा, बी.एन. (2008). *सामाजिक परिवर्तन और विकास*. लखनऊ: भारतीय साहित्य संस्थान.

राय, बालदेव. (2016). *भूमंडलीकरण और भारतीय समाज*. दिल्ली: राजकमल प्रकाशन.

कौल, जगदीश. (2009). *टिकाऊ विकास: सिद्धांत और व्यवहार*. नई दिल्ली: संस्कार पब्लिकेशन.

सुभाष शर्मा. (2011). *विकास और पर्यावरण: चुनौतियाँ और संभावनाएँ*. कोलकाता: प्रगतिशील प्रकाशन.

तिवारी, मनोज. (2018). *विस्थापन, पुनर्वास और विकास की राजनीति*. दिल्ली: वाणी प्रकाशन.

विकास का समाजशास्त्र - औ० के०के० मिश्रा - विवेक प्रकाशन

MAJOR COURSE- MJ 18:

SOCIOLOGY OF GLOBALIZATION

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	**Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

The course intends the students to understand globalization in its historical context and have theoretical understanding of globalization from sociological perspectives.

It aims to develop a critical understanding of issues that are related to socio- cultural, economic and political implications of globalization in the contemporary world.

Course Learning Outcomes:

On successful completion of this course the student should know:

1. The meaning of globalization, and its associated concepts and agencies

2. The impact of globalization on society

3. Importance of studying globalization in sociology

Course Content:

UNIT 1: Globalisation – Concept, Characteristics, Historical Context of Globalisation

Essential Reading:

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

UNIT 2: Agents of Globalisation

97

2.1 Media, Market, Global Village

Essential Reading:

a. McLuhan, M. (1964). *Understanding Media: The Extensions of Man*. New York: McGraw-Hill.

b. Tomlinson, J. (1999). *Globalization and Culture*. Chicago: College of Chicago Press.

c. Schiller, H. I. (1991). *Mass Communications and American Empire*. Boulder: Westview Press.

2.2 Government Agencies

Essential Reading:

a. Held, D., McGrew, A., Goldblatt, D., & Perraton, J. (1999). *Global Transformations: Politics, Economics, and Culture*. Stanford: Stanford College Press.

b. Stiglitz, J. E. (2002). *Globalization and Its Discontents*. New York: W. W. Norton & Company.

2.3 Multinational Corporations

Essential Reading:

a. Dunning, J. H. (1993). *Multinational Enterprises and the Global Economy*. Wokingham: Addison-Wesley.

b. Sklair, L. (2002). *Globalization: Capitalism and its Alternatives*. Oxford: Oxford College Press. (Chapter on Transnational Corporations)

2.4 National - International Agencies – International Monetary Fund, World Bank, World Trade Organization

Essential Reading:

a. Helleiner, E. (1994). *States and the Reemergence of Global Finance: From Bretton Woods to the 1990s*. Ithaca: Cornell College Press.

b. Hoekman, B., & Kostecki, M. (2009). *The Political Economy of the World Trading System: WTO and Beyond* (3rd ed.). Oxford: Oxford College Press.

c. Wade, R. (2003). *What Strategies are Viable for Developing Countries Today? The World Trade Organization and the Shrinking of 'Development Space'. Review of International Political Economy, 10*(4), 621–644.

UNIT 3: Mass Culture, Globalisation

3.1 Role of Information Technology and Mass Communication

Essential Reading:

a. Castells, M. (2000). *The Rise of the Network Society* (Vol. 1). Oxford: Blackwell.
b. McQuail, D. (2010). *McQuail's Mass Communication Theory* (6th ed.). London: Sage Publications.
c. Thussu, D. K. (2006). *International Communication: Continuity and Change*. London: Hodder Arnold.

3.2 McDonalization

Essential Reading:

a. Ritzer, G. (2011). *The McDonaldization of Society* (6th ed.). Thousand Oaks, CA: Pine Forge Press.
b. Ritzer, G., & Stillman, T. (2001). *The McDonaldization of Society 3: An Investigation into the Changing Character of Contemporary Social Life*. Pine Forge Press.

3.3 Risk Society

Essential Reading:

a. Beck, U. (1992). *Risk Society: Towards a New Modernity*. London: Sage Publications.
b. Giddens, A. (1990). *The Consequences of Modernity*. Cambridge: Polity Press.

3.4 Cultural Homogenization and Hybridization

Essential Reading:

a. *Appadurai, Arjun. 1997. Modernity at large: Cultural dimensions of globalization. New Delhi: Oxford College Press.*
b. *Tomlinson, J. (1999). Globalization and Culture. Chicago: College of Chicago Press.*
c. *Pieterse, J. N. (2009). Globalization and Culture: Global Mélange (2nd ed.). Lanham: Rowman & Littlefield.*

UNIT 4: Globalisation and Localisation

Essential Reading:

a. Robertson, R. (1995). *Glocalization: Time-Space and Homogeneity-Heterogeneity*. In M. Featherstone, S. Lash, & R. Robertson (Eds.), *Global Modernities* (pp. 25–44). London: Sage Publications.
b. Tomlinson, J. (1999). *Globalization and Culture*. Chicago: College of Chicago Press.
c. Sklair, L. (2001). *The Transnational Capitalist Class*. Oxford: Blackwell. (Chapters on Local Impacts)

UNIT 5: Globalisation and Indian Experience

Essential Reading:

a. *Bhagwati, J. (2004). In Defense of Globalization. Oxford: Oxford College Press.*
b. *Sklair, L. (2002). Globalization: Capitalism and Its Alternatives. Oxford: Oxford College Press. (Chapters on developing countries)*

99
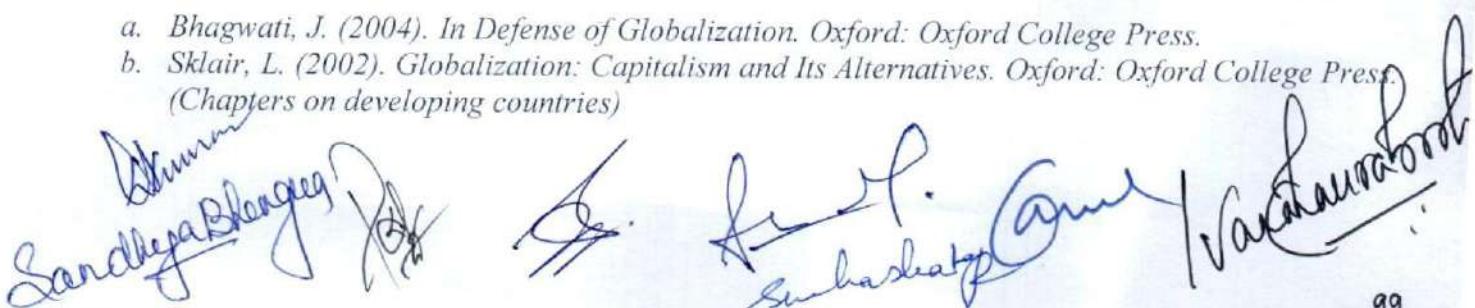
c. Bardhan, P. (2010). *Globalization and Inequality in India. Economic & Political Weekly*, 45(22–23), 19–22.

d. Gupta, A. (2005). *Globalization and Its Discontents: The Indian Case. Economic & Political Weekly*, 40(10), 971–980.

e. Thakur, R. (2012). *Globalization and India: Myths and Realities*. New Delhi: Sage Publications.

Additional Readings:

1. Harvey, D. (2005). *A Brief History of Neoliberalism*. Oxford College Press.

2. Sassen, S. (2006). *Territory, Authority, Rights: From Medieval to Global Assemblages*. Princeton College Press.

3. Sen, A. (1999). *Development as Freedom*. Oxford College Press.

4. Gupta, A., & Ferguson, J. (1992). "Beyond 'Culture': Space, Identity, and the Politics of Difference." *Cultural Anthropology*, 7(1), 6–23.

5. Hopper, P. (2007). *Understanding Cultural Globalization*. Polity Press.

6. Held, D., & McGrew, A. (2007). *Globalization/Anti-Globalization: Beyond the Great Divide*. Polity Press.

7. Kearney, M. (1995). "The Local and the Global: The Anthropology of Globalization and Transnationalism." *Annual Review of Anthropology*, 24, 547–565.

8. Ong, A. (1999). *Flexible Citizenship: The Cultural Logics of Transnationality*. Duke College Press.

9. Jameson, F., & Miyoshi, M. (eds.). (1998). *The Cultures of Globalization*. Duke College Press.

10. Nederveen Pieterse, J. (2004). *Globalization and Culture: Global Mélange*. Rowman & Littlefield

11. गिड्न्स, एंथनी. (1990/2006). *आधुनिकता के परिणाम* (हिंदी अनुवाद). दिल्ली: रावत पब्लिकेशन्स.

12. उलरिच बेक. (1992/2010). *जोखिम समाज* (हिंदी अनुवाद). जयपुर: रावत पब्लिकेशन्स.

13. अर्जुन अप्पादुरै. (1997/2007). *आधुनिकता बड़े पैमाने पर: वैश्वीकरण के सांस्कृतिक आयाम* (हिंदी अनुवाद). ऑक्सफोर्ड यूनिवर्सिटी प्रेस.

14. मनोरंजन मोहन्ती (संपाद.). (1998). *वैश्वीकरण और राजनीति*. दिल्ली: मयूर पब्लिकेशन्स.

15. अचिन वानिक. (2003). *नवउदारवाद और भारतीय समाज*. दिल्ली: वाणी प्रकाशन.

16. योगेन्द्र सिंह. (2000). *वैश्वीकरण: संस्कृति और समाज*. दिल्ली: रावत पब्लिकेशन्स.

17. ज्ञान चतुर्वेदी (संपाद.). (2005). *वैश्वीकरण: विविध परिप्रेक्ष्य*. दिल्ली: राजकमल प्रकाशन.

18. अरुण कुमार. (2013). *भारतीय अर्थव्यवस्था और वैश्वीकरण*. नई दिल्ली: ओरिएंट ब्लैकस्वान (हिंदी संस्करण).

19. प्रताप भानु मेहता. (2012). *लोकतंत्र, राज्य और वैश्वीकरण* (निबंध संग्रह, हिंदी संस्करण). दिल्ली: रेखा प्रकाशन.

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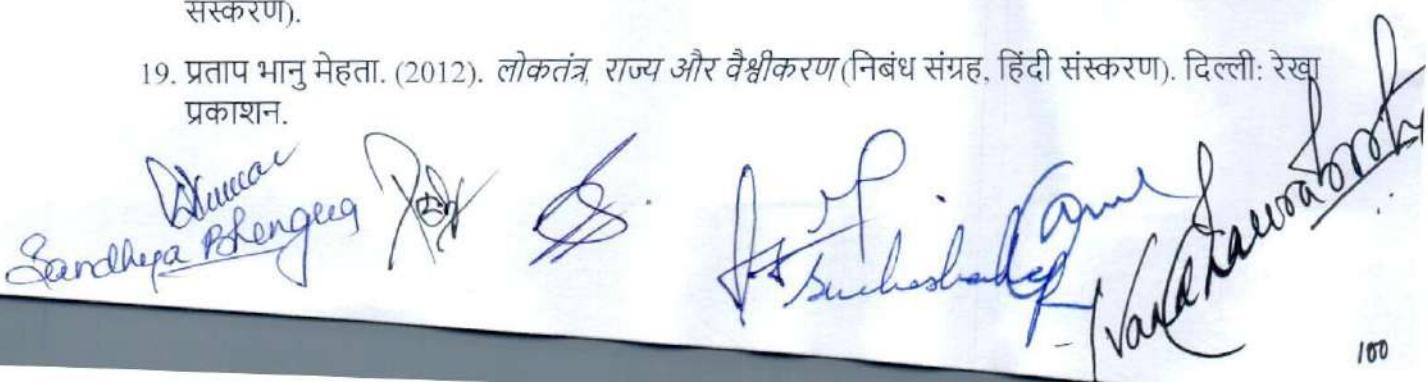
20. सुषमा रमन. (2010). *वैश्वीकरण और सांस्कृतिक परिवर्तन.* दिल्ली: अजय प्रकाशन.

MAJOR COURSE- MJ 19:

SOCIOLOGY OF TRIBES

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

To introduce the concept of tribe and its different aspects.

To familiarise students with the economic, cultural and social life of tribes in India with a special focus on Jharkhand.

To familiarise students with the issues concerning tribes in India.

To familiarise students with the transformations in tribal society.

Course Learning Outcomes:

1. The student will be able to understand the concept of tribe and different aspects of tribal societies.

2. The student will be able to understand issues both historical and contemporary concerning tribes in India

Course Content:

UNIT 1: Concept

1.1 Definition of Tribe – different perspectives

101

Essential Readings:

a. Xaxa, Virginuis, 1999, 'Tribes as Indigenous People of India', *Economic and Political Weekly*, Vol. 34, Issue No. 51

b. Madan and Majumdar Introduction to Social Anthropology

c. Roy Burman, B.K., 1970, *Tribes in Perspective*, Delhi: Mittal Publications

UNIT 2: Features of Tribal Society

2.1 Family - Types

2.2 Marriage and Kinship, Kinship Terminology

2.3 Economy

Essential Readings:

a. Sinha, S. 1958. Tribal Culture of Peninsular India as a Dimension of Little Tradition in the Study of Indian Civilization A Preliminary Statement, Journal of American Folklore 71(7)

b. (ed.). 1987. Tribal Politics and State System in Pre-Colonial Eastern and North Eastern India. Calcutta: Centre for Studies in Social Sciences.

c. Bose, P.K., 1984, *Classes and Class Relations among Tribes of Bengal*, Delhi: Ajanta Books International

d. Mehrotra, N., 1992, 'Angami Naga Women: Some Reflection on their Status, in S.M. Channa (ed.) *Nagaland: A Contemporary Ethnography*, pp. 147-80, New Delhi: Cosmo Publications

UNIT 3: Tribes and Politics in India

3.1 Tribal Movements in India with special reference to Jharkhand – Birsa, Santhal and Tana Bhagat

Essential Readings:

a. Xaxa, V. (1999). Tribes and the Indian Constitution: The Quest for Autonomy. *Economic and Political Weekly, 34*(51), 3589–3598.

3.2 Indian Constitution and Tribes – Schedule V, Schedule VI

Essential Readings:

a. Xaxa, V. (2016). *Tribal Politics in India: The Challenge of Governance*. Delhi: Oxford College Press.

b. Mahapatra, L. K. (2014). Scheduled Areas and Scheduled Tribes in India. *Journal of Indian Law and Society, 5*(2), 45–60.

3.3 Issues – Displacement, Migration, Poverty

Essential Readings:
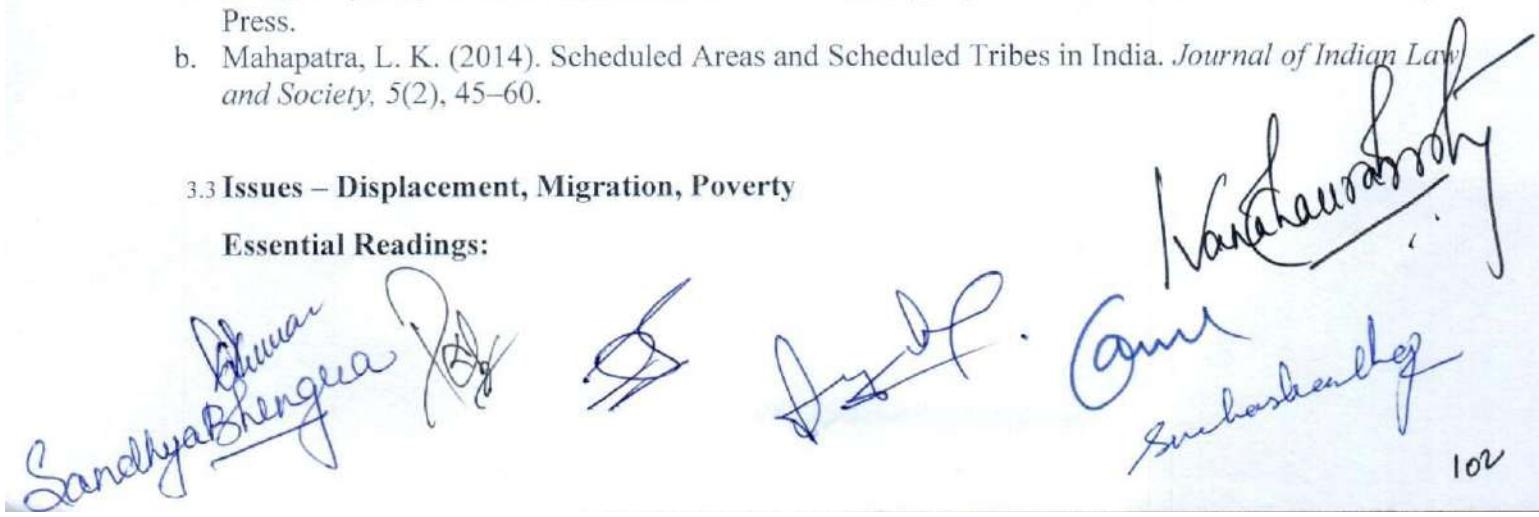
a. Baviskar, A. (2004). *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Delhi: Oxford College Press.
b. Xaxa, V. (2008). *State, Society, and Tribes in India*. New Delhi: Pearson. (Chapters on Displacement and Poverty)
c. Behera, D. K. (2015). Displacement and Livelihoods: The Case of Tribal Communities in Jharkhand. *Journal of Social and Economic Development, 17*(1), 32–50.

UNIT 4: Change and Transformation in Tribal Society

4.1 **Integration and Assimilation**

4.2 **Impact of Economic Liberalization and Globalization**

Essential Readings:

a) Nongbri, t. 1998, 'Gender Issues and Tribal Development', in RGICS Paper No. 47: Problems in Tribal Society – Some Aspects.

b) Menon, G. 1992, 'Socio-Economic Transition and the Tribal Women', in B. Chaudhuri (ed.) *Tribal Transformation in India*, Vol. 1: 88- 109

Additional Readings:

1. Guha, R. (1999). *Savaging the Civilized: Verrier Elwin, His Tribals, and India*. College of Chicago Press.

2. Shah, A. (2010). *In the Shadows of the State: Indigenous Politics, Environmentalism, and Insurgency in Jharkhand*. Duke College Press.

3. Elwin, V. (1955). *The Religion of an Indian Tribe*. Oxford College Press.

4. Béteille, A. (1998). "The Concept of Tribe with Special Reference to India." *European Journal of Sociology*, 39(2), 297–318.

5. Hardiman, D. (1987). *The Coming of the Devi: Adivasi Assertion in Western India*. Oxford College Press.

6. Skaria, A. (1997). "Shades of Wildness: Tribe, Caste, and Gender in Western India." *Journal of Asian Studies*, 56(3), 726–745.

7. Baviskar, A. (1995). *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Oxford College Press.
   (*Different version & year from essential reading*)

8. Corbridge, S. (2002). "The Continuing Struggle for India's Jharkhand: Democracy, Decentralisation and the Politics of Names and Numbers." *Commonwealth & Comparative Politics*, 40(3), 55–71.

9. Karlsson, B. G. (2001). *Contested Belonging: An Indigenous People's Struggle for Forest and Identity in Sub-Himalayan Bengal*. Curzon Press.

10. Sen, S. (2014). *Adivasi Rights and Exclusion in India*. Routledge.

103

11. एल्विन, वेरियर. (2008). *भारत के आदिवासी.* नई दिल्ली: ऑक्सफोर्ड यूनिवर्सिटी प्रेस (हिंदी अनुवाद).

12. श्यामलाल. (2001). *भारतीय आदिवासी: परिवर्तन और चुनौतियाँ.* नई दिल्ली: रावत पब्लिकेशन्स.

13. नन्दिनी सुंदर. (2016). *आदिवासी समाज और राज्य* (हिंदी संस्करण). नई दिल्ली: वाणी प्रकाशन.

14. कबीर, इरफ़ान. (2014). *झारखंड के आदिवासी और विकास.* रांची: झारखंड लोकविज्ञान प्रकाशन.

15. राम दयाल मुंडा एवं सत्यनारायण झा (संपाद.). (2012). *आदिवासी विश्वदृष्टि और संस्कृति.* नई दिल्ली: राधाकृष्ण प्रकाशन.

16. के.एस. सिंह. (1985/2011). *भारत के आदिवासी समुदाय* (हिंदी संस्करण). दिल्ली: प्रकाशन विभाग.

17. बिनय कुमार दास. (2018). *आदिवासी आंदोलन और पहचानों की राजनीति.* कोलकाता: ज्ञान विमर्श.

18. विनीत कुमार. (2017). *आदिवासी समाज: इतिहास, राजनीति और संस्कृति.* नई दिल्ली: मैकमिलन (हिंदी संस्करण).

19. सुरेश शर्मा. (1994). *आदिवासी समाज और स्वतंत्रता आंदोलन.* दिल्ली: राजकमल प्रकाशन.

20. अमर कुमार सिंह. (2009). *आदिवासी और विकास नीतियाँ.* नई दिल्ली: शिल्पायन पब्लिशर्स.
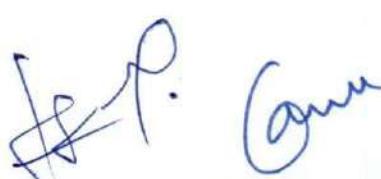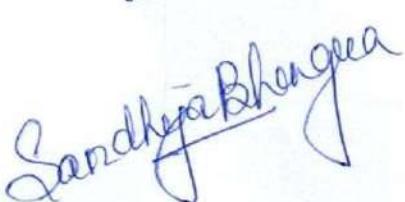
MAJOR COURSE- MJ 20:

SOCIOLOGY OF RELIGION

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100   Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course objective:

1. This course exposes students to the distinctiveness of the sociological approach to the study of religion.

2. The individual and the group encounter religion and/or religious phenomenon in myriad ways be it through custom, ritual, belief so other practices. Students will be familiarized with the basic theoretical and methodological perspectives on the study of religion and also exposed to ethnographic texts on various aspects of religious phenomenon.

3. The last section of the course touches upon some aspects of religion in contemporary times such as secularization and multiculturalism.

Course Learning Outcomes:

1. Students will be acquainted with representative texts that symbolize the development of knowledge in the field of Sociology of Religion. They will be able to identify different theories.

105

approaches and concepts that make up the study of religion, distinguish between them and also use terms specific to the field in specific context.

2. Students will be able to make a link between texts and paraphrase their arguments and use these to communicate their ideas in research papers, projects and presentations.

3. By encompassing contemporary developments, the course enables students to think about linkages between religion and society at various levels.

Course Content:

UNIT 1: Theorising Religion and Society

1.1 Religion and Sociology

Essential Readings:

a. Bet'eille, Andre.'2002 "Religion as a Subject for Sociology", in *Sociology Essays on Approach and Method*. New Delhi: Oxford College Press. pp 184-200.

UNIT 2: Sociological Theories of Religion

2.1 Emile Durkheim

2.2 B Malinowski

2.3 Max Weber

Essential Readings:

a. Durkheim, Emile. 1995. *The Elementary Forms of Religious Life*. Translated by Karen

b. Malinowski, B. (1948). *Magic, science and religion and other essays*. Glencoe, IL: Free Press.

c. Weber, Max. 2001. *The Protestant Ethic and the Spirit of Capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp. 103-126.

UNIT 3: Elements of religion

3.1 Myth

3.2 Belief

3.3 Ritual

Essential Readings:

a. Emile Durkheim. 1995. *The Elementary Forms of Religious Life*. Translated by Karen E. Fields. New York: The Free Press. Book three, pp. 303-412.

b. Malinowski, Bronislaw. 1948. *Magic, Science and Religion and Other Essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 119-124.

106

c. Hertz, Robert. 1973 (1909). "The Pre-eminence of the Right Hand." In *Right and Left: Essays on Dual Symbolic Classification*, edited by R. Needham. Chicago: College of Chicago Press, pp. 3-10, 13-14, 16- 17, 19-21.

d. Evans-Pritchard, E.E. 1963 (1940). "Time and Space." In *The Nuer*. Oxford: Clarendon Press, pp. 94-98, 100-108.

UNIT 4: Theories of Origin of Religion

4.1 Animism

4.2 Naturism

4.3 Totemism

Essential Readings:

a. Tylor, E. B. (1871). *Primitive Culture: Researches into the Development of Mythology, Philosophy, Religion, Art, and Custom* (Vol. 1). London: John Murray.

b. Frazer, J. G. (1922). *The Golden Bough: A Study in Magic and Religion* (Vol. 1). London: Macmillan.

c. Robertson Smith, W. (1889). *The Religion of the Semites*. London: A. & C. Black.

d. Durkheim, E. (1912). *The Elementary Forms of Religious Life*. New York: Free Press.

e. Malinowski, B. (1948). *Magic, Science and Religion and Other Essays*. Glencoe: Free Press.

UNIT 5: Religion and Rationality

Essential Readings:

a. Durkheim, Emile. 1995.*The Elementary Forms of Religious Life*. Translated by Karen

b. E. Fields. New York: The Free Press. Book one and Conclusion, pp.21-44, 418-448.

c. Weber, Max. 2001. *The Protestant Ethic and the Spirit of Capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp. 103-126.

d. Malinowski, Bronislaw. 1948. *Magic, Science and Religion and Other Essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 37-50.

UNIT 6: Religious Sect

6.1 Brahma Samaj

Essential Readings:

a. Chatterjee, S. (1993). *The Brahmo Samaj and the Shaping of Modern India*. Calcutta: K. P. Bagchi.

b. Sen, S. N. (1995). *Social and Religious Reform Movements in India*. New Delhi: Munshiram Manoharlal. (Chapter on Brahmo Samaj)
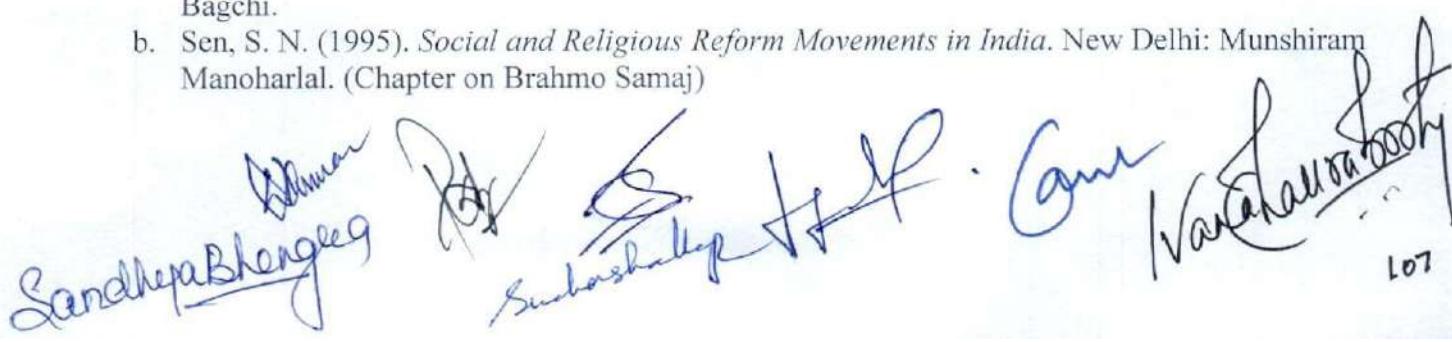
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6.2 Arya Samaj

Essential Readings:

a. Lal, K. S. (1986). *The Arya Samaj: Its Ideology and Contribution to Indian Society.* Delhi: Vikas Publishing House.
b. Pandey, R. (2000). *Religious Reform Movements in India.* New Delhi: Discovery Publishing. (Chapter on Arya Samaj)

6.3 Ramkrishna Mission
Essential Readings:

a. Sil, N. P. (1984). *Ramakrishna Mission: A Sociological Study.* Calcutta: K. P. Bagchi.
b. Nanda, M. (1999). *The Life and Teachings of Swami Vivekananda.* New Delhi: Rupa & Co.
c. Ramakrishna Mission. (2001). *History and Work of the Ramakrishna Mission.* Kolkata: Ramakrishna Mission Institute of Culture.

Additional Readings:

1. Geertz, C. (1973). *The Interpretation of Cultures.* New York: Basic Books. (Ch. "Religion as a Cultural System").

2. Berger, P. L. (1967). *The Sacred Canopy: Elements of a Sociological Theory of Religion.* New York: Anchor Books.

3. Eliade, M. (1959). *The Sacred and the Profane.* New York: Harcourt.

4. Asad, T. (1993). *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam.* Baltimore: Johns Hopkins College Press.

5. Luckmann, T. (1967). *The Invisible Religion.* New York: Macmillan.

6. Bellah, R. N. (1964). "Religious Evolution." *American Sociological Review*, 29(3), 358–374.

7. Turner, V. (1969). *The Ritual Process: Structure and Anti-Structure.* Chicago: Aldine.

8. Douglas, M. (1966). *Purity and Danger: An Analysis of Concepts of Pollution and Taboo.* London: Routledge.

9. Smart, N. (1996). *Dimensions of the Sacred: An Anatomy of the World's Beliefs.* Berkeley: College of California Press.

10. McGuire, M. (2002). *Religion: The Social Context.* Long Grove, IL: Waveland Press.

11. राम आहूजा. (2012). *धर्म का समाजशास्त्र.* नई दिल्ली: रावत पब्लिकेशन्स.

12. योगेन्द्र सिंह. (1993). *आधुनिकता और भारतीय समाज.* नई दिल्ली: रावत. (Chapters on religion & social change)

13. महात्मा गाँधी. (2008). *हिन्द स्वराज* (धर्म और आधुनिकता पर आलोचनात्मक दृष्टि). नई दिल्ली: नवजीवन प्रकाशन.

14. टी.एन. मदन. (2011). *भारतीय समाज में धर्म.* नई दिल्ली: ऑक्सफोर्ड यूनिवर्सिटी प्रेस.

108

15. नंदिनी सुंदर. (2016). *धर्म, समाज और राजनीति* (हिंदी संस्करण). नई दिल्ली: वाणी प्रकाशन.

16. रामशरण शर्मा. (2010). *भारतीय धर्म और संस्कृति के आयाम.* नई दिल्ली: राजकमल प्रकाशन.

17. वे.एस. वैद्य. (2005). *धर्म और सामाजिक परिवर्तन.* भोपाल: माधवी पब्लिशर्स.

18. कर्लाइल, ए.डब्ल्यू. (हिं. सं.). (2004). *धर्म और आधुनिक समाज.* नई दिल्ली: भारतीय समाजशास्त्र अध्ययन मंडल.

19. ओमप्रकाश कश्यप. (2015). *भारतीय सामाजिक सुधार आंदोलनों का इतिहास.* नई दिल्ली: वाणी प्रकाशन.

20. डॉ. शिबनलाल सक्सेना. (2009). *धर्म, संस्कृति और समाज.* इलाहाबाद: साहित्य भवन

ADVANCED MAJOR COURSE- AMJ 1:

SOCIOLOGY OF GENDER

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100   Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objective:

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

Course Learning Outcomes:

1. An understanding of concepts such as sex and gender by problem as rising common-sensical notions of gender. Raising key issues of power and subordination within the purview of gender and the need for and solutions resorted to as measure stoinitiate change through gender – based movements.

2. Understanding issues relating to gender both at national and global level.

109

3. Places gender in juxta position with other forms of stratification and identity such as caste, class, family and work.

Course Content:

UNIT 1: Gendering Sociology: Embodiment & Relevance

Essential Readings:

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

UNIT 2: Gender as a Social Construct

2.1 Gender, Sex, Sexuality

Essential Readings:

a. Ortner, Sherry. 1974. "Is male to female as nature is to culture?" M.Z. Rosaldo and L. Lamphere (eds.) *Women, Culture and Society.* Stanford: Stanford College Press (pp. 67- 87).

b. Rubin, Gayle. 1984. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality" in Carole Vance, ed., Pleasure and anger.London: Routledge (pp 143-179).

2.2 Gender and Socialization

Essential Readings:
a. Chodorow, N. (1978). *The reproduction of mothering: Psychoanalysis and the sociology of gender.* Berkeley: College of California Press.

2.3 Production of Masculinity & Femininity

Essential Readings:

a. West, C., & Zimmerman, D. H. (1987). Doing gender. *Gender & Society, 1*(2), 125–151.Beauvoir, Simone de, 1949, *The Second Sex,* London, England: Vintage Classics

b. Butler, Judith, 1990, *Gender Trouble: Feminism and the Subversion of Identity*, Routledge

UNIT 3: Sociological Approaches to Gender

3.1 Functional

Essential Readings:

a. Parsons, T., & Bales, R. F. (1955). *Family, socialization and interaction process.* Glencoe, IL: Free Press.

b. Davis, K. (1949). *Human society.* New York: Macmillan.

3.2 Liberal

Essential Readings:

a. Friedan, B. (1963). *The feminine mystique.* New York: W. W. Norton.

b. Tong, R. (2009). *Feminist thought: A more comprehensive introduction* (3rd ed.). Boulder, CO: Westview Press.

3.3 Marxist

Essential Readings:

a. Engels, F. (1884/1972). *The origin of the family, private property and the state.* New York: International Publishers.

b. Vogel, L. (1983). *Marxism and the oppression of women: Toward a unitary theory.* New Brunswick, NJ: Rutgers College Press.

UNIT 4: Differences & Inequalities

4.1 Caste and Class

Essential Readings:

a. Walby, Sylvia. 2002. "Gender, Class and Stratification: Towards a new approach" in S. Jackson and S. Scott (eds.) Gender: A Sociological reader. London: Routledge (pp 93-96).

b. Leela Dube 1996 "Caste and Women" in M.N.Srinivas (ed.) Caste: Its twentieth century avatar, New Delhi: Penguin (pp 1-27).

c. Rege, S. 1998. "Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position." Economic and Political Weekly, Vol. 33, No. 44 (Oct.31-Nov. 6, 1998)(pp 39-48)

4.2 Family & work

Essential Readings:

a. Whitehead, A. 1981, ",I"m Hungry Mum": The Politics of Domestic Budgeting" in K. Young et al. (eds.) Of Marriage and the Market: Women's Subordination Internationally and its Lessons.London: Routledge and Kegan Paul (pp. 93-116).

b. Palriwala, Rajni. 1999. "Negotiating Patriliny: Intra-household Consumption and Authority in Rajasthan (India)", in Rajni Palriwala and Carla Risseeuw (eds.), Shifting Circles of Support:

111

Contextualising kinship and gender relations in South Asia and Sub Saharan Africa. Delhi: Sage Publications [pp.190-220]

UNIT 5: Gender, Power and Resistance

5.1 Power and Subordination

Essential Readings:

a. Candace West and Don H. Zimmerman. 2002. "Doing Gender" in S.Jackson and S. Scott (eds.) Gender: A Sociological Reader. London: Routledge [pp 42-47].

b. Susie, Tharu and Tejaswini Niranjana. 1999. „Problems for a contemporary theory of gender" in Nivedita Menon (ed.) Gender and Politics in India, New Delhi: Oxford College Press [pp 494-525].

5.2 Resistance & Movements

Essential Readings:

a. Kandiyoti, Deniz. 1991 "Bargaining with Patriarchy" in Judith Lorber and Susan A. Farrell (eds.) The Social Construction of Gender, New Delhi: Sage Publications [pp.104-118].

b. Hill-Collins, Patricia. 2002. "Learning from the outsider within" in S. Jackson and S. Scott (eds.) Gender: A Sociological Reader. London: Routledge [pp 69-78].

c. Kumar, Radha. 1999. "From Chipko to Sati: The Contemporary Indian Women"s Movement" In Nivedita Menon (ed.) Gender and Politics in India. New Delhi: Oxford College Press [pp342-369].

UNIT 6: Feminism

6.1 What is feminism?

6.2 Three Waves of Feminism

6.3 Feminism in India

Essential Readings:

a. Walters, Margaret, 2006, *Feminism: A Vert Short Introduction*, OUP

b. Chaudhuri, Maitrayee, 2005, *Feminism in India*, Zed Books

c. Hill-Collins, Patricia. 2002. "Learning from the outsider within" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp 69-78].

d. Kumar, Radha. (1993). *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800–1990*. Zubaan.

e. Kumar, Radha. (1989). "Contemporary Indian Feminism." *Feminist Review*, 33.

Additional Readings:

1. Connell, R. W. (1995). *Masculinities*. College of California Press.

2. Young, I. M. (1990). *Throwing like a girl and other essays in feminist philosophy and social theory*. Indiana College Press.

3. Menon, N. (2012). *Seeing like a feminist*. Zubaan.

4. Chakravarti, U. (2003). *Gendering caste: Through a feminist lens*. Stree.

5. Connell, R. W. (2002). *Gender*. Polity Press.

6. Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review, 43*(6), 1241–1299.

7. Mohanty, C. T. (2003). *Feminism without borders: Decolonizing theory, practicing solidarity*. Duke College Press.

8. Mahmood, S. (2005). *Politics of piety: The Islamic revival and the feminist subject*. Princeton College Press.

9. Lorber, J. (1994). *Paradoxes of gender*. Yale College Press.

10. Rege, S. (2006). *Writing caste, writing gender: Reading Dalit women's testimonios*. Zubaan.

11. चक्रवर्ती, उषा। (2010). *जाति, पितृसत्ता और स्त्री*. वाणी प्रकाशन।
12. पुष्पा, मीनाक्षी। (2008). *स्त्री: देह की राजनीति*. राजकमल प्रकाशन।
13. पांडेय, मृदुला। (2002). *स्त्री: मिथक और यथार्थ*. राजकमल प्रकाशन।
14. मेनन, निवेदिता। (2016). *एक नारीवादी की डायरी*. वाणी प्रकाशन।
15. चौहान, के. आर.। (2015). *भारतीय समाज और स्त्री विमर्श*. वाणी प्रकाशन।
16. कुमार, राधा। (2010). *नारीवादी आन्दोलन का इतिहास*. हिन्दीयुग्म।
17. अनामिका। (2013). *स्त्रीत्व का मानचित्र*. राजकमल प्रकाशन।
18. काळे, मीनल। (2017). *स्त्री और समाज: भारतीय परिप्रेक्ष्य*. वाणी प्रकाशन।
19. शर्मा, रेखा। (2011). *भारतीय स्त्री: स्थिति और संघर्ष*. किताबघर।
20. जगताप, माया। (2018). *नारी अध्ययन: सिद्धांत और विमर्श*. लोकभारती प्रकाशन।

ADVANCED MAJOR COURSE- AMJ 2:

ENVIRONMENTAL SCOIOLOGY

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100   Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

The course will introduce students to environmental sociology and its subject matter

It will emphasize on the significance of studying the relation between society and environment

It will familiarise students with the major theories and debates in environmental sociology

It will introduce students to environmental movements, legislations in India and concept of environmental justice.

Course Learning Outcomes:

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

1. Explain the impact of environmental degradation on human society

2. Describe the unequal impact of environmental degradation on different people and the need for environmental justice.

3. Discuss recent environmental issues in the light of sociological theories.

Course Content:

UNIT 1: Environmental Issues

1.1 **Environmental Sociology – Subject Matter**

1.2 **Sustainable Development**

1.3 **Global Warming**

1.4 **Climate Change and its Social impact**

Essential Readings:

a. Gadgil, M. and Ramachandra Guha (1995) Ecology and Equity: Use and Abuse of Nature. Harmondsworth: Penguin Books.

b. Guha, Ramachandra (2000). Environmentalism: A Global History New Delhi: Oxford College Press.

c. Bell, MM. (2008). An Invitation to Environmental Sociology.

UNIT 2: Theoretical Approaches to Environment

2.1 Social Ecology

2.2 Eco- centricism

2.3 Feminist

2.4 World Systems Theory

Essential Readings:

a. Mukherjee, Radhakamal, 1942. Social Ecology. Longman's Green.

b. Sessions, G., Devall, B. (1985). Deep Ecology: Living as If Nature Mattered. United States: Gibbs Smith.

c. Shiva, V., Mies, M. (2023). Ecofeminism. United Kingdom: Bloomsbury Academic.

d. Dunlap, R., & Catton, W. (1979). Enviromental Sociology. Annual Review of Sociology, 5, 243-273.

e. Shiva, V. (1988). Women in Nature. In Staying Alive: Women, Ecology and Development. Zed Books. Ch 3. (pp.38-54).

f. Agarwal, Bina, 2007. The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan. (ed.) 2007. Environmental Issues in India: A Reader. New Delhi: Pearson, Longman, Ch 19. (pp. 316-324, 342- 352).

UNIT 3: Environmental Movements

3.1 **Narmada Bachao Andalon**

3.2 **Chipko Movement**

3.3 **Recent Movement(s)- Aarey Forest Protests, Sunderbans Protests**

Essential Readings:

a. *Guha, R. Chipko: Social history of an environmental movement. In Ghanshyam Shah ed. (2002). Social Movements and the State*

b. *Baviskar, A. (1999). In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley. Oxford College Press.*

UNIT 4: Environmental Justice

4.1 Concept of Environmental Justice

Essential Readings:

a. *Schlosberg, D. (2007). Defining Environmental Justice: Theories, Movements, and Nature. Oxford: Oxford College Press.*
b. *Bullard, R. D. (2005). The Quest for Environmental Justice: Human Rights and the Politics of Pollution. San Francisco: Sierra Club Books.*
c. *Agyeman, J., Bullard, R. D., & Evans, B. (2003). Just Sustainabilities: Development in an Unequal World. Cambridge, MA: MIT Press.*

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

Essential Readings:

Environmental laws in India - The Wildlife (Protection) Act, 1972, Environment Protection Act, 1986 (EPA)

a. *Ministry of Environment, Forest and Climate Change, https://moef.gov.in/wp-content/uploads/wssd/doc2/ch2.html*

Additional Readings:

1. Beck, U. (1992). *Risk society: Towards a new modernity.* Sage.
2. Carson, R. (1962). *Silent spring.* Houghton Mifflin.
3. Guha, R., & Martínez-Alier, J. (1997). *Varieties of environmentalism: Essays North and South.* Earthscan.
4. Foster, J. B. (2000). *Marx's ecology: Materialism and nature.* Monthly Review Press.
5. Escobar, A. (1995). *Encountering development: The making and unmaking of the Third World.* Princeton College Press.
6. Dunlap, R. E., & Brulle, R. J. (Eds.). (2015). *Climate change and society: Sociological perspectives.* Oxford College Press.
7. Robbins, P. (2012). *Political ecology: A critical introduction* (2nd ed.). Wiley-Blackwell.
8. Martinez-Alier, J. (2002). *The environmentalism of the poor: A study of ecological conflicts and valuation.* Edward Elgar.

116

9. Redclift, M. (1987). *Sustainable development: Exploring the contradictions*. Routledge.
10. Pellow, D. N. (2007). *Resisting global toxics: Transnational movements for environmental justice*. MIT Press.
11. सिंह, के. (2012). *पर्यावरण समाजशास्त्र: सिद्धांत और व्यवहार.* नई दिल्ली: रावत प्रकाशन।
12. शर्मा, आर. (2015). *वैश्विक ऊष्मीकरण और पर्यावरणीय संकट.* जयपुर: लोकभारती प्रकाशन।
13. मिश्रा, अनिल. (2010). *पर्यावरण आन्दोलन और भारतीय समाज.* वाराणसी: साहित्य भवन।
14. तिवारी, मनोज. (2013). *पर्यावरण न्याय: अवधारणा और विमर्श.* नई दिल्ली: प्रभात प्रकाशन।
15. पांडेय, एस. (2018). *जलवायु परिवर्तन: सामाजिक और आर्थिक प्रभाव.* भोपाल: दीपक पब्लिकेशन।
16. वर्मा, बी. के. (2014). *सतत विकास: चुनौतियाँ और संभावनाएँ.* नई दिल्ली: रतन प्रकाशन।
17. झा, आर. (2011). *भारत में पर्यावरण कानून और नीतियाँ.* पटना: आर्यन पब्लिकेशन।
18. चौधरी, सीमा. (2019). *स्त्री, प्रकृति और समाज: एक पर्यावरणीय दृष्टि.* नई दिल्ली: साहित्य अकादमी।
19. यादव, जी. (2017). *वनाधिकार, विस्थापन और जनआंदोलन.* रांची: आदिवासी प्रकाशन।
20. भारद्वाज, एस. (2020). *शहरी पर्यावरण और पारिस्थितिक संकट.* कानपुर: नवदीप प्रकाशन।

ADVANCED MAJOR COURSE- AMJ 3:

SOCIOLOGY OF EDUCATION

**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100   Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

Sociology of Education is one of the core areas of sociology. One of the major objectives of this course is to familiarize students with the context, concepts and theories of sociology of Education.

To familiarize students with the basis of examines the bases of Education and the relationship between Education and society both analytically as well as in specific empirical contexts.

To make students familiar with the educational system, educational processes and educational change in the Indian context.

117

Course Learning Outcomes:

1. An ability to comprehend the relationship between the education and society.

2. Familiarity with different theories and concepts in sociology of education and a capacity to use them to grasp educational phenomena in a cross-cultural and comparative perspective

3. Be able to understand and appreciate the diversity of ways in which education system operates historically and spatially.

4. Be able to generate hypotheses and research questions within the theoretical perspectives and ethnographic contexts in sociology of education.

Course Content:

UNIT 1: Concept of Education

1.1 Types of Education

Essential Readings:

a. Durkheim, E. (1956). *Education and Sociology*. New York: Free Press.
b. Parsons, T. (1959). The school class as a social system: Some of its functions in American society. *Harvard Educational Review, 29*(4), 297–318.
c. Merriam, S. B., & Caffarella, R. S. (1999). *Learning in Adulthood: A Comprehensive Guide*. San Francisco: Jossey-Bass.

1.2 Importance of Education

Essential Readings:

a. Coleman, J. S. (1966). Equality of Educational Opportunity. *U.S. Department of Health, Education, and Welfare*.
b. Tilak, J. B. G. (2002). Education and Development in India. *Indian Journal of Human Development, 2*(1), 1–24.

UNIT 2: Education and Socialisation

2.1 Agencies of Socialisation – Family, School, Peer Group, Religion, Media

Essential Readings:

a. Macionis, J. J., & Gerber, L. M. (2018). *Sociology* (17th ed.). Pearson. (Chapter on Socialization)
b. Henslin, J. M. (2016). *Sociology: A Down-to-Earth Approach* (13th ed.). Pearson. (Chapter on Socialization)
c. Giddens, A., Duneier, M., Appelbaum, R., & Carr, D. (2018). *Introduction to Sociology* (11th ed.). W.W. Norton. (Chapter on Socialization)
d. NCERT. (2021). *Contemporary India and Education: National Curriculum Framework 2021*. New Delhi: NCERT.
e. Durkheim, Emile. 1977. 'On Education and Society' in Karabel, J. And Halsey, A.H. (eds.) Power and Ideology in Education. New York: Oxford College Press. pp. 92-104

118

f. 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).

g. Kumar, Krishna. 2009. What is Worth Teaching? New Delhi: Orient Blackswan. Chapters 1 ('What is Worth Teaching') &2 ('Origins of India's Textbook Culture'). pp. 1-22; 23-41.

h. Sarangapani, Padma. 2003. 'The End of Childhood' in Construction of School Knowledge. New Delhi: Sage. Pp 72-101.

UNIT 3: Sociological Theories of Education

3.1 Emile Durkheim

Essential Readings:

a. Durkheim, E. (1956). *Education and Sociology*. New York: Free Press.
b. Durkheim, E. (1912). *The Elementary Forms of Religious Life*. New York: Free Press.

3.2 Herbert Spencer

Essential Readings:

a. Spencer, H. (1861). *Education: Intellectual, Moral, and Physical*. London: Longmans, Green & Co.

3.3 Paulo Friere

Essential Readings:

a. Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Continuum.

UNIT 4: Modernization and Education

4.1 Role of Education in Modernisation

4.2 Impact of Modernisation on Indian Education System

Essential Readings:

a. Dreze, J., & Sen, A. (2013). *An Uncertain Glory: India and its Contradictions*. London: Allen Lane.
b. Tilak, J. B. G. (2002). Education and Development in India. *Indian Journal of Human Development*, 2(1), 1–24.
c. Parsons, T. (1961). *The School Class as a Social System*. Harvard Educational Review, 29(4), 297–318.
d. NCERT. (2021). *Contemporary India and Education: National Curriculum Framework 2021*. New Delhi: NCERT.
e. Naik, J. P. (1975). *Equality, Quality and Quantity: The Elusive Triangle of Indian Education*. Bombay: Allied Publishers.

UNIT 5: Social Change and Education

119

3.1 Concept of Social Change

Essential Readings:

a. Haralambos, M., Holborn, M., & Heald, R. (2013). *Sociology: Themes and Perspectives* (8th ed.). London: Collins. (Chapter on Social Change)
b. Johnson, H. M. (2000). *Sociology: A Systematic Introduction*. London: Routledge. (Chapter on Social Change)
c. Kuppuswamy, B. (2018). *Social Change in India*. New Delhi: S. Chand & Company.

3.2 Importance of Schooling and Education in Social Change

Essential Readings:

a. Durkheim, E. (1956). *Education and Sociology*. New York: Free Press.
b. Tilak, J. B. G. (2002). Education and Development in India. *Indian Journal of Human Development, 2*(1), 1–24.
c. Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Continuum.
d. NCERT. (2021). *Contemporary India and Education: National Curriculum Framework 2021*. New Delhi: NCERT.

UNIT 6: Education and Social Mobility

6.1 Education and Social Stratification

a. Bourdieu, P., & Passeron, J.-C. (1977). *Reproduction in education, society and culture*. Sage.
b. Collins, R. (1979). *The credential society: An historical sociology of education and stratification*. Academic Press.
c. Sorokin, P. (1959). *Social and cultural mobility*. Free Press. (Relevant chapters on educational mobility)

6.2 Mobility and Equality of Educational Opportunity

a. Coleman, J. S., et al. (1966). *Equality of educational opportunity* (The Coleman Report). U.S. Department of Health, Education & Welfare.
b. Lucas, S. R. (2001). Effectively maintained inequality: Education transitions and social background. *American Journal of Sociology*, 106(6), 1642–1690.
c. Turner, R. H. (1960). Sponsored and contest mobility and the school system. *American Sociological Review*, 25(6), 855–867.

Additional Readings:

1. Durkhiem, Emile. (1956). Education and sociology translated with an introduction, by Sherwood D. Fox, The free press: New York.

2. Saxena, N. R. Swaroop, Philosophical & Sociological Foundation of Education, R. Lall Book Depot, Meerut. Geetha, B. Nambissan and S. Srinivasa Rao (2013) Sociology of Education in India: Changing Contours and Emerging Concerns. Delhi: OUP

120

3. Halsey et al (1996) Education, Culture Economy Society. Oxford: OUP

4. Pathak Avijit (2004) Social Implications of Schooling – Knowledge, Pedagogy and Consciousness New Delhi, Rainbow Publications

5. Paulo Freire; Pedagogy of the Oppressed (30th Anniversary Edition).

6. Mathur S.S. A sociological Approach to education.

7. Marker N.S Educational Sociology

8. Singh, Y.M (1992) Sociological foundation of education, sheth publishers, Bombay

9. Agrawal J.C. Theory and principles of education.

10. Gandhi, M.K. 1977. Basic Education, in *The Collected Works*. Ahmedabad: Navajivan.

11. Dewey, J. (1916). *Democracy and Education. An Introduction to the Philosophy of Education.* New York: Free Press.

12. Durkheim, E. 1956. *Education and Society.* New York: Teachers College Press.

13. Paulo Friere.1970. Pedagogy of the Oppressed. New York: Continuum. Emile Durkheim, 1956. Education and Society. New York: Teachers College Press.

14. EmileDurkheim 1961. Moral Education. New York: The Free Press.

15. Louis Althusser. 1971. Ideology and Ideological State Apparatuses, in L. Althusser (ed.) Lenin and Philosophy and Other Essays, London: New Left Books.

16. Pierre Bourdieu and J.C. Passeron 1978. Reproduction in Education, Society and Culture. London: Sage. (Book 1).

17. Pierre Bourdieu. 1986. The Forms of Capital. In J.G Richardson (ed.) Handbook of Research in the Sociology of Education. New York, Greenwood Publishers.

18. Meenakshi Thapan, 2006 (1991). Life at School. An Ethnographic Study. New Delhi: Oxford College Press.

19. Krishna Kumar. 2001. Prejudice and Pride. School histories of the freedom struggle in India and Pakistan. New Delhi, Penguin Books

20. Krishna Kumar. 2004. What is Worth Teaching? Delhi, Orient Blackswan.

21. William E. Pinar 2015. (ed.) Curriculum Studies in India. Intellectual Histories. Personal Circumstances. New York, Palgrave Macmillan.

22. Craig Jeffrey, Roger Jeffery and Patricia Jeffrey. 2008. School and madrasah education: gender and the strategies of Muslim young men in rural north India. Compare. A Journal of Comparative and International Education. 38, 5: 581-593.

23. Geetha Nambissan, and Srinivas Rao. 2013. Sociology of Education. Changing Concerns and Emerging Concerns. Delhi, Oxford College Press.

24. Sukhdeo Thorat and Katherine Neuman (eds.) 2012. Blocked by Caste. Economic Discrimination in Modern India. OUP India Paperback. (Chs. 8 and 9).

SandhyaBhengra

25. Meenakshi Thapan (ed.) 2014. Ethnographies of Schooling in Contemporary India. New Delhi, SAGE Publications.

26. Meenakshi Thapan (ed.) (2015) Education and Society. Themes, Perspectives, Practices. Oxford in India readings in Sociology and Social Anthropology, New Delhi, Oxford College Press.

27. कुमार, कृष्ण. (1992). *राजनीतिक शिक्षा.* नई दिल्ली: राष्ट्रीय पुस्तक ट्रस्ट।

28. कुमार, कृष्ण. (2004). *शिक्षा और समानता.* नई दिल्ली: भारत ज्ञान-प्रकाशन।

29. ठाकुर, देवेंद्र. (2003). *शिक्षा का समाजशास्त्र.* नई दिल्ली: अटलांटिक पब्लिशर्स।

30. गुप्ता, अमरनाथ. (2010). *भारतीय शिक्षा प्रणाली: संरचना एवं कार्य.* नई दिल्ली: आर्य पब्लिशिंग हाउस।

31. गोपाल, एल. (2005). *भारतीय समाज और शिक्षा.* जयपुर: राजस्थान हिंदी ग्रंथ अकादमी।

32. सिंह, योगेन्द्र. (2012). *आधुनिकता और सामाजिक परिवर्तन.* नई दिल्ली: रावत पब्लिकेशन्स।

33. त्यागी, रमेशचंद्र. (2015). *शिक्षा और सामाजिक परिवर्तन.* नई दिल्ली: रावत पब्लिकेशन्स।

34. चौधरी, आर.के. (2011). *शैक्षिक समाजशास्त्र: सिद्धांत और व्यवहार.* मेरठ: ऋषिभवन प्रकाशन।

COURSES OF STUDY FOR FYUGP IN "SOCIOLOGY" MINOR

ASSOCIATED COURSE-1A   (SEM-I)

INTRODUCTORY SOCIOLOGY

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100   Pass Marks: Th (SIE + ESE) = 40

Sandhya Bhargeeg

122

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

The idea behind this course is to introduce the discipline of Sociology to students from diverse academic and social backgrounds, trainings and capabilities. The course is intended to introduce the students to sociological ways of thinking. They learn how to apply sociological concepts to the everyday life. To familiarise students with the different concepts in Sociology and also to highlight the distinction between common sense knowledge and Sociological knowledge. To make the students familiar with the different institutions and aspects of Indian society and make them view the same through a sociological lens. To introduce students to the different prominent schools of thought within the discipline of Sociology.

Course Learning Outcomes:

Familiarity with Sociology and its different concepts. Knowledge of Indian society and its institutions, features. Knowledge of different sociological perspectives.

Course Content:

UNIT 1: Emergence of Sociology

1.1 Historical Background- Impact of the Enlightenment, French Revolution, Industrial Revolution, Scientific Revolution
1.2 Emergence of Sociology in India

Essential Readings:

a. Ritzer, George (2011). *Sociological Theory*. McGraw-Hill. (Introduction: Enlightenment and Sociology's birth)

b. Swingewood, Alan (2000). *A Short History of Sociological Thought*. Palgrave. (Chapters on Enlightenment & Industrial Revolution)

c. Bottomore, Tom (1971). *Sociology: A Guide to Problems and Literature*. Allen Lane.

d. Uberoi, Patricia, Sundar, Nandini & Deshpande, Satish (eds.) (2007). *Anthropology in the East: Founders of Indian Sociology and Anthropology*. Permanent Black.

e. Madan, T.N. (2011). *Sociology in India*. Oxford College Press.

UNIT 2: Sociological Concepts:

Concept of society, Indian society, culture, social group, social institution, community and association, social organization, social change, social mobility, and social network.

Essential Readings:

a. Andre Beteille, *Sociology: Essays on Approach and Methodi*, 2002, New Delhi, OUP

123
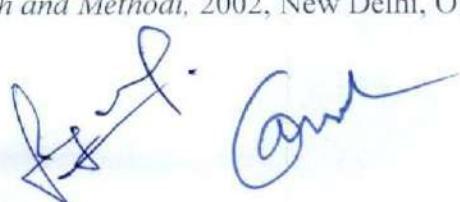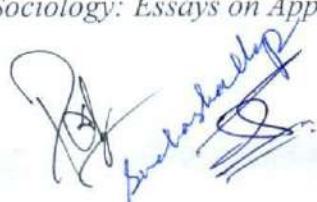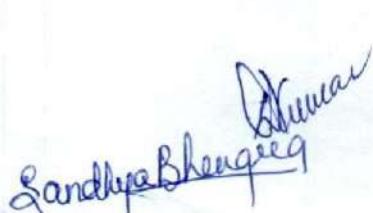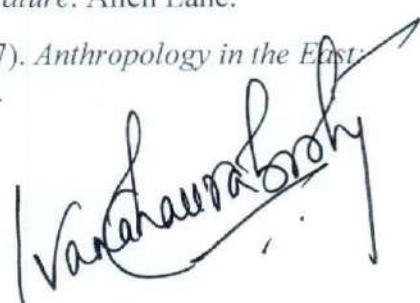
b. Dictionary of Sociology, Oxford

UNIT 3: Indian Society:

3.1 Caste system in India

3.2 Kinship Organization

3.3 Village

Essential Readings:

a. M. N. Srinivas (1962). *Caste in Modern India and Other Essays*. Asia Publishing House.

b. Karve, I., 1994. "The Kinship Map of India" in P. Uberoi (ed.) Family, Kinship and Marriage in India. Delhi: Oxford College Press, Pp.50-73

c. M.N. Srinivas (1976/1987). *The Remembered Village*. Oxford College Press.

d. S.C. Dube (1955). *Indian Village*. Routledge & Kegan Paul.

UNIT 4: Sociological approaches:

Functionalist theory; Conflict Theory

Essential Readings:

a. George Ritzer, *Sociological Theory*, 2011, Tata McGraw Hill

b. Haralambos & Holborn (2008). *Sociology: Themes and Perspectives*. Collins.

Additional Readings:

1. Giddens, A. (1993). *Sociology* (2nd ed.). Polity Press.

2. Bendix, R. (1966). *Max Weber: An intellectual portrait*. Doubleday.

3. Oommen, T. K. (1990). *State and society in India: Studies in nation-building*. Sage.

4. Dube, S. C. (1990). *Indian society*. National Book Trust.

5. Shils, E., & Finch, H. A. (Eds.). (1949). *The methodology of the social sciences* (Max Weber). Free Press.

6. Inkels A–What is Sociology, Printice-Hall of India, New Delhi

7. H. M. Jhonshan - An Introduction to Sociology, Allied Publishers, Delhi

8. Bottomore, T. B. 1972. Sociology: A guide to problems and literature. Bombay: George Allen and Unwin (India)

9. दत्त, एन. एन. (2005). *समाजशास्त्र का परिचय*. दिल्ली: राष्ट्रीय पुस्तक न्यास।

10. देवराज, एम. (2010). *भारतीय समाज: संरचना एवं परिवर्तन*. नई दिल्ली: प्रकाशन विभाग।

11. कुमार, कृष्ण. (2007). *शिक्षा और समाज*. नई दिल्ली: ओरिएंट ब्लैकस्वान।

124

12. ओमवेले, एस. डी. (2012). *भारतीय ग्रामीण समुदाय.* मुंबई: लोकप्रिय प्रकाशन।

13. ओझा, आर. पी. (2015). *समाजशास्त्रीय सिद्धांत.* जयपुर: राजस्थान हिंदी ग्रंथ अकादमी।

ASSOCIATED COURSE IB   (SEM-III)

MODERN INDIAN SOCIAL THINKERS

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	**Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

1. To introduce the key ideas of makers of modern India.

125

2. To familiarize students with key Indian social thinkers.

3. To introduce important issues in contemporary Indian society.

Course Outcomes:

1. Students should be able to understand the socio-political and historical context in which aspects of modern Indian thought emerged.

2. Students should be able to understand the contribution of modern Indian thinkers.

3. They should be able to use the theories/ideas in the contemporary context.

Course Content:

1. M. K. Gandhi – Ahimsa, Satyagraha

Essential Readings:

a. Gandhi, M. K., 1938, *Hind Swaraj*. Ahmedabad: Navjivan Publishing House.
b. Gandhi, M. K. (1927). *An Autobiography: The Story of My Experiments with Truth*. Ahmedabad: Navajivan Publishing House.
c. Gandhi, M. K. (1938). *Satyagraha in South Africa*. Ahmedabad: Navajivan Publishing House.
d. Parekh, B. (1997). *Gandhi's Political Philosophy: A Critical Examination*. College of Michigan Press.

2. Dr. B. R. Ambedkar – Untouchability

Essential Readings:

a. Ambedkar, B. R. (1936). *Annihilation of Caste*. Bombay: Jatindra Chandra Publications.
b. Ambedkar, B. R., 1971 [1936], Annihilation of Caste. Jullender: Bheem Patrika.
c. Omvedt, G. (2008). *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*. New Delhi: SAGE Publications.

d. Jaffrelot, C. (2005). *Dr. Ambedkar and Untouchability: Fighting the Indian Caste System*. New Delhi: Permanent Black.

3. Swami Vivekananda- Social and Educational Thought- Education as Empowerment, Service to Society (Seva), National Awakening, Spiritual and Moral Development

Essential Readings:

a. Vivekananda, S. (1896). *Lectures from Colombo to Almora*. Advaita Ashrama.
b. Vivekananda, S. (1899). *Addresses on Social Reform*. Advaita Ashrama.
c. Vivekananda, S. (1900). *Complete Works of Swami Vivekananda, Volume 1–9*. Advaita Ashrama.
d. Philosophy of Universal Religion, *Speech at the World Parliament of Religions, Chicago*, 1893
e. Raju, P. (2015). *Swami Vivekananda: His Social Philosophy and Education*. New Delhi: Sterling Publishers.
f. Nanda, B. R. (2003). *Vivekananda: A Biography*. New Delhi: Oxford College Press.

126

4. **Raja Ram Mohan Roy -Samaj Sudhar**

   Essential Readings:

   a. Raja Ram Mohan Roy (1828). *Precepts of Raja Ram Mohan Roy: On Religion, Social Reform and Modern Thought.*
   b. Raja Ram Mohan Roy (1817–1823). Writings in *The Brahmo Samaj* publications
   c. Kumar, R. (2005). *Social Reformers in India*. New Delhi: Anmol Publications.

5. **J. P. Narayan- Total Revolution**

   Essential Readings:

   a. Narayan, J. P. (1974). *Total Revolution (Sampoorna Kranti)*. New Delhi: Janata Party Publications.
   b. Narayan, J. P. (1975). *The Philosophy of Total Revolution*. Ahmedabad: Lok Sangharsh Prakashan.
   c. Gupta, R. (2010). *Jaya Prakash Narayan and the Movement for Total Revolution*. New Delhi: Manohar Publishers.
   d. Heller, P. (1984). *The Politics of Total Revolution in India*. London: Routledge & Kegan Paul.

6. **Swami Dayanand Saraswati – Education and Women**

   Essential Readings:

   a. Dayanand Saraswati (1875). *Satyarth Prakash (The Light of Truth)*. Lahore: Arya Samaj Press.
   b. Dayanand Saraswati (1880). *Vedic Principles on Education. (Selections in English translation available in Arya Samaj archives)*
   c. Kumar, R. (2005). *Social Reformers of India: Education and Gender*. New Delhi: Anmol Publications.

7. **Vinoba Bhave – Bhoodan**

   Essential Readings:
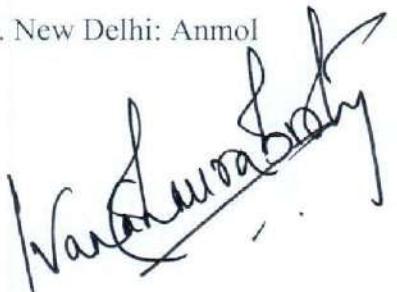
   a. Bhave, V. (1951). *Bhoodan Movement: Its Philosophy and Practice*. Wardha: Sarva Seva Sangh Publications.
   b. Bhave, V. (1955). *Talks on Bhoodan and Gramdan*. Wardha: Sarva Seva Sangh Press.
   c. Gupta, R. (2012). *Vinoba Bhave and the Bhoodan Movement in India*. New Delhi: Manohar Publishers.
   d. Rudolph, L. I., & Rudolph, S. H. (1987). *The Modernity of Tradition: Political Development in India*. Chicago: College of Chicago Press.
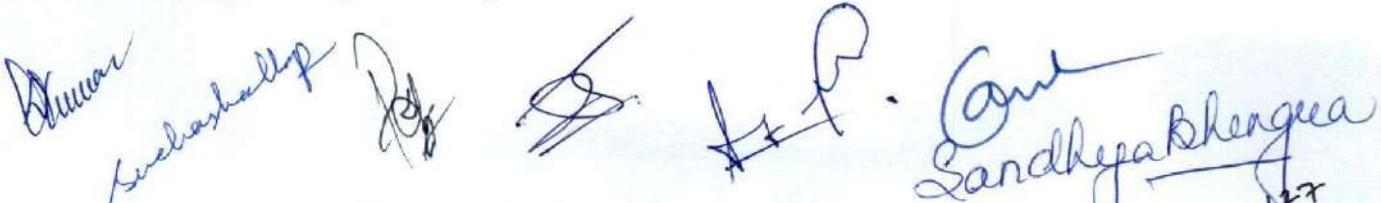
Additional Readings:

1. Parel, A. J. (2006). *Gandhi's philosophy and the quest for harmony*. Cambridge College Press.
2. Zelliot, E. (1992). *From untouchable to Dalit: Essays on the Ambedkar movement*. Manohar Publishers.
3. Bhatt, S. C. (2005). *Vivekananda: The man and his message*. Gyan Publishing House.
4. Sharma, A. (2011). *Raja Rammohun Roy: A critical biography*. Penguin Books.
5. Mehta, U. (1998). *J. P. Narayan: Selected works and political ideas*. Sage Publications.
6. गांधी, एम. के. (2004). *गांधी विचार और आधुनिक भारत*. नई दिल्ली: राजकमल प्रकाशन।
7. अंबेडकर, बी. आर. (2013). *अस्पृश्यता और उसका उन्मूलन: एक अध्ययन*. नई दिल्ली: प्रभात प्रकाशन।
8. विवेकानंद, स्वामी. (2010). *विवेकानंद के शिक्षा-विचार*. वाराणसी: सारस्वत प्रकाशन।
9. राय, राजा राममोहन. (2009). *समाज सुधार और नवजागरण*. कोलकाता: बंगाल साहित्य सभा।
10. नारायण, जयप्रकाश. (2002). *सम्पूर्ण क्रांति और भारत का भविष्य*. पटना: लोकनायक प्रकाशन।
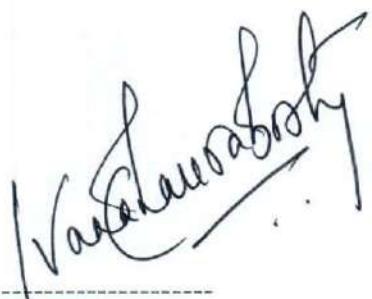
ELECTIVE COURSES- ELCs

ELC: 1 - CULTURE AND SOCIETY

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

Sociology of is one of the core areas of sociology. One of the major objectives of this course is to familiarize students with the context, concepts and theories of sociology of culture.

128
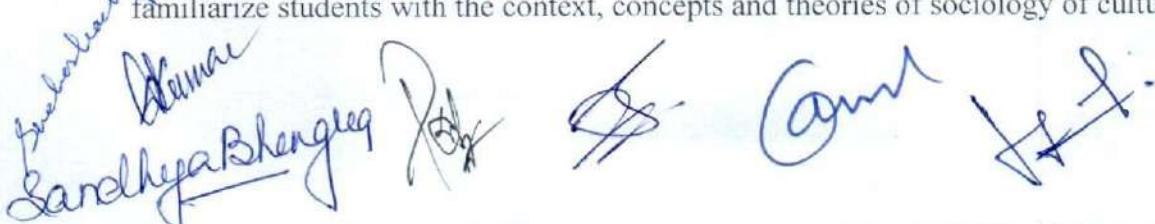
To familiarize students with the basis of examines the bases of culture and the relationship between culture and society both analytically as well as in specific empirical contexts.

To make students familiar with the different cultures, social processes and cultural change in the Indian context.

Course Learning Outcomes:

1. An ability to comprehend the relationship between the culture and the society.

2. Familiarity with different theories and concepts in sociology of culture and a capacity to use them to grasp cultural phenomena in a cross-cultural and comparative perspective

3. Be able to understand and appreciate the diversity of ways in which culture operates historically and spatially.

4. Be able to generate hypotheses and research questions within the theoretical perspectives and ethnographic contexts in sociology.

Course Content

UNIT 1: Culture

1.1 Definition

1.2 Elements

1.3 Characteristics

1.4 Culture and Civilisation

Essential Readings:

a. Les Back, Andy Bennett Laura Destor Edles,2012, Cultural Sociology: An Introduction, pp 3-31, 47-91

b. Chris Jenks, 2006, Culture: Routledge Publication

UNIT 2: Culture and Personality

2.1 Relationship between Culture and Personality

Essential Reading:

a. Anthony FC Wallace,1970, Culture and Personality.

b. Ralph Linton,1973, The cultural background of personality.

UNIT 3: Theoretical Approach

3.1 **Public Sphere – Habermas**

129

Essential Reading:

a. Jurgen Habermas, 2015, The structural transformation of the public sphere: *An inquiry into a category of bourgeois society.*

b. Craig Calhoun,1993, Habermas and the public sphere the; MIT Press, Massachuetts and London.

UNIT 4: Media and Society

1.1 **Types of Media – Old and New**

1.2 **Media and Globalisation**

Essential Reading:

a. James Curran, 2010, Media and Society; Bloomsbury Publication.

b. Nicholas Carah, 2021, Media and Society: *power platform and participation;* Sage Publication.

c. Terhi Rantanen, 2005. The media and globalization; Sage Publication.

Additional Readings:

1. Williams, R. (1981). *Culture.* Fontana Press.

2. Mead, M. (1959). *Cultural patterns and technical change.* UNESCO.

3. Thompson, J. B. (1995). *The media and modernity: A social theory of the media.* Stanford College Press.

4. Kellner, D. (1995). *Media culture: Cultural studies, identity, and politics between the modern and the postmodern.* Routledge.

5. Hall, S. (1997). *Representation: Cultural representations and signifying practices.* Sage Publications.

6. शर्मा, रामनाथ. (2012). *संस्कृति और समाज.* नई दिल्ली: राजकमल प्रकाशन।

7. मिश्र, विद्यानाथ. (2010). *व्यक्तित्व और संस्कृति.* वाराणसी: सारस्वत प्रकाशन।

8. तिवारी, रमेश. (2015). *संचार माध्यम और समाज.* नई दिल्ली: प्रभात प्रकाशन।

9. कुमार, अरुण. (2018). *वैश्वीकरण और मीडिया संस्कृति.* नई दिल्ली: हिंदी माध्यम कार्यान्वयन निदेशालय।

10. जोशी, मनीष. (2016). *लोक संस्कृति, आधुनिकता और मीडिया.* भोपाल: मध्यप्रदेश हिन्दी ग्रंथ अकादमी।

130
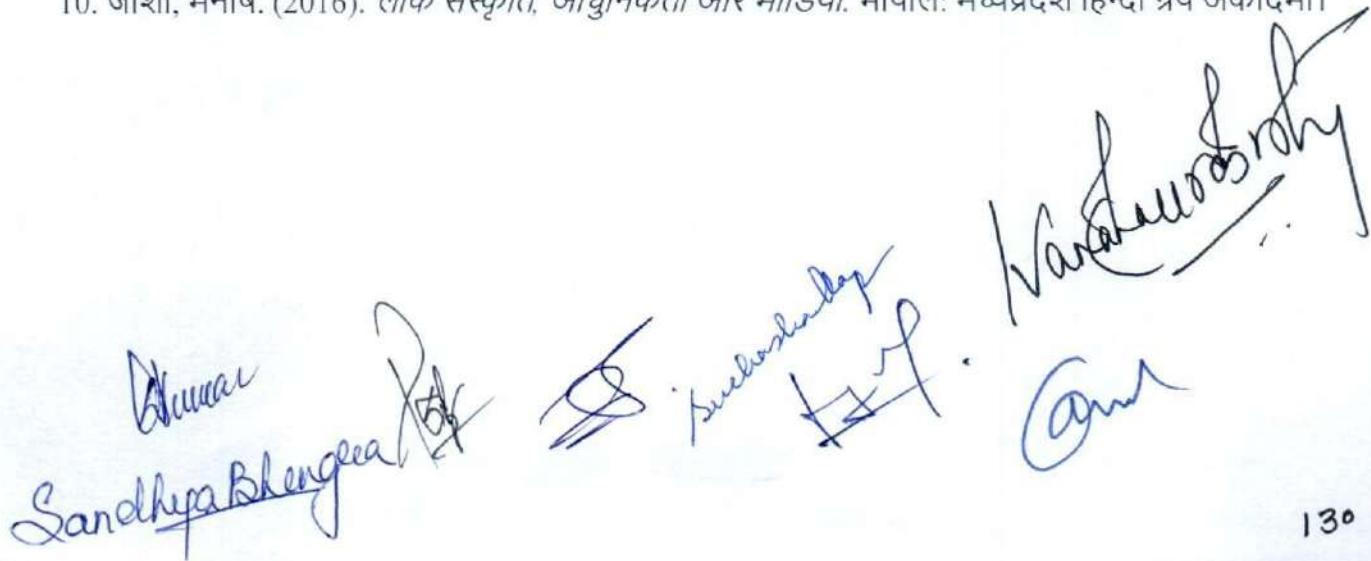
ELC: 2- INTRODUCTION TO MIGRATION AND DIASPORA STUDIES

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100   **Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

1. Introduce students to the fundamental concepts, terminology and classifications related to migration, refugees, asylum, displacement and diaspora.

2. Develop an analytical understanding of internal and international migration, including rural–urban, seasonal, forced and voluntary forms.

3. Familiarize students with major theoretical approaches to migration—Push–Pull, World Systems, Ravenstein's laws, network theory and transnationalism.

4. Provide a historical grounding of migration in India, with special emphasis on colonial indenture, Partition, post-independence labour flows, and contemporary internal displacement.

5. Enable students to critically engage with the sociological significance of diasporas, transnational communities, remittances and their developmental implications.

6. Build students' capacity to interpret empirical data, critically read scholarly literature, and apply theoretical frameworks to real-world migration issues.

Course Learning Outcomes:

1: Conceptual Understanding: Identify, define and differentiate key concepts such as migration, emigration, immigration, refugees, asylum seekers, internally displaced persons and diaspora.

2: Analytical Ability: Compare types of migration—internal vs. international; seasonal vs. permanent; forced vs. voluntary—and explain their socio-economic drivers.

3: Theoretical Application: Apply major migration theories (Push–Pull, World System, Ravenstein's laws, network theory, transnationalism) to contemporary and historical case studies.

4: Historical Insight: Critically analyze India's migration history—indentured labour, Partition refugee flows, Gulf migration, tribal displacement and circular migration.

5: Diaspora Studies Competence: Explain the formation, identity, and socio-economic role of Indian diaspora communities across the US, UK, Gulf, Africa and South-East Asia.

6: Research and Interpretation Skills: Interpret data from migration surveys, government reports and ethnographic studies; evaluate the impacts of remittances and transnational networks.

7: Critical Perspective: Assess migration and diaspora phenomena from both Global North and Global South perspectives, with sensitivity to geopolitics, inequality and state policies.

Course Content

Unit: 1

An introduction to Migration and Diaspora:

1.1 Basic concept: **Migration, Emigration, Immigration, Refugee, Asylum seeker, internally displaced person, Diaspora.**

Essential Readings:

132

1. Castles, S., de Haas, H., & Miller, M. J. (2020). *The Age of Migration: International Population Movements in the Modern World* (6th ed.). Red Globe Press. pp. 1–32
2. Rajan, S. I., & Zachariah, K. C. (2019). *Emigration and Remittances: New Evidence from Kerala*. Routledge. pp. 1–20
3. Khadria, B. (1999). *The Migration of Knowledge Workers: Second-generation Effects of India's Brain Drain*. Sage. pp. 1–20
4. Chimni, B. S. (2000). *International Refugee Law: A Reader*. Sage Publications. pp. 3–30.
5. Mooney, E. (2005). The Concept of Internal Displacement and the Case for IDP Protection. In E. F. Mooney & D. F. Martin (Eds.), *Internally Displaced Persons: Handbook for Parliamentarians* (pp. 15–32)
6. Cohen, R. (2008). *Global Diasporas: An Introduction* (2nd ed.). Routledge. pp. 1–28

Unit: 2

Types of Migration:

2.1Internal and International Migration.

2.2 Rural- Urban, Seasonal.

2.3 Forced and Voluntary Migration.

Essential Readings:

1. Castles, S., de Haas, H., & Miller, M. J. (2020). *The Age of Migration: International Population Movements in the Modern World* (6th ed.). Red Globe Press. pp. 69–95
2. Breman, J. (1996). *Footloose Labour: Working in India's Informal Economy*. Cambridge College Press. pp. 85–110
3. Deshingkar, P., & Akter, S. (2009). Migration and Human Development in India. *Human Development Research Paper Series*, UNDP. pp. 5–18
4. Banerjee, P. (2010). *Forced Migration in South Asia*. Routledge. pp. 45–70
5. Kundu, A. (2011). *Trends and Processes of Urbanisation in India*. Human Settlements Group, IIED. pp. 12–36
6. Rogaly, B. (2003). Who Goes? Who Stays Back? Seasonal Migration and Village Inequality. *Economic and Political Weekly*, 38(39), 4213–4220. pp. 4213–4217

Unit: 3

Theoretical Approaches:

3.1 Push – Pull Theory

3.2 World system theory

3.3 Raven stein's Law of Migration

4.4 Network and Transnationalism

Essential Readings:

1. Lee, E. S. (1966). A Theory of Migration. *Demography*, 3(1), 47–57. pp. 47–53
2. Ravenstein, E. G. (1889). The Laws of Migration. *Journal of the Royal Statistical Society*, 52(2), 241–305. pp. 241–250
3. Petersen, W. (1958). A General Typology of Migration. *American Sociological Review*, 23(3), 256–266. pp. 260–265
4. Skeldon, R. (1997). *Migration and Development: A Global Perspective*. Longman. pp. 33–48

5. Wallerstein, I. (1974). *The Modern World-System, Vol. I: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century.* Academic Press. pp. 3–38
6. Ravenstein, E. G. (1885). The Laws of Migration. *Journal of the Statistical Society of London,* 48(2), 167–235. pp. 167–184

Unit: 4

Historical and Contemporary Migration in India

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

4.2 Partition of India and Refugee Movements

4.3 Post -Independence Labour Migration to Gulf Countries

4.4 Internal Migration: Rural -Urban Migration, Tribal Displacement, Seasonal Labour Migration.

Essential Readings:

1. Yang, A. (1996). *Diaspora and Homeland in India's Migrant Labour History.* In S. Vertovec & R. Cohen (Eds.), *Migration, Diasporas and Transnationalism,* Edward Elgar.pp. 34–56
2. Tinker, H. (1974). *A New System of Slavery: The Export of Indian Labour Overseas 1830–1920.* Oxford College Press. pp. 1–25
3. Keshri, K., & Bhagat, R. B. (2013). Socioeconomic Determinants of Temporary Labour Migration in India. *Asian Population Studies,* 9(2), 175–195. pp. 176–185
4. Bhagat, R. B. (2017). Migration, Gender and Right to the City. *Economic and Political Weekly,* 52(32), 35–40.
5. Srivastava, R. (2020). Understanding Circular Migration in India. *Indian Journal of Labour Economics,* 63(1), 1–22. pp. 1–15
6. Government of India. (2017). *Report of the Working Group on Migration.* Ministry of Housing and Urban Poverty Alleviation. pp. 5–40

Unit: 5

Diaspora and Transnationalism Communities:

5.1 Defining Diaspora

5.2 Indian Diaspora across Region: US, UK, Gulf, Africa, South East Asia.

5.3 Transnationalism, Remittance and Development.

Readings:

1. Cohen, R. (2008). *Global Diasporas: An Introduction* (2nd ed.). Routledge. pp. 1–28
2. Safran, W. (1991). Diasporas in Modern Societies: Myths of Homeland and Return. *Diaspora: A Journal of Transnational Studies,* 1(1), 83–99.
3. Jayaram, N. (2004). The Indian Diaspora: Dynamics of Migration. *Sociological Bulletin,* 53(2), 189–205.

4. Lal, B. V. (2006). *The Encyclopedia of the Indian Diaspora.* College of Hawai'i Press. pp. 1–30

5. Prashad, V. (2000). *The Karma of Brown Folk*. College of Minnesota Press. pp. 15–40

6. Ballard, R. (1994). *Desh Pardesh: The South Asian Presence in Britain*. Hurst & Company. pp. 3–28

Additional Readings:

1. Gardner, K., & Osella, F. (2003). *Migration, Modernity and Social Transformation in South Asia*. Sage Publications.

2. Vertovec, S. (2009). *Transnationalism*. Routledge.

3. Hollifield, J. F., Martin, P. L., & Orrenius, P. M. (2014). *Controlling Immigration: A Global Perspective* (3rd ed.). Stanford College Press.

4. Massey, D. S., Arango, J., Hugo, G., Kouaouci, A., Pellegrino, A., & Taylor, J. E. (1998). *Worlds in Motion: Understanding International Migration at the End of the Millennium*. Oxford College Press.

5. Bose, P. (2020). *Migration and Mobility in India: Historical and Contemporary Trends*. Routledge.

6. शर्मा, ए. के. (2010). *भारतीय प्रवासन: सिद्धांत और व्यवहार*. नई दिल्ली: रावत प्रकाशन।

7. सिंह, आर. (2015). *प्रवासी भारतीय समुदाय: इतिहास, संस्कृति और पहचान*. वाराणसी: ज्ञानmandिर प्रकाशन।

8. त्रिपाठी, डी. (2012). *भारत में आंतरिक प्रवासन: सामाजिक-आर्थिक परिप्रेक्ष्य*. नई दिल्ली: साधना प्रकाशन।

9. चौहान, एम. (2018). *जबर्दस्ती विस्थापन और शरणार्थी विमर्श: भारतीय संदर्भ*. भोपाल: लोकवाणी प्रकाशन।

10. यादव, पी. (2016). *ग्रामीण-शहरी प्रवासन: कारण, प्रभाव और नीतिगत प्रश्न*. लखनऊ: भारतीय सामाजिक विज्ञान प्रकाशन।

ELC: 3- RURAL SOCIETY IN INDIA

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100   **Pass Marks: Th (SIE + ESE) = 40**

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

To familiarise students with the concept, features and institutions of rural society in India

To familiarise students with the contemporary issues and key government policies aimed at rural population in India

Course Learning Outcome:

1. Students will be able to understand the context, themes and issues of rural society in India

2. They will be familiar with key government programmes aimed at the rural population

Course Content:

UNIT 1: Rural Society –

1.1 **Concepts**

1.2 **Characteristics**

1.3 **Change**

Essential Readings:

a. Ahuja, R. (2010). *Indian Social System* (7th ed.). Jaipur: Rawat Publications.
b. Beteille, A. (1992). *Backwards Classes and the Social Structure of India*. New Delhi: Oxford College Press.
c. Ghurye, G. S. (1963). *Caste and Class in India*. Bombay: Popular Prakashan.
d. Dhanagare, D. N. (1993). *Peasant Movements in India, 1920–1950*. Delhi: Oxford College Press.

UNIT 2: Social Institutions of Rural Society

2.1 **Family, Kinship and Marriage**

2.2 **Rural Community**

2.3 **Caste and Casteism in Rural India**

2.4 **Dominant Caste**

Essential Readings:
a. Ahuja, R. (2010). *Indian Social System* (7th ed.). Jaipur: Rawat Publications.
b. Ghurye, G. S. (1963). *Caste and Class in India*. Bombay: Popular Prakashan.
c. Dube, S. C. (1990). *Indian Society* (2nd ed.). New Delhi: National Book Trust.
d. Mitra, A. (1994). *Rural Sociology in India: Tradition and Change*. Calcutta: Allied Publishers.

136
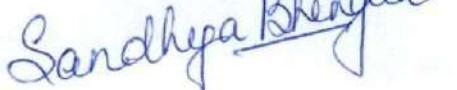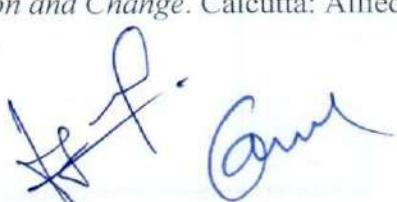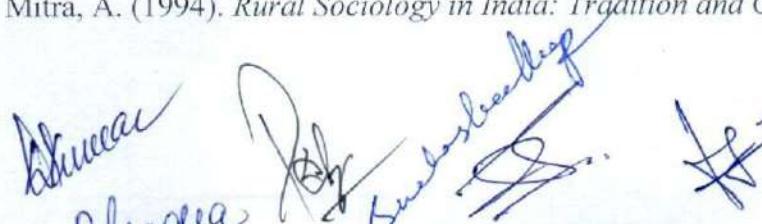
UNIT 3: Rural Development

3.2 **Issues in rural development**

3.3 **Rural Development Programmes in India**

3.4 **Pradhan Mantri Gram Sadak Yojna**

3.5 **MNREGA**

3.6 **Swachh Bharat Mission**

Essential Readings:

a. Bhatia, B. S. (2014). *Rural Development in India: Policies and Programmes.* New Delhi: Deep & Deep Publications.
b. Dhanagare, D. N. (2005). *Rural Development in India: Some Perspectives.* Delhi: Rawat Publications.
c. Ahuja, R. (2010). *Indian Social System* (7th ed.). Jaipur: Rawat Publications.
d. Sharma, K. L. (2015). *Indian Society: Structure and Change* (7th ed.). New Delhi: Atlantic Publishers.
e. Government of India (2023). *Rural Development Programmes: Annual Report.* Ministry of Rural Development, New Delhi.

UNIT 4: Little Tradition and Great Tradition

Essential Readings:

a. Redfield, R. (1956). "The Little Community and Peasant Society and Culture." *American Journal of Sociology, 62*(6), 293–308.
b. Kumar, S. (2010). *Sociology of Rural India.* Delhi: Pearson.
c. Dube, S. C. (1990). *Indian Society* (2nd ed.). New Delhi: National Book Trust.
d. Sharma, K. L. (2015). *Indian Society: Structure and Change* (7th ed.). New Delhi: Atlantic Publishers.
e. Redfield, R., & Singer, M. (1954). *The Cultural Role of Peasantry in India.* Chicago: College of Chicago Press.

Additional Readings:

1. Srinivas, M. N. (1960). India's Villages. Asia Publishing House.

2. Lewis, O. (1958). Village Life in Northern India: Studies in a Delhi Village. College of Illinois Press.

3. Epstein, T. S. (1973). South India: Yesterday, Today and Tomorrow—A Modern Village. Macmillan.

4. Chambers, R. (1983). Rural Development: Putting the Last First. Longman.

5. Mukherjee, N. (1995). Participatory Rural Appraisal: Methodology and Applications. Concept Publishing.

6. यादव, एस. के. (2012). *ग्रामीण समाजशास्त्र: सिद्धांत और व्यवहार.* नई दिल्ली: रावत पब्लिकेशन।

7. सिंह, रमेश. (2016). *भारतीय ग्रामीण समाजः संरचना और परिवर्तन.* नई दिल्ली: ज्ञानोदय प्रकाशन।

8. शर्मा, के. एल. (2004). *भारतीय ग्रामीण संरचना.* जयपुर: रावत पब्लिकेशन।

9. मिश्रा, पी. डी. (2010). *ग्रामीण विकासः नीतियाँ और कार्यक्रम.* लखनऊ: भारतीय समाज विज्ञान प्रकाशन।

10. सिंह, के. (2018). *भारतीय ग्राम और संस्कृतिः लिटिल तथा ग्रेट ट्रेडिशन का अध्ययन.* भोपाल: लोकवाणी प्रकाशन।

ELC 4: SOCIAL INEQUALITY AND DIASPORA

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100   Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures
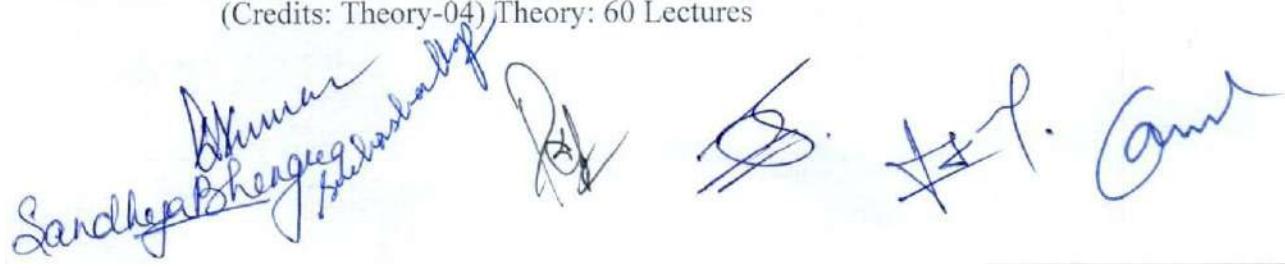
Course Objectives

1. Introduce students to the sociological study of social inequality and stratification.

2. Familiarize with key theoretical frameworks—functionalist, Marxist, Weberian, conflict, intersectional perspectives—and their critiques

3. Explore diverse forms of stratification—caste, class, gender, ethnicity—in the Indian social context

4. Develop an interdisciplinary and applied understanding of stratification dynamics and social mobility

Course Learning Outcomes

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

- Understand socio-historical roots and theoretical dimensions of stratification

- Articulate multiple forms of inequality—including caste, class, gender, ethnicity—and their intersections.

- Critically assess the role of social mobility in reproducing or transforming inequality.

- Apply theoretical insights to current Indian social structures and changes.

Course Content

Unit 1: Foundations of Stratification:

Concept, nature, and characteristics of stratification; theoretical foundations (Davis–Moore functionalism, Marx, Weber, critiques by Tumin).
Essential Readings:

- Davis, K. & Moore, W. E. (1945). "Some Principles of Stratification", *American Sociological Review*, Vol. 10, No. 2, pp. 242–249

- Gupta, D. (ed.), *Social Stratification*, OUP (Delhi)—Chapter 1, pp. 1–25

- Tumin, M. M. (1953). "Some Principles of Stratification: A Critical Analysis", *American Sociological Review*, Vol. 18, No. 4, pp. 387–394

Unit 2: Stratification in India – Caste :

Historical and contemporary theories of caste; caste-based inequality; caste in labour markets and social structure.
Essential Readings:

- Ambedkar, B.R. 1916. Castes in India: Their Mechanism, Genesis and Development, AnthropologySeminar of Dr. A. A. Goldenweizer at The Columbia College, New York, U.S.A. on 9th May21916, Source: Indian Antiquary, May 1917, Vol. XLI. Available online:http://www.ambedkar.org/ambcd/01.Caste%20in%20India.htm

- Fuller C. J. (1996). *Caste Today*, OUP—Introduction, pp.1–30

- Jodhka, S. S. (2012). *Caste*, Oxford India Short Introductions, pp. 1–20

Unit 3: Stratification in India – Class, Gender, Ethnicity, Disability :

Theoretical models of class (Marxist, Weberian), class dynamics in India, and emerging axes—gender, ethnicity, disability.
Essential Readings:

- Grusky, D. B. & Szelenyi, S. (2011). *The Inequality Reader* (Westview Press)—selected chapters on class and intersectionality,pp. 50–80

- Deshpande, A. (2011). *The Grammar of Caste: Economic Discrimination in Contemporary India*. Oxford College Press. pp. 1–35 (Introduction & Chapters 1–2)

- Patel, V. (2010). *Gender Equality and Women's Empowerment in India*. In N. Jayaram (Ed.), *Social Dynamics in India*, Rawat Publications. pp. 120–145

- Xaxa, V. (2008). *State, Society, and Tribes: Issues in Post-Colonial India*. Pearson Education. pp. 45–70 (Chapter 2: Tribal identity and ethnicity).

- Béteille, A. (1991). *Society and Politics in India: Essays in a Comparative Perspective*. Oxford College Press. pp. 95–112

- Jenkins, R. (1991). Disability and Social Stratification. *British Journal of Sociology*, 42(4), 557–580.
- Mehrotra, N. (2011). *Disability Rights Movements in India: Politics and Practice*. In A. K. Singh (Ed.), *Disability Studies in India: Global Discourses, Local Realities*, Rawat Publications.pp. 15–38

Unit 4: Social Mobility & Intersectionality:

Concepts and types of mobility; mobility in caste/class systems; intersectionality in Indian stratification.
Essential Readings:

- Sorokin, P. A. (1959). *Social and Cultural Mobility*. Free Press. pp. 3–40

- Heath, A. F. (2000). Mobility. In N. J. Smelser & P. B. Baltes (Eds.), *International Encyclopedia of the Social & Behavioral Sciences*, Elsevier. pp. 9944–9949

- Deshpande, S. (2003). *Contemporary India: A Sociological View*. Penguin Books. pp. 94–120

- Jodhka, S. S., & Shah, G. (2010). Comparative Contexts of Discrimination and Exclusion: Caste and Race. *Economic and Political Weekly*, 45(24), 55–63. pp. 55–60

- Sen, A. (1992). *Inequality Reexamined*. Harvard College Press. pp. 111–138

- Milton, Y. 1985. "Ethnicity," Annual Review of Sociology 11:211-2395.

- Xaxa, V. 2003. 'Tribes in India' in Veena Das ed. Oxford India Companion to Sociology and Social Anthropology, 1: 373- 408. Delhi: Oxford College Press.

Unit 5: Contemporary Debates & Policy Interventions:

Mechanisms reproducing inequality; policy, education, and legal interventions for mobility
Essential Readings:

- Tumin, M. M. 1987. Social Stratification: the forms and functions of inequality. New Delhi:Prentice-Hall of India,pp. 1-7

- Thorat, S., & Newman, K. S. (Eds.). (2010). *Blocked by Caste: Economic Discrimination in Modern India*. Oxford College Press. pp. 3–28

- Béteille, A. (2012). *Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village* (2nd ed.). Oxford College Press. pp. 240–260

- Sen, A. (1999). *Development as Freedom*. Oxford College Press. pp. 87–110

- Tilak, J. B. G. (2007). Post-elementary Education, Poverty and Development in India. *International Journal of Educational Development*, 27(4), 435–445. pp. 435–440

- Mehrotra, S. (2006). Well-being and Caste in India. *Human Development Report Office Occasional Paper*, UNDP. pp. 12–25

Additional Readings:

1. Bendix, R., & Lipset, S. M. (1966). Class, Status and Power: Social Stratification in Comparative Perspective. Free Press.

2. Hutton, D., & Kumar, A. (Eds.). (2004). Caste in Question: Identity or Hierarchy? Sage Publications.

3. Erikson, R., & Goldthorpe, J. H. (1992). The Constant Flux: A Study of Class Mobility in Industrial Societies. Oxford College Press.

4. Sen, A., & Dreze, J. (2013). An Uncertain Glory: India and Its Contradictions. Allen Lane.

5. Jeffrey, C., Jeffery, P., & Jeffery, R. (2008). Degrees Without Freedom? Education, Masculinities and Unemployment in North India. Stanford College Press.

6. ओमवेकर, पी. डी. (2011). *भारतीय सामाजिक स्तरीकरण: सिद्धांत और व्यवहार.* नई दिल्ली: रावत पब्लिकेशन।

7. यादव, एस. के. (2015). *जाति, वर्ग और सामाजिक असमानता.* जयपुर: रावत पब्लिकेशन।

8. सिंह, योगेंद्र. (2005). *भारतीय समाज में परिवर्तन: आधुनिकता की प्रक्रिया.* नई दिल्ली: पेंगुइन बुक्स।

9. आनंद, एम. आर. (2014). *सामाजिक गतिशीलता: सिद्धांत और भारतीय संदर्भ.* वाराणसी: ज्ञान भारती।

10. शर्मा, के. एल. (2012). *सामाजिक असमानता और न्याय: भारतीय परिप्रेक्ष्य.* जयपुर: रावत पब्लिकेशन।

ELC 5: DIGITAL SOCIETY

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100   Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

142

Course Objectives

1. To understand how digital technologies (internet, smartphones, AI, social media) shape everyday life.

2. To explore how digital media influence society, culture, politics, and the economy.

3. To examine issues of inequality and exclusion in digital access and participation.

4. To study how people use digital spaces for work, leisure, intimacy, and identity.

5. To critically reflect on debates around privacy, surveillance, misinformation, and digital well-being.

Course Learning Outcomes

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

1. Explain major ideas about technology and society in simple terms.

2. Analyze everyday digital practices (WhatsApp groups, online shopping, mobile payments) using sociological insights.

3. Recognize patterns of digital inequality (class, caste, gender, region).

4. Reflect on personal and social experiences of digital culture (friendship, self-presentation, online work).

5. Critically engage with contemporary challenges like privacy, surveillance, and fake news.

Course Content

UNIT 1: Foundations of the Sociology of Digital Cultures

1.1 Sociological approaches to technology: Technological determinism vs. social construction

1.2 Theories of media and society: McLuhan, Castells, Bauman, Wellman

1.3 Digitality as a cultural form: Virtuality, networks, and mediated sociality

Essential Readings:

McLuhan, M. (1964). Understanding media: The extensions of man. New York: McGraw-Hill. (pp. 3–21, 55–80)

Castells, M. (1996). The rise of the network society. Oxford: Blackwell. (pp. 1–28, 469–492)

Bauman, Z. (2000). Liquid modernity. Cambridge: Polity Press. (pp. 1–16, 117–138)

143

Wellman, B. (2001). Physical place and cyberplace: The rise of personalized networking. International Journal of Urban and Regional Research, 25(2), 227–252. https://doi.org/10.1111/1468-2427.00309

UNIT 2: Digital Inequalities and Access

2.1 Digital divides: Class, caste, gender, and rural–urban differentials

2.2 Infrastructures of access: Mobile-first users, data affordability, public Wi-Fi initiatives

2.3 Politics of inclusion/exclusion: E-governance, Aadhaar, citizenship, surveillance

Essential Readings:

van Dijk, J. (2020). The digital divide. Cambridge: Polity Press. (pp. 1–30, 118–144)

Jeffrey, R., & Doron, A. (2013). The Great Indian Phone Book. Cambridge, MA: Harvard College Press. (pp. 19–52, 205–230)

Kumar, N. (2014). Facebook for self-empowerment? A study of Facebook adoption in rural India. New Media & Society, 16(8), 1122–1137. https://doi.org/10.1177/1461444814543999

Rao, U. (2019). Biometric citizenship. In A. Hildebrandt (Ed.), Biometric State (pp. 55–83). Oxford College Press.

UNIT 3: Digital Cultures and Everyday Life

3.1 Mediated communication: WhatsApp, memes, GIFs, emojis

3.2 Streaming cultures: YouTube, OTT platforms, fan communities

3.3 Everyday surveillance: CCTV, location tracking, datafication

Essential Readings:

Miller, D., Costa, E., Haynes, N., McDonald, T., Nicolescu, R., Sinanan, J., … Wang, X. (2016). How the world changed social media. London: UCL Press. (pp. 1–28, 149–168)

Gillespie, T. (2018). Custodians of the Internet: Platforms, content moderation, and the hidden decisions that shape social media. New Haven: Yale College Press. (pp. 1–24, 67–94)

Athique, A. (2019). Digital transactions in Asia: Economic, informational, and social exchanges. London: Routledge. (pp. 72–98, 155–176)

Sharma, D. C. (2019). Surveillance in India's platform economy. Economic & Political Weekly, 54(15), 12–16.

UNIT 4: Politics, Publics, and Digital Mobilization

4.1 Digital publics and counterpublics: Hashtag activism, online social movements

4.2 Political communication: Party propaganda, elections, and disinformation

144

4.3 Communalism, identity, and polarization: WhatsApp rumors, meme cultures, hate speech

Essential Readings:

Papacharissi, Z. (2015). Affective publics: Sentiment, technology, and politics. Oxford: Oxford College Press. (pp. 25–56, 95–120)

Udupa, S. (2021). Digital hatred, violent sarcasm: Memes, trolling, and political discourse in India. Stanford, CA: Stanford College Press. (pp. 1–32, 89–118)

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

Banaji, S., & Bhat, R. (2021). WhatsApp vigilantes: An exploration of citizen reception and circulation of WhatsApp misinformation linked to mob violence in India. Information, Communication & Society, 24(3), 407–423. https://doi.org/10.1080/1369118X.2019.1621921

UNIT 5: Work, Economy, and Digital Platforms

5.1 Platform economies: Gig work, algorithmic labor, precarity

5.2 E-commerce and digital markets: New consumer cultures in India

5.3 Global South innovation: Mobile payments, fintech, and informal economies

Essential Readings:

Srnicek, N. (2017). Platform capitalism. Cambridge: Polity Press. (pp. 1–42, 67–98)

van Doorn, N. (2017). Platform labor: On the gendered and racialized exploitation of low-income service work in the 'on-demand' economy. Information, Communication & Society, 20(6), 898–914. https://doi.org/10.1080/1369118X.2017.1294194

Aneesh, A. (2015). Neutral accent: How language, labor, and life become global. Durham, NC: Duke College Press. (pp. 101–132)

Raval, N., & Dourish, P. (2016). Standing out from the crowd: Emotional labor, body labor, and temporal labor in ride-hailing. In Proceedings of the 19th ACM Conference on Computer-Supported Cooperative Work & Social Computing (pp. 97–107). https://doi.org/10.1145/2818048.2820026

UNIT 6: Selfhood, Intimacy, and Digital Futures

6.1 Digital intimacies: Online dating, friendship, kinship on social media

6.2 Selfhood and identity: Digital labor of self-presentation, influencers, youth cultures

6.3 Ethics and futures: AI, privacy debates, and digital well-being

Essential Readings:

boyd, d. (2014). It's complicated: The social lives of networked teens. New Haven: Yale College Press. (pp. 29–53, 139–164)

Abidin, C. (2018). Internet celebrity: Understanding fame online. Bingley: Emerald Publishing. (pp. 1–24, 115–142)

Illouz, E. (2007). Cold intimacies: The making of emotional capitalism. Cambridge: Polity Press. (pp. 1–18, 67–88)

Couldry, N., & Mejias, U. A. (2019). The costs of connection: How data is colonizing human life and appropriating it for capitalism. Stanford, CA: Stanford College Press. (pp. 3–24, 191–212)

Additional Readings:

1. Couldry, N., & Hepp, A. (2017). The mediated construction of reality. Cambridge: Polity Press.

2. Dijck, J. van. (2013). The culture of connectivity: A critical history of social media. Oxford: Oxford College Press.

3. Graham, M., & Dutton, W. H. (Eds.). (2019). Society and the internet: How networks of information and communication are changing our lives (2nd ed.). Oxford: Oxford College Press.

4. Noble, S. U. (2018). Algorithms of oppression: How search engines reinforce racism. New York: NYU Press.

5. Seaver, N. (2022). Computing taste: Algorithms and the makers of music recommendation. Chicago: College of Chicago Press.

6. Kumar, S. (2019). *डिजिटल भारत: प्रौद्योगिकी, समाज और परिवर्तन.* नई दिल्ली: सेज पब्लिकेशन्स।

7. Singh, R. (2021). *डिजिटल समाजशास्त्र: अवधारणाएँ सिद्धांत और भारतीय संदर्भ.* नई दिल्ली: रावत पब्लिकेशन।

8. Mishra, A. (2018). *सोशल मीडिया और लोकतंत्र: नए सार्वजनिक क्षेत्र की चुनौतियाँ.* जयपुर: पिंक सिटी पब्लिकेशन।

9. Tripathi, V. (2020). *निगरानी, डेटा और निजता: डिजिटल युग के जोखिम.* वाराणसी: ज्ञान भारती।

10. Jha, N. (2017). *इंटरनेट संस्कृति और युवा: पहचान, रिश्ते और आभासी संसार.* पटना: लोकवाणी प्रकाशन।

ELC 6: CHILDHOOD, YOUTH AND SOCIETY

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives

1. To introduce major theoretical and empirical perspectives in the sociology of childhood and youth.

2. To critically analyse intersections of age with class, caste, gender, ethnicity, and region.

3. To understand children's rights and the evolution of child/youth policies in India.

4. To engage with contemporary challenges faced by youth in education, employment, migration, and digital cultures.

5. To understand social change and impact on youth in contemporary times.

Learning Outcomes

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

1. Situate childhood and youth in sociological debates and Indian realities.

2. Evaluate children's and youth's lived experiences with reference to inequalities and social change.

3. Analyse contemporary issues (education, employment, technology, migration, rights movements) from a sociological perspective.

4. Critically assess the different dimensions of youth and social change in recent times

Course Content

Unit 1: Introduction to Childhood and Youth Studies

1.1 Social construction of childhood and youth
1.2 Conceptions of childhood in Western and Indian contexts
1.3 Adolescence and transitions to adulthood
1.4 Changing notions of childhood and youth in postcolonial societies

Essential Readings:

Aries, P. (1962). *Centuries of Childhood: A Social History of Family Life,* Vintage.

James, A., Jenks, C., & Prout, A. (1998). *Theorizing Childhood.* Teachers' College Press
https://archive.org/details/theorizingchildh0000jame/page/8/mode/2up

Jenks, C. (2005). Childhood: Second edition (2nd ed.). Routledge.
https://doi.org/10.4324/9781003060345

Stephens, S. (Ed.). (1995). Children and the politics of culture. Princeton College Press.

147
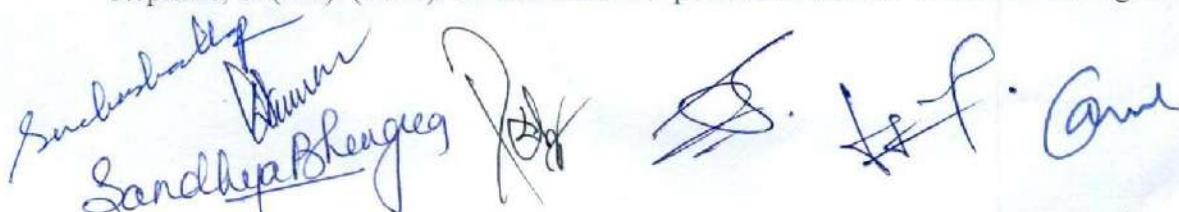
Kumar, K. (2016) *Studying Childhood in India*. Economic and Political Weekly, Vol 51: Issue 23

Balagopalan, S. (2011). Introduction: Children's lives and the Indian context. Childhood, 18(3), 291-297. https://doi.org/10.1177/0907568211413369 (Original work published 2011)

Unit 2: Children, Youth and Society

2.1 Socialization processes – family, school, peer groups, media
2.2 Age, caste, class, gender, and ethnicity intersections
2.3 Childhood in rural and urban India
2.4 Youth culture, subcultures, and identities in India

Essential Readings:

Berger, P., & Luckmann, T. (1967). *The Social Construction of Reality*. Penguin.

Bhattacharya, S. (2006). *Socialisation in the Indian Context*. Rawat.

Nambissan, G. B. (2009). Exclusion and Discrimination in Schools: Experiences of Dalit Children. *Indian Institute of Dalit Studies Working Paper*.

Benei, V. (2008). *Schooling Passions: Nation, History, and Language in Contemporary Western India*. Stanford College Press.

Lukose, R. (2009). *Liberalization's Children: Gender, Youth and Consumer Citizenship in Globalizing India*. Duke College Press.

Unit 3: Child Rights

3.1 Evolution of child rights globally and in India
3.2 Child labour, trafficking, and education rights in India
3.3 Movements for child rights (Kailash Satyarthi, NGOs, grassroots activism)
3.4 Policy debates – Right to Education Act, Juvenile Justice Act, POCSO Act

Essential Readings:

UN Convention on the Rights of the Child (1989).

Government of India (2009). *Right of Children to Free and Compulsory Education Act (RTE)*.

Balagopalan, S. (2019). *Inhabiting Childhood: Children, Labour and Schooling in Postcolonial India*. Palgrave.

Sen, A. (2005). Human Rights and Capabilities. *Journal of Human Development*, 6(2), 151–166.

Burra, N. (1997). Born to Work: Child Labour in India. Oxford College Press.

Liebel, M. (2012). *Children's Rights from Below: Cross-Cultural Perspectives*. Palgrave.

Unit 4: Youth and Contemporary Issues

4.1 Youth and education – inequality, privatization, aspirations
4.2 Youth and employment – precarity, migration, unemployment
4.3 Youth, politics and social movements in India
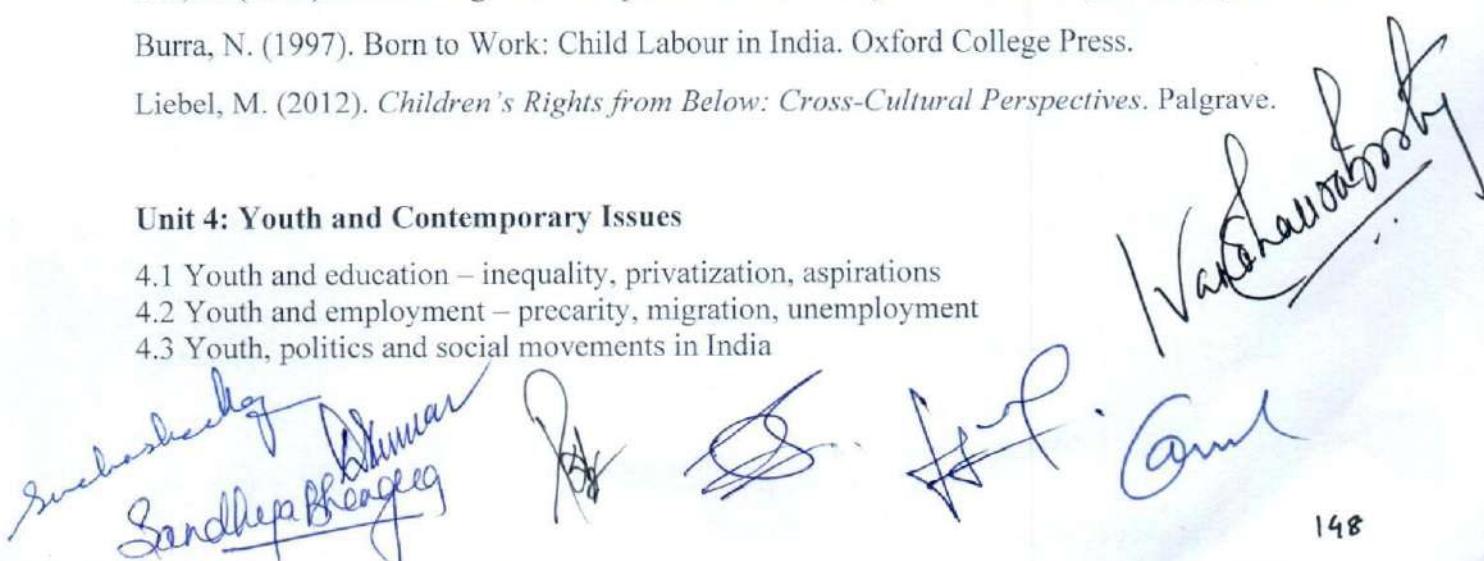
4.4 Youth and technology – social media, digital activism, surveillance
4.5 Youth and popular culture – music, cinema, consumerism

Essential Readings:

Furlong, A. (2013). *Youth Studies: An Introduction*. Routledge.

Jeffrey, C. (2010). *Timepass: Youth, Class and the Politics of Waiting in India*. Stanford College Press.

Jeffrey, C., & Dyson, J. (2008). *Telling Young Lives: Portraits of Global Youth*. Temple College Press.

Nayar, K. E. (2011). *The Sociology of Youth Culture and Youth Subcultures*. Rawat.

Bhatia, S. (2018). Decolonizing psychology: Globalization, social justice, and Indian youth identities. Oxford College Press.

Unit 5: Childhood, Youth and Social Change

5.1 Globalization and its impact on childhood and youth
5.2 Neoliberalism, consumerism, and emerging aspirations
5.3 Youth, precarity, and transnational migration
5.4 Climate change, sustainability, and youth activism
5.5 Digital cultures, identity politics, and global citizenship

Essential Readings:

- Bhadra, B. (2014). *Sociology of Childhood and Youth*. Sage.

- Furlong, A., & Cartmel, F. (2007). *Young People and Social Change*. McGraw Hill.

- Jeffrey, Graig (2010) Timepass: Youth, Class, and the Politics of Waiting in India, Stanford, Stanford College Press,Wyn, J., & Woodman, D. (2006). Generation, Youth and Social Change in Australia. *Journal of Youth Studies, 9*(5), 495–514.

- Ray, R., & Katzenstein, M. (2005). *Social Movements in India: Poverty, Power, and Politics*. Rowman & Littlefield.

- UNDP (2021). *Youth and Sustainable Development Goals*.

Additional Readings:

1. Nair, P. (2005). The Girl Child in India. National Commission for Protection of Child Rights.

2. Qvortrup, J., Corsaro, W. A., & Honig, M.-S. (Eds.). (2009). The Palgrave Handbook of Childhood Studies. Palgrave.

3. Dyson, J., & Jeffrey, C. (2019). India's Youth and Political Participation. Economic & Political Weekly, 54(4).

4. Nambissan, G. B., & Sedwal, M. (2002). Education for All in India. NIEPA.

5. Harriss-White, B., & Gooptu, N. (2018). Mapping India's Youth Labour Studies. Journal of South Asian Development, 13(1), 1–25.

6. शंकर, डी. (2014). *बाल्यावस्था का समाजशास्त्र*. राजकमल प्रकाशन.

7. कुमार, कृष्ण (2005). *शिक्षा और समाज.* ओरिएंट ब्लैकस्वान.

8. नंबिसन, गीता (2010). *स्कूलों में बहिष्कार और भेदभाव: दलित बच्चों के अनुभव.* भारतीय सामाजिक विज्ञान अनुसंधान परिषद.

9. नैयर, कीर्ति (2012). *युवा संस्कृति: भारत में युवा, राजनीति और समाज.* रावत पब्लिकेशन.

10. बाल अधिकार संरक्षण आयोग (NCPCR). (2017). *भारत में बाल अधिकार: स्थिति और चुनौतियाँ.* भारत सरकार प्रकाशन विभाग.

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1

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Shri Binod Narayan
Associate Professor,
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Ranchi College University

II. External Experts

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   Professor & Head,
   P.G. Department of Sociology,
   Magadh College, University
   Bodh Gaya, 824234

2. Dr Pramod Kumar Choudhary
   Professor
   P.G. Department of Sociology,
   Magadh College, University
   Bodh Gaya, 824234

III. Industry Expert:

3. Mr Shivam Pathak, JSLPS

2

State Mission Management Unit,
Rural Development Department
Government of Jharkhand

IV.   Meritorious Alumni

4. Mr Sanchay Ghosal
    Alumni, Department of Sociology, St Xavier's College. Ranchi
    NET Qualified
    Topper of Ranchi College PHD Entrance Examination, P.G. Department of
    Sociology, Ranchi College

V.   Internal Members

5. Ms. Ivana Chakraborty
    Assistant Professor & Head
    Department of Sociology
    St Xavier's College
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6. Mrs Sandhya Bhengra
    Assistant Professor
    Department of Sociology
    St Xavier's College
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7. Ms. Sneha Kachhap
    Assistant Professor
    Department of Sociology
    St Xavier's College
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3

COURSES OF STUDY FOR GENERIC ELECTIVE 'B. A. Hons' PROGRAMME IN "SOCIOLOGY"
2025-2026 ONWARDS

SEMESTER I   GENERIC ELECTIVE   1 Paper

Total 100 x 1 = 100 Marks

I. GENERIC ELECTIVE (GE 1)   (Credits: Theory-05, Tutorial-01)

> All Four Generic Papers (One paper to be studied in each semester) of Sociology to be studied by the Students of Other than Sociology Honours.

| Marks : 100 (ESE 3Hrs) =100 ESE = 40 | Pass Marks Th |

Instruction to Question Setter for End Semester Examination (ESE):
There will be two group of questions.
Group A is compulsory and will contain three questions. Question No.1 will be very short answer type consisting of ten questions of 1 mark each. Question No.2 & 3 will be short answer type of 5 marks.
Group B will contain descriptive type six questions of 20 marks each, out of which any four are to answer.
Note: There may be subdivisions in each question asked in Theory Examinations.

INDIAN SOCIETY AND CULTURE

Theory: 75 Lectures;   Tutorial:15 Lectures

Course Objective
The course would provide knowledge and understanding about Indian society and culture and the change it undergoes in the globalised era.

Learning Outcomes
Upon successful completion of this course, students will be able to:
> Develop a sociological perspective towards the different facets of society and an appreciation for the rich diversity within and between societies.
> Understand the various social institutions, their functioning and significance.
> Develop an understanding of contemporary challenges for the Indian society.

Course Content
1. Introducing Indian Society & Culture
   1.1 Rural & Urban Communities
1.2 Tribal Society
   2. Unity and Diversity:
   2.1. Meaning of Unity and Diversity

4

2.2. Sources of Diversity in India
2.3. Factors Contributing to the Unity of India
   3. Social Institutions
     3.1 Family
     3.2 Marriage
    4. The Caste System:
      4.1. Origin and Structure of Caste
      4.2. Meaning and Definition of Caste
      4.3. Characteristics of Caste
      4.4. Functions and Dysfunctions of Caste System
      4.5. Recent Changes in the Caste System and relevance in modern society
   5. Panchayati Raj system: Structure and Evolution
   6. Contemporary Issues in Indian Society
     6.1 Secularism
     6.2 Communalism
     6.3 Regionalism

Essential Readings:

1. Dube, S.C. (1990). *Indian Society*. National Book Trust.

2. Uberoi, Patricia (1993). *Family, Kinship and Marriage in India*. Oxford University Press.

3. Gupta, Dipankar (2000). *Interrogating Caste: Understanding Hierarchy and Difference in Indian Society*. Penguin.

4. Jodhka, Surinder S. (2012). *Caste and Politics in India*. Oxford University Press.

5. Srinivas, M.N. (1980). *India: Social Structure*. Hindustan Publishing.

6. Chatterjee, P. (1993). *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton University Press.

7. Mandelbaum, David G. (1970). *Society in India*. University of California Press.

8. Béteille, André (1992). *Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village*. University of California Press.

9. Singh, Yogendra (2009). *Modernization of Indian Tradition*. Rawat Publications.

10. शर्मा, के. एल. (2012). *भारतीय समाजशास्त्र*. रावत पब्लिकेशन्स, जयपुर।
   — Covers social institutions, caste, and cultural diversity.

11. सिंह, योगेन्द्र (2005). *भारतीय समाज में जाति और सामाजिक परिवर्तन*. रावत पब्लिकेशन्स, नई दिल्ली।

12. पांडेय, आर. एस. (2011). *भारतीय समाज और संस्कृति*. अर्श पब्लिकेशन, नई दिल्ली।

13. त्रिपाठी, के. एस. (2010). *भारतीय सामाजिक संस्थाएं*. ज्ञानोदय प्रकाशन, नई दिल्ली।

14. शुक्ला, रामेश्वर (2014). *आधुनिक भारतीय समाज और समकालीन मुद्दे*. लोकभारती प्रकाशन, वाराणसी।

15. मिश्रा, कमलेश (2011). *समाजशास्त्रीय दृष्टि से विवाह और दहेज समस्या*. भारतीय पुस्तक निकेतन, नई दिल्ली।

16. भारतीय समाज एवं संस्कृति - श्री एम.गुप्ता कुठारी, विवेक प्रकाशन
17. भारतीय सामाजिक संस्थाएं - श्री सी.के. कुमावत, आगरा No L, 5
18. भारतीय समाज - मुद्दे एवं समस्याएं - डॉ. धर्मेश (महाजन)

Total 100 x 1 = 100 Marks

II. GENERIC ELECTIVE (GE 2)   (Credits: Theory-05, Tutorial-01)

Marks : 100 (ESE 3Hrs) =100	Pass Marks Th ESE = 40

Instruction to Question Setter for End Semester Examination (ESE):

There will be two group of questions.

Group A is compulsory and will contain three questions. Question No.1 will be very short answer type consisting of ten questions of 1 mark each. Question No.2 & 3 will be short answer type of 5 marks.

Group B will contain descriptive type six questions of 20 marks each, out of which any four are to answer.

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

SOCIAL MOVEMENTS IN INDIA

Theory: 75 Lectures;   Tutorial:15 Lectures

Course Objective

1. To introduce students to the foundational concepts of social movements, including their definitions, types, and key characteristics.
2. To examine traditional social movements in India with special attention to peasant and nationalist movements, highlighting their causes, trajectories, and impacts.
3. To explore major social movements in India such as the Dalit and Women's movements, focusing on their socio-political significance and challenges.
4. To provide an in-depth understanding of significant tribal movements in Jharkhand, including the Santhal and Birsa Munda movements, emphasizing their historical and cultural context.
5. To analyze the emergence and characteristics of new social movements in India, with a focus on the Total Revolution and Environmental Movements, and their role in contemporary society.
6. To develop critical thinking skills about the role and impact of social movements in shaping social change and policy in India.

Learning Outcomes:

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

1. Define and classify social movements, identifying their main features and typologies within the Indian context.
2. Describe and critically evaluate the key traditional social movements in India, particularly peasant and nationalist movements, and their contribution to Indian society and politics.
3. Analyze the Dalit and Women's movements in India, explaining their goals, strategies, and influence on social justice and equality.
4. Explain the historical significance and socio-political dynamics of the Santhal and Birsa Munda movements in Jharkhand, and their relevance in tribal identity and rights.
5. Discuss the emergence of new social movements in India, such as the Total Revolution and Environmental Movements, assessing their objectives and impacts on contemporary issues.

6

6. Apply theoretical and empirical knowledge of social movements to understand ongoing and emerging social conflicts and transformations in India.
7. Demonstrate the ability to critically engage with academic debates and diverse perspectives regarding social movements, especially in relation to marginalized and tribal communities.

Course Content

1. Social Movement Definition, types & features
2. Traditional Social Movements in India.
   a. Peasant Movements, b. Nationalist movement
3. Social Movement in India,
   a. Dalit Movement, b. Women's Movement
4. Movement in Jharkhand
   a. Santhal Movement b. Birsa Munda Movement
5. New Social movement in India.
   a. Total Revolution b. Environmental Movement

Essential Readings

1. Shah, Ghanshyam. (1990). *Social Movements in India: A Review of Literature*. Sage Publications.

2. Tilly, Charles. (2004). *Social Movements, 1768-2004*. Paradigm Publishers.

3. Rao, Anupama. (2009). *The Caste Question: Dalits and the Politics of Modern India*. University of California Press.

4. Omvedt, Gail. (1994). *Dalit and Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*. Sage Publications.

5. Uberoi, Patricia (Ed.). (2004). *Family, Kinship and Marriage in India*. Oxford University Press. (For gender and women's movements)

6. Guha, Ramachandra. (1989). *India After Gandhi: The History of the World's Largest Democracy*. HarperCollins. (Includes nationalist movement context)

7. Banerjee, Mukulika. (2005). *The Pathan Unarmed: Opposition & Memory in the North West Frontier*. University of California Press. (For tribal movements perspective)

8. Banerjee, Sumanta. (1984). *Tribal Movements in India*. Manohar Publishers.

9. Basu, Amrita. (1999). *The Challenge of Local Feminisms: Women's Movements in Global Perspective*. Westview Press.

10. शाह, घनश्याम. (2013). *सामाजिक आंदोलन और सामाजिक परिवर्तन*. रावत पब्लिकेशन, जयपुर।

11. आहूजा, राम. (2013). *सामाजिक आन्दोलन और सामाजिक परिवर्तन*. रावत पब्लिकेशन्स, जयपुर।

12. देसाई, ए. आर. (2000). *भारत में सामाजिक आन्दोलन*. लोकप्रिय पुस्तकालय, नई दिल्ली।

13. ठाकुर, रमेश. (2010). *झारखंड का आदिवासी संघर्ष: बिरसा से संताल तक*. झारखंड बुक हाउस, रांची।

14. A.R. Desai - Social Background of Indian Nationalism

Sandhya Bhengra

7

14. सिंह, के. एस. (1994). *भारत के आदिवासी: इतिहास, संस्कृति और राजनीति.* एंथ्रोपोलॉजिकल सर्वे ऑफ़ इंडिया, नई दिल्ली।

15. ओमवेद, गेल. (1994). *दलित आंदोलन और स्त्री प्रश्न.* हिंदी माध्यम कार्यान्वयन निदेशालय, नई दिल्ली।

Total 100 x 1 = 100 Marks

III. GENERIC ELECTIVE (GE 3)   (Credits: Theory-05, Tutorial-01)

Marks : 100 (ESE 3Hrs) =100	Pass Marks Th ESE = 40

Instruction to Question Setter for End Semester Examination (ESE):
There will be two group of questions. Group A is compulsory and will contain three questions. Question No.1 will be very
short answer type consisting of ten questions of 1 mark each. Question No.2 & 3 will be short answer type of 5 marks.
Group B will contain descriptive type six questions of 20 marks each, out of which any four are to answer.
Note: There may be subdivisions in each question asked in Theory Examinations.

SOCIOLOGY OF RELIGION

Theory: 75 Lectures;   Tutorial:15
Lectures

Course Objectives
1. To introduce students to fundamental concepts and elements of religion and magic.
2. To explore the differences and types of magic within religious frameworks.
3. To familiarize students with classical theories on the origin of religion, focusing on contributions by E.B. Tylor and James Frazer.
4. To examine the sociological perspectives on religion, with special emphasis on Emile Durkheim's analysis.
5. To analyze Max Weber's theory of Protestant Ethics and its relation to the spirit of capitalism.
6. To explain the concept of secularism, its characteristics, and its role in modern societies.
7. To provide an overview of major religions in India—Hinduism, Christianity, and Islam—and their socio-cultural impact.

Learning Outcomes
By the end of this course, students will be able to:
1. Define and explain the key concepts and elements related to religion and magic.
2. Differentiate between religion and magic, and classify various types of magic.
3. Describe the classical theories on the origin of religion proposed by E.B. Tylor and James Frazer.
4. Critically assess Emile Durkheim's sociological interpretation of religion and its social functions.
5. Understand and articulate Max Weber's argument on Protestant ethics and its influence on capitalism.

6. Explain the principles of secularism and discuss its significance and challenges in contemporary society.
7. Identify and describe the major religions of India and analyze their impact on social structure and culture.

Course Content

1. Religion :- Concepts and Element
2. Religion and Magic :- Difference, Types of Magic
3. Origin and theories of Religion :- E.B. Tylor, James Frazer
4. Sociology of Religion:- Emile Durkheim
5. Max Weber- Protestant ethics and spirit of Capitalism
6. Secularism :- Meaning, Characteristics
7. Major religions of India :- Hinduism, Christianity, Islam and its impact on society

Essential readings

1. Durkheim, Émile. *The Elementary Forms of Religious Life*. Free Press, 1995.
2. Weber, Max. *The Protestant Ethic and the Spirit of Capitalism*. Routledge, 2001.
3. Tylor, E. B. *Primitive Culture*. Harper & Brothers, 1871.
4. Frazer, James George. *The Golden Bough: A Study in Magic and Religion*. Macmillan, 1922.
5. Smart, Ninian. *Worldviews: Crosscultural Explorations of Human Beliefs*. Prentice Hall, 2000.
6. Madan, T.N. *Religion in India*. Oxford University Press, 1991.
7. Casanova, José. *Public Religions in the Modern World*. University of Chicago Press, 1994.
8. Berger, Peter L. *The Sacred Canopy: Elements of a Sociological Theory of Religion*. Anchor Books, 1967.
9. Smith, Wilfred Cantwell. *The Meaning and End of Religion*. Fortress Press, 1962.
10. सिंह, योगेन्द्र. *धर्म का समाजशास्त्र*. रावत प्रकाशन, 2012.
11. ओझा, अनीता. *आदिवासी धर्म और जादू-टोना: एक नृवंशविज्ञान अध्ययन*. झारखंड पुस्तकालय, 2017.
12. वर्मा, आर. एस. *धर्म का समाजशास्त्र*. साहित्य भवन, 2013.
13. त्रिपाठी, विद्यानिवास. *भारतीय समाज और इंडोलॉजी*. साहित्य भवन, इलाहाबाद, 2010.
14. शुक्ल, रामजी. *सांस्कृतिक मानवशास्त्र का परिचय*. लोकभारती प्रकाशन, इलाहाबाद, 2010.
15. शर्मा, विजय कुमार. *भारतीय समाज का इंडोलॉजिकल अध्ययन*. भारतीय विद्या प्रकाशन, नई दिल्ली, 2016.

Total 100 x 1 = 100 Marks

IV. GENERIC ELECTIVE (GE 4)   (Credits: Theory-05, Tutorial-01)

Marks : 100 (ESE 3Hrs) =100 Pass Marks Th ESE = 40

Instruction to Question Setter for End Semester Examination (ESE):
There will be two group of questions. Group A is compulsory and will contain three
questions. Question No.1 will be very short answer type consisting of ten questions of 1
mark each. Question No.2 & 3 will be short answer type of 5 marks.
Group B will contain descriptive type six questions of 20 marks each, out of which any
four are to answer.
Note: There may be subdivisions in each question asked in Theory Examinations.

INDIAN SOCIOLOGICAL THEORIES

Theory: 75 Lectures;   Tutorial:15
Lectures

Course Objectives

1. To introduce students to major sociological perspectives on Indian society, focusing on Indological, Marxist, and Gandhian viewpoints.
2. To critically examine the contributions of prominent Indian sociologists like G.S. Ghurye, D.P. Mukherjee, A.R. Desai, and M.N. Srinivas in understanding social structures and social change.
3. To explore Gandhian philosophy, particularly concepts of non-violence and Satyagraha, and their social and political significance.
4. To analyze the sociological study of Indian tribes through the works of Verrier Elwin, emphasizing their cultural and social uniqueness.
5. To understand gender and kinship systems in India with reference to the contributions of Iravati Karve.
6. To encourage comparative thinking across different sociological perspectives for a holistic understanding of Indian society and social processes.

Learning Outcomes

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

1. Explain the Indological perspective on Indian society, particularly the contributions of G.S. Ghurye regarding caste, religion, and social structure.
2. Critically assess the Marxist analysis of Indian society through the works of D.P. Mukherjee and A.R. Desai, with a focus on class conflict and social inequality.

11

3. Describe Gandhian philosophy including the principles of non-violence and Satyagraha, and discuss their impact on social and political movements in India.
4. Analyze the concept of social change in India using M.N. Srinivas's theories, including Sanskritization and Westernization.
5. Identify key characteristics of tribal societies in India as studied by Verrier Elwin, and understand the challenges faced by tribal communities.
6. Explain the structures of gender and kinship in Indian society based on Iravati Karve's research, highlighting the social roles and relationships.
7. Compare and contrast various sociological perspectives to understand the diversity and complexity of Indian society.
8. Apply sociological theories to contemporary social issues in India, especially related to caste, tribe, gender, and social movements.

Course Content

1. Indological Perspective- G.S. Ghurye
2. Marxist Perspective: - D.P Mukherjee, A.R. Desai
3. Mahatma Gandhi: - Non-Violence, Satyagraha
4. M.N Srinivas- Social Change
5. Verrier Elwin- Tribes in India
4. Iravati Karvey- Gender & Kinship

Essential Readings

1. Ghurye, G. S. (1963). *Caste and Race in India*. Popular Prakashan.
2. Ghurye, G. S. (1957). *Social Stratification in India*. Popular Prakashan.
3. Mukherjee, D. P. (1966). *The Dynamics of a Rural Society: Bengal, 1905–1947*. University of Calcutta Press.
4. Desai, A. R. (1979). *Social Background of Indian Nationalism*. Popular Prakashan.
5. Srinivas, M. N. (1966). *Social Change in Modern India*. University of California Press.
6. Elwin, V. (1947). *The Tribal World of Verrier Elwin*. Oxford University Press.
7. Karve, I. (1965). *Kinship Organization in India*. Asia Publishing House.
8. Brown, J. M. (1994). *Gandhi's Rise to Power: Indian Politics 1915-1922*. Cambridge University Press.
9. Chatterjee, P. (1993). *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton University Press.
10. गुप्ता, रमेश. (2015). *भारतीय समाजशास्त्र का इतिहास*. नई दिल्ली: प्रकाशन विभाग।
11. मिश्रा, रमेशचंद्र. (2014). *भारतीय समाज और सामाजिक परिवर्तन*. दिल्ली: ज्ञानोदय प्रकाशन।
12. चौधरी, शरण कुमार. (2012). *भारतीय समाजशास्त्र: परिप्रेक्ष्य और विचार*. वाराणसी: ज्ञानभारती।
13. पांडेय, एस. पी. (2010). *भारतीय आदिवासी: इतिहास और संस्कृति*. इलाहाबाद: लोकभारती।
14. त्रिपाठी, के. एस. (2011). *भारतीय जाति व्यवस्था: संरचना और विकास*. दिल्ली: आशा प्रकाशन।
15. शर्मा, रामेश्वर. (2016). *भारतीय परिवार और लिंग संबंध*. नई दिल्ली: रावत पब्लिकेशन्स।

12

-FORMAT OF QUESTION PAPER FOR MID/ END SEMESTER EXAMINATIONS

Question format for 100 Marks:

Subject/ Code
F.M. =100   **Time = 3 Hrs.**

Exam Year

General Instructions:

   i.   **Group A** carries very short answer-type compulsory questions.
   ii.   **Answer 4 out of 6** subjective/ descriptive questions given in **Group B**.
   iii. Answer in your own words as far as practicable.
   iv. Answer all subparts of a question in one place.
   v.   Numbers in the right indicate full marks for the question.

Group A
  1.   [5x1=5]
      i.   ....
      ii. ....
      iii. ....
      iv. ....
      v.   ....
  2. ....   [5]
  3. ....   [5]

Group B
  4. ....   [20]
  5. ....   [20]
  6. ....   [20]
  7. ....   [20]
  8. ....   [20]
  9. ....   [20]

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

13

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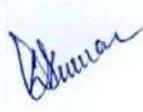
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