

**Syllabus for four Year  
B.A. (Program) for Sociology**

**Under Choice Based Credit System (CBCS)  
with Learning Outcome based Curriculum  
Framework (LOCF)**

**Manipur University**

**2022-23**



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Course Structure for B.A (Programme) Sociology framed under Ordinance for Undergraduate Programme in Science, Arts and Commerce, 2021.

There are total eighteen Sociology Core Courses that students are required to take across eight semesters. All the Core Courses are compulsory. In addition to core courses in Sociology, a student of BA Programme Sociology will choose four Discipline Specific Elective (DSE) Courses, Six Generic Elective Courses (GEC) and eight value addition courses.

The Discipline Specific Elective (DSE) Courses are offered in the last four semesters of the 4<sup>th</sup> Year undergraduate programme namely the fifth, sixth, seventh and eight Semesters. One such course will be selected by a student for each of these semesters from a set of courses specified (Group I and II in the attached table) Further the DSE courses for fifth and seventh semester should be selected from the list of courses in Group I and for the sixth and eight semester from the list in group II. It is recommended that each colleges should include at least three Discipline Specific Elective (DSE) Courses in each of the group list to allow the students some minimal element of choice.

The Generic elective courses which are meant for students of other departments are being offered from 3<sup>rd</sup> semester through 8<sup>th</sup> semester (enclosed separate table). The students are required to take six GE courses during the whole programme, one per semester running through 3<sup>rd</sup> semester to 8<sup>th</sup> semester.

There are two compulsory papers for every student in first and second Semester. AECC-01 (English/MIL) and AECC-02 (EVS) respectively

**Mark distribution and Evaluation**

Total marks for each course shall be based on Internal assessment (25%) and semester end examination (75%). The internal assessment of 25 % shall be distributed as under

- (i) Test/ Assignment/Seminar/Field work/Project work/ Case Study : 20 %
- (ii) Attendance 5%

**Note** – Each Unit of the Courses carries 15 mark.

## Course Structure for 4 Year UG Programmes

| Semester                                                                                                            | Core<br>(Credit) | DSE<br>(Credit) | GEC<br>(Credit) | AECC<br>(Credit)          | SEC<br>(Credit) | VAC<br>(Credit) | Semester<br>Credit |
|---------------------------------------------------------------------------------------------------------------------|------------------|-----------------|-----------------|---------------------------|-----------------|-----------------|--------------------|
| I                                                                                                                   | Core – 1<br>(6)  | -               | -               | AECC-1 (4)<br>English/MIL | SEC-1<br>(4)    | VAC-1<br>(2)    | 24                 |
|                                                                                                                     | Core – 2<br>(6)  |                 |                 | AECC-2 (4)<br>EVS         |                 | VAC-2<br>(2)    |                    |
| II                                                                                                                  | Core – 3<br>(6)  |                 |                 |                           | SEC-2<br>(4)    | VAC-3<br>(2)    | 24                 |
|                                                                                                                     | Core – 4<br>(6)  |                 |                 |                           |                 | VAC-4<br>(2)    |                    |
| Exit option with Bachelor’s Certificate in a Discipline on completion of courses equal to a minimum of 46 Credits.  |                  |                 |                 |                           |                 |                 |                    |
| III                                                                                                                 | Core – 5<br>(6)  |                 | GEC- 1<br>(6)   |                           |                 | VAC-5<br>(2)    | 26                 |
|                                                                                                                     | Core – 6<br>(6)  |                 |                 |                           |                 |                 |                    |
|                                                                                                                     | Core – 7<br>(6)  |                 |                 |                           |                 |                 |                    |
| IV                                                                                                                  | Core – 8<br>(6)  |                 | GEC- 2<br>(6)   |                           |                 | VAC-6<br>(2)    | 26                 |
|                                                                                                                     | Core – 9<br>(6)  |                 |                 |                           |                 |                 |                    |
|                                                                                                                     | Core – 10<br>(6) |                 |                 |                           |                 |                 |                    |
| Exit option with Bachelor’s Diploma in a Discipline on completion of courses equal to a minimum of 96 Credits.      |                  |                 |                 |                           |                 |                 |                    |
| V                                                                                                                   | Core – 11<br>(6) | DSE- 1<br>(6)   | GEC- 3<br>(6)   |                           |                 | VAC-7<br>(2)    | 26                 |
|                                                                                                                     | Core – 12<br>(6) |                 |                 |                           |                 |                 |                    |
| VI                                                                                                                  | Core – 13<br>(6) | DSE- 2<br>(6)   | GEC- 4<br>(6)   |                           |                 | VAC-8<br>(2)    | 26                 |
|                                                                                                                     | Core – 14<br>(6) |                 |                 |                           |                 |                 |                    |
| Exit option with Bachelor’s Degree in a Discipline on completion of courses equal to a minimum of 140 Credits.      |                  |                 |                 |                           |                 |                 |                    |
| VII                                                                                                                 | Core – 15<br>(6) | DSE- 3<br>(6)   | GEC- 5<br>(6)   |                           |                 |                 |                    |
|                                                                                                                     | Core – 16<br>(6) |                 |                 |                           |                 |                 |                    |
| VIII                                                                                                                | Core – 17<br>(6) | DSE- 4<br>(6)   | GEC- 6<br>(6)   |                           |                 |                 |                    |
|                                                                                                                     | Core – 18<br>(6) |                 |                 |                           |                 |                 |                    |
| Award of Bachelor’s Degree with Honours in a Discipline on completion of courses equal to a minimum of 182 Credits. |                  |                 |                 |                           |                 |                 |                    |

## Course Structure for BA (Program) Sociology under CBCS with LOCF

|          |              | Name of the Programme                                | Mark distribution |     | Total Mark | Credit |
|----------|--------------|------------------------------------------------------|-------------------|-----|------------|--------|
| Semester | Subject Code | Core Courses                                         | IAM               | ESM |            |        |
| I        | BSOCC-101    | Introduction to Sociology                            | 25                | 75  | 100        | 6      |
|          | BSOCC-102    | Sociology of India                                   | 25                | 75  | 100        | 6      |
|          | BSOCA-103    | English/MIL                                          | 25                | 75  | 100        | 4      |
|          | BSOCS-104    | Techniques of Social Research                        | 25                | 75  | 100        | 4      |
|          | BSOCV-105    | NSS                                                  | 25                | 75  | 100        | 2      |
|          | BSOCV-106    | Health and Medicine                                  | 25                | 75  | 100        | 2      |
| II       | BSOCC-201    | Sociological Thinkers - I                            | 25                | 75  | 100        | 6      |
|          | BSOCC-202    | Indian Sociological Tradition                        | 25                | 75  | 100        | 6      |
|          | BSOCA-203    | EVS                                                  | 25                | 75  | 100        | 4      |
|          | BSOCS-204    | Gender Sensitization                                 | 25                | 75  | 100        | 4      |
|          | BSOCV-205    | Fundamental Yoga                                     | 25                | 75  | 100        | 2      |
|          | BSOCV-206    | Sport and Society                                    | 25                | 75  | 100        | 2      |
| III      | BSOCC-301    | Introduction to Sociological Research                | 25                | 75  | 100        | 6      |
|          | BSOCC-302    | Political Sociology                                  | 25                | 75  | 100        | 6      |
|          | BSOCC-303    | Social Demography                                    | 25                | 75  | 100        | 6      |
|          | BSOCC-304    | Indian Society : Images and Realities                | 25                | 75  | 100        | 6      |
|          | BSOCV-305    | Gardening and Floriculture                           | 25                | 75  | 100        | 2      |
| IV       | BSOCC-401    | Sociological Theory                                  | 25                | 75  | 100        | 6      |
|          | BSOCC-402    | Sociology of Marginal Group                          | 25                | 75  | 100        | 6      |
|          | BSOCC-403    | Social Change and Development                        | 25                | 75  | 100        | 6      |
|          | BSOCC-404    | Economic Sociology                                   | 25                | 75  | 100        | 6      |
|          | BSOCV-405    | Fundamental Entrepreneurship                         | 25                | 75  | 100        | 2      |
| V        | BSOCC-501    | Sociology of Gender                                  | 25                | 75  | 100        | 6      |
|          | BSOCC-502    | Social Stratification                                | 25                | 75  | 100        | 6      |
|          | BSOCC-503    | Urban Society in India                               | 25                | 75  | 100        | 6      |
|          | BSOCC-504    | Rethinking Development                               | 25                | 75  | 100        | 6      |
|          | BSOCV-505    | Communication Skill                                  | 25                | 75  | 100        | 2      |
| VI       | BSOCC-601    | Social Problems in India                             | 25                | 75  | 100        | 6      |
|          | BSOCC-602    | Family, Marriage and Kinship                         | 25                | 75  | 100        | 6      |
|          | BSOCC-603    | Agrarian Sociology                                   | 25                | 75  | 100        | 6      |
|          | BSOCC-604    | Gender and Violence                                  | 25                | 75  | 100        | 6      |
|          | BSOCV-605    | Academic Research and Report Writing                 | 25                | 75  | 100        | 2      |
| VII      | BSOCC-701    | Contemporary Sociological Theories                   | 25                | 75  | 100        | 6      |
|          | BSOCC-702    | Sociological Research Methods                        | 25                | 75  | 100        | 6      |
|          | BSOCC-703    | Environmental Sociology                              | 25                | 75  | 100        | 6      |
|          | BSOCC-704    | Sociology of Education                               | 25                | 75  | 100        | 6      |
| VIII     | BSOCC-801    | Sociological Thinkers - II                           | 25                | 75  | 100        | 6      |
|          | BSOCC-802    | Sociology of Religion                                | 25                | 75  | 100        | 6      |
|          | BSOCC-803    | Sociology of Work                                    | 25                | 75  | 100        | 6      |
|          | BSOCC-804    | Sociology of Social Movements                        | 25                | 75  | 100        | 6      |
|          |              | <b>Dissertation/ Research in 4<sup>th</sup> Year</b> |                   |     |            |        |



**Note -**

| <b>Code</b> | <b>Full form</b>                      |
|-------------|---------------------------------------|
| <b>B</b>    | Bachelor's Degree                     |
| <b>SOC</b>  | Sociology                             |
| <b>C</b>    | Core Course                           |
| <b>G</b>    | Generic Elective Course               |
| <b>D</b>    | Discipline Specific Course            |
| <b>A</b>    | Ability Enhancement Compulsory Course |
| <b>S</b>    | Skill Enhancement Course              |
| <b>V</b>    | Value Addition Course                 |

**BA 1<sup>st</sup> Semester**  
**Core Course – BSOCC-101**  
**Introduction to Sociology**

**Course Objectives:**

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

**Course Learning Outcomes**

1. This paper will introduce students to new concepts of Sociology discipline. These concepts will enhance the conceptual learning and understanding of the basic concepts used in Sociology.
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 students learn to apply the sociological perspective in understanding how society shapes our individual lives. It also provides a foundation for the other more detailed and specialized courses in sociology.
4. The course is designed to incorporate all the key concepts of sociology which would enable the learner to develop keen insights to distinguish between the commonsense knowledge and Sociological knowledge

**Outline:**

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

**Recommended books-**

1. Sociology, Primary Principles of Sociology : C.N Shankar Rao, S. Chand Publication, New Delhi
2. Society : An Introductory Analysis: MaCiver and Page, Surjeet Publication, Delhi
3. Sociology : Perception and Conception : Rajendra Kshetri, Mittal Publication, New Delhi
4. Bottomore, T.B 1972, Sociology: A Guide to Problems and Literature, Bombay : George Allen and Unwin.
5. Johnson, Harry, M 1995, Sociology: A Systematic Introduction , New Delhi, Allied Publication.

**BA 1<sup>st</sup> Semester**  
**Core Course –BSOCC-102**  
**Sociology of India**

**Course Objectives –**

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

**Course Learning Outcomes:**

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

**Outline:**

1. Basic Institutions of Indian Society I -  
Family Kinship, Marriage- Hindu, Muslim, Christian, Changing Dimensions.
2. Basic Institutions of Indian Society II –  
Religion - Hindu, Muslim, Christian, Caste, Class, Changing Dimensions.
3. Social Problems in India I –  
Poverty, Dowry, Bonded labour, Illiteracy.
4. Social Problems in India II –  
Child abuse, Youth unrest, Drug abuse and Corruption
5. Convergence and Integration –  
The sharing material traits, cultural space, Language and Regional ethos, the evolution of composite cultural legacy, Change and Transformation in Indian Society, Nation building and National Identity.

**Recommended books :**

1. Indian Social system: Ram Ahuja; Rawat Publication, New Delhi.
2. Sociology of Indian Society: CN Shankar Rao, S. Chand Publication, New Delhi
3. Dube, S.C 1990, Sociology in India, New Delhi: National Book Trust.
4. K.M Kapadia - Marriage and Family in India:, Calcutta
5. Hindu Society: An Interpretation. Iravati Karve, Poona; Deccan College.
6. M.N Srinivas 1980. India: Social Structure: New Delhi: Hindustan Publishing House.

**BA 1<sup>st</sup> Semester**  
**Ability Enhancement Course –BSOCA-103**

**General English**

**Course Objectives –**

This paper is introduced to impart basic knowledge of grammar and short stories of Manipur.

**Course Learning Outcomes:**

1. To learn varied aspects of grammar which will be useful for the students in writing and speaking.
2. To appreciate the significance of short stories of North Eastern states.
3. To develop critical thinking and a reflective perspective through exposure to literature, help the students to gain better understanding of their own society.

**Outline:**

**Unit I : Grammar**

Voice : Active/Passive; Speech: Direct and Indirect; Time, Tense and Aspect; Phrasal Verbs; Auxiliary verbs; Use of Shall, Will, for, Since; Idioms and Phrases; Common Errors; Prepositions; Synonyms; Syntax.

**Unit II : Unseen part:**

- (i) Essay: General and Current Topics
- (ii) Precise Writing
- (iii) Comprehension
- (iv) Paragraph Writing
- (v) Report Writing

**Unit III : Short Stories**

- (i) Y. Ibomcha Singh: Water
- (ii) Temsula Ao : Three Women
- (iii) N. Kunjamohan Singh: The Taste of a Hilsa
- (iv) M.K Binodini: A String of Beads

**Recommended books-**

1. Contemporary Indian Short Stories, Series IV, New Delhi: Sahitya Akademi
2. Temsula Ao. Laburnum for My Head. 2009. Penguin India
3. The Taste of a Hilsa and Other Stories, New Delhi-Sahitya Akademi.
4. Ch. Jamini Devi, Malem 2007, Leikol

**BA 1<sup>st</sup> Semester**  
**Skill Enhancement Course–BSOCS-104**  
**Techniques of Social Research**

**Course Objectives:**

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

**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.

**Outline:**

1. Research Design:  
Concepts & Hypotheses, Measurement, Reliability & Validity, Quantitative & Qualitative: Surveys & Ethnographies, Sampling Frameworks
2. Data Collection:  
Primary Sources, Secondary Sources,
3. Data Analysis, Content Analysis, Narrative Analysis, Statistical Analysis: frequency distribution, cross tabulation, measures of central tendency, measures of dispersion, correlation
4. Use of data analysing tools/software
5. Framing a Research Question

**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.

**1. Data Collection****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.

**2. Data Analysis**

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

**Suggested Assignments/Exercise:**

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

**3. Framing a Research Question**

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

**Recommended books :**

1. Lofland J. and Lofland L. 1984, *Analysing Social Settings : A Guide to Qualitative Observation and Experiment*, California: Wadsworth
2. Morgan, David L. 1996, *Focus Groups*, *Annual Review of Sociology*.
3. Bryman, A. 2008, *Social Research Methods*, Oxford: Oxford University Press.
4. Amir B. Marvasti, 2004, *Qualitative Research in Sociology*, London: Sage.



**BA 1<sup>st</sup> Semester**  
**Value Addition Course – BSOCV-105**  
**NATIONAL SERVICE SCHEME (N.S.S.)**

**Course Objectives-**

1. Understand the community in which they work and their relation
2. Identify the needs and problems of the community and involve them in problem- solving
3. Develop capacity to meet emergencies and natural disasters
4. Practice national integration and social harmony and
5. Utilize their knowledge in finding practical solutions to individual and community problems.

**Course Learning Outcomes:**

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

1. Orientation: history, objectives, principles, symbol, badge, NSS programmes and activities
2. Understanding youth and Community mobilization
3. Social harmony and national integration
4. Citizenship, constitution and human rights

**Outline-**

**Unit-I: National Service Scheme -**

- (a) History and its Objectives
- (b) Organizational structure of N.S.S. at National, State, University and College Levels
- (c) Advisory committee and their functions with special reference to college principal, Programme officer, N.S.S. group leader and N.S.S. volunteers in the implementation.

**Unit-II: National Integration**

- (a) Need of National integration
- (b) Various obstacles in the way of National Integration; such as caste, religion, language and provisional problems etc.

**Unit-III: Special Programme**

- (a) Legal awareness
- (b) Health awareness
- (c) First-aid
- (d) Career guidance
- (e) Leadership training - cum - Cultural Programme
- (f) Globalization and its Economic Social Political and Cultural impacts.

**Unit-IV: Special Camping programme**

- (a) Nature and its objectives
- (b) Selection of camp site and physical arrangement
- (c) Organization of N.S.S. camp through various committees and discipline in the camp.
- (d) Activities to be undertaken during the N.S.S. camp.

- (e) Use of the mass media in the N.S.S. activities.

**Unit-V: N.S.S. Regular Activities**

- (a) Traffic regulation
- (b) Working with Police Commissioner's Office
- (c) Working with Corporation of Chennai
- (d) Working with Health Department
- (e) Blind assistance
- (f) Garments collection
- (g) Non-formal education
- (h) Environmental Education, Awareness and Training (EEAT)
- (i) Blood donation

**Recommended books:**

1. National Service Scheme Manual, Government of India.
2. Training Programme on National Programme scheme, TISS.
3. Orientation Courses for N.S.S. Programme officers, TISS.
4. Case material as Training Aid for field workers, *Gurmeet Hans*.
5. Social service opportunities in Hospitals, *Kapil K.Krishan*, TISS.
6. Social Problems in India, *Ram Ahuja*.

**BA 1<sup>st</sup> Semester**  
**Value Addition Course – BSOCV-106**  
**Health and Medicine**

**Course Objectives-**

(i) To introduce students concept of health and to impress upon them health is primarily a social science subject than of medical science (ii) To make them understand health is one of the basic rights of every citizen (iii) To bring home interrelationship between society and health (iv) To understand problems of health in India in its four dimensions and (v) To understand relationship between political economy and health at national and international level.

**Course Learning Outcomes:**

1. To be able to use the key concepts developed in biomedical practices of health and illness
2. To understand the social background of health and diseases.
3. To analyse the everyday experiences of health and illness as produced through social, economic, political and cultural forces
4. To gain insights on issues of public health in India and arrive at independent analysis

**Outline-**

- Unit I -** Health as Social System- Concept of health and illness, Social Components of Health- portable water, Waste management, Housing, Nutrition, Occupational hazards.
- Unit II-** Health care as a Social Institution - Community Health- The concept, Community health problems in India. Primary health Centres : Their organisation and functioning. Implementation and Utilisation of Health Programmes in Rural and Urban Communities.
- Unit III -** Myths and Realities of Health Issues in India, Attitude, belief and values associated with disease. Health system in India- Ayurvedic and Allopathic
- Unit IV -** Hospital as social organization - Interpersonal relationship in hospital system, Changing doctor patient relationship, Medical social service in hospitals.
- Unit V-** State & Health Awareness - The state & Health – Health as fundamental Right Health policy of Govt. of India, Financing of health care, Health insurance, Issues of Customer Protection & the Governance.

**Recommended books –**

1. R.M Cole : Sociology of Medicine
2. P.C Dutta, Rural Health & Medical Care in India
3. Freeman et al, Hand book of Medical Sociology
4. R. Scott & E.H Volkart (ed) Medical Care- Readings in Sociology of Medicine      Institution.
5. R. Venkatarathnan – Medical Sociology in an Indian Setting
6. William Cikerman – Medical Sociology.
7. Nayar, K.R. 1998. Ecology and health: A system approach. New Delhi: APH Publishing Corporation

**BA 2<sup>nd</sup> Semester**  
**Core Course – BSOCC-201**  
**Sociological Thinkers-I**

**Course Objectives:**

The course introduces the students to the classics in the making of the discipline of sociology through selected texts by the major thinkers.

**Course Learning Outcomes-**

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

**Outline:**

1. AUGUSTE COMTE: Law of three stages, Social Statics & Social Dynamics, Cybernetic Hierarchy of Sciences. Positivism.
2. HERBERT SPENCER: Biological Analogy, Evolutionism, Social types. Simple and Compound, Militant and industrial, Non-Intervention and Survival of the Fittest.
3. KARL MARX: Infrastructure and Superstructure, Historical Materialism, Class Conflict, Alienation.
4. EMILE DURKHEIM: Social Fact, Division of labour, Elementary Forms of Religious Life. Suicide.
5. MAX WEBER: Social Action, Ideal Types, Protestant Ethic and the Spirit of Capitalism, Power and Authority.

**Recommended books:**

1. Abraham, F and JH Morgan 1985. Sociological Thought. Madras: MacMillan India Limited.
2. Abrahamson, Mark 2011. Classical Theory and Modern Studies, New Delhi: PHI
3. Aron, Raymond. 1967 (1967 reprint). Main current in Sociological Thought (2 Volumes), Harmondsworth, Middlesex: Penguin Books.
4. Coser, Lewis A. 1979. Masters of Sociological Thought. New York: Harcourt Brace Jovanovich. (Indian Reprint by Rawat Publications, New Delhi).
5. Fletcher, Ronald. 1994. The Making of Sociology (2 volumes). Jaipur: Rawat Publications.

**BA 2<sup>nd</sup> Semester**  
**Core Course - BSOCC-202**  
**Indian Sociological Tradition**

**Course Objectives:**

Traditions in Indian sociology can be traced with the formal teaching of sociology as a subject in Bombay university way back in 1914. While the existence of a Sociology in India and Sociology of India have been largely debated in terms of whether it has been influenced by western philosophy, is there a need of indigenization etc., sociologists in India have primarily been engaged with issues of tradition and modernity, caste, tribe and gender. This paper primarily provides perspectives of key Indian sociologists on some of these issues.

**Course Learning Outcomes-**

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

**Outline:**

1. Development of Sociological Thought in India:  
Influence of Ancient and Medieval Philosophy on social thought in India;  
Western influence on Sociological development in India; Pre-Independence, Post-Independence, and Contemporary social thought in India.
2. Important contributions of Indian social thought: Swami Vivekananda, M.K. Gandhi, Sri Aurobindo Ghose, B.R. Ambedkar.
3. Indological Perspective: Radhakamal Mukherjee, G.S. Ghurye, Louis Dumont.
4. Structural- Functional Perspective: M.N. Srinivas, S.C. Dube, McKim Marriott.
5. Marxist Perspective: D .P. Mukherji, A.R. Desai, Ramkrishna Mukherjee.

**Recommended books:**

1. Nagla, B.K. 2008, Indian Sociological Thought. New Delhi: Rawat Publications.
2. Sharma, R.N. and R.K. Sharma. 1984. Indian Social Thought. Bombay: Media Promoters and Publishers, Pvt Ltd
3. Desai, A.R. 1966. Social Background of Indian Nationalism. Bombay: Popular Prakashan.
4. Dhanagare, D.N. 1993. Themes and Perspectives in Indian Sociology, Jaipur:

- Rawat Publications.
5. Mukherjee, Ramkrishna. 1979. Sociology of Indian Sociology. Bombay : Allied.
  6. Singh, Yogendra. 1986. Indian Sociology: Social Conditioning and Emerging Trends, New Delhi: Vistaar.
  7. Singh, Yogendra. 1988. Modernisation of Indian Tradition. Jaipur: Rawat Publications.

**BA 2<sup>nd</sup> Semester**  
**Ability Enhancement Course - BSOCA-203**  
**Environmental Studies**

**Course Objectives:**

1. The core module syllabus for Environmental Studies, which aims at imparting knowledge and attitude towards environment to the undergraduate students. The aim is to convey the fact that since environmental issues in contemporary times have come to assume utmost significance representing a complex interplay of several factors that are material, ideal and social in character.

**Course Learning Outcomes:**

1. An understanding of natural resources and associated problems. The dynamic role of individual to conserve the natural resources.
2. A grasp of fundamental principles and core theoretical debates of the discipline and understanding of echo system.
3. An ability to contribute and endeavors for conservation of natural resources, to assess causes, effects and possible solutions of environmental issues and problems.
4. To be alive to the questions of ecology and inequity and sensitive to the questions of environmental justice and ethics.

**Outline:**

**Unit I : Introduction and natural Resources**

- Introduction- Multidisciplinary nature of environmental studies
- Man and Earth Resources

**Natural Resources-**

- Natural Resources and associated problems
  - (a) Forest Resources : use and over-exploitation, deforestation, case studies, Timber extraction, mining, dams and their effects on forest and tribal people.
  - (b) Water Resources : Use and over-utilization of surface and ground water, Floods, drought, conflicts over water, dams-benefits and problems.
  - (c) Mineral Resources : Use and over exploitation, environmental effects of extracting and using mineral resources, case studies.
  - (d) Food Resources : World food problems, changes caused by agriculture and over grazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
  - (e) Energy Resources : Growing energy needs. Renewable and renewable energy sources, Use of alternate energy sources, Case Studies.
  - (f) Land Resources : Land a resource, land degradation, man induced land slides,



soil erosion and desertification.

- Role of an individual in conservation of natural resources.

## **Unit II- Ecosystems-**

- Concept of ecosystem
- Structure and function of an ecosystem
- Producers, consumers and decomposers
- Energy flow in the ecosystem: Water cycle, carbon cycle, oxygen cycle, nitrogen cycle, energy cycle and integration of cycles in nature.
- Ecological succession
- Food chains, food webs and ecological pyramids
- Characteristic features, structure and function of
  - (a) Forest ecosystem
  - (b) Grassland ecosystem
  - (c) Desert ecosystem
  - (d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

## **Unit III : Biodiversity**

- Introduction
  - (a) Definition
  - (b) Genetics, Species and Ecosystem diversities
- Bio-Geographical classification of India
- Value of biodiversity, consumptive, productive, social, ethical, aesthetic and option values
- Biodiversity at global, national and local levels
- India as a mega-diversity nation
- Hot-spot of biodiversity
- Threat to biodiversity
  - (a) Habitat loss
  - (b) Poaching of wild life, man-wild life, conflicts
- Endangered and endemic species of India
  - (a) Common plants and animal species
- Conservation of Bio-diversity:
  - (a) In-situ and Ex-situ conservation of biodiversity.

#### **Unit – IV: Environmental Pollution**

- Definition
- Cause, effects and control measures of;
  - (a) Air pollution
  - (b) Water pollution
  - (c) Soil pollution
  - (d) Marine pollution
  - (e) Noise pollution
  - (f) Thermal pollution
  - (g) Nuclear hazard
- Solid waste management causes effect and control measures of urban and industrial wastes.
- Role of an individual in preservation of pollution
- Pollution Case studies
- Disaster management floods, earthquake, cyclone and landslides

#### **Unit V: Social issues and the Environment**

- From sustainable to unsustainable development
- Urban problems related to energy
- Water conservation rain water harvesting, watershed management

#### **Recommended books:**

1. Agrawal, K C 2001, Environmental Biology, Nidi Publ, ltd, Bhaner.
2. Anjaneyalu Y 2004, Introduction to Environmental Science, BS Publications, Hydrabas, A.P India.
3. Erach Bharucha, 2005, Text Book of Environmental Studies for Undergraduate Courses, University Grants Commissions, New Delhi.
4. Gupta P.K 2004 , Methods in Environmental Analysis – Water, Soil and Air, Agrobios (India) Jodhpur.
5. Hawkins RE Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay ®
6. Mackinney ML and School R.M 1996, Environmental Science Systems and Solutions, Web enhanced edition.
7. Rao MN and Dutta AK 1987 Waste Water Treatment , Oxford and IBH Publisher Co. pvt. :td.
8. Sharma BK 2001 Environmental Chemistry, Geol Publication House, Meerut.
9. Vidyasagar R and Prabhu Prasadini 2008, Objective Questions and Glossary Environmental Science, BS Publicaion Hyderabd.

**BA 2<sup>nd</sup> Semester**  
**Skill Enhancement Course-BSOCS-204**  
**Gender Sensitization**

**Course Objectives-**

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

**Course Learning Outcomes-**

1. Understand the basic concepts related with gender and sex.
2. Acquire the skills to problematize the taken for granted gender bias and prejudices
3. Understand the gender studies and the law to safeguard it.
4. Contemplate gender in Indian Social context and appraise the emerging issues and concerns in gender

**Outline:**

**1. Introduction-**

Defining sex, gender, sexuality, masculinity and femininity.

**2. Sex, Gender and Sexuality**

- Introduction to debates on the social construction of sex and gender cultural construction of masculinity and femininity
- Understanding sexual preference as a right

**3. Gender, Family, Community and the State**

**4. Gender Rights and the Law**

- Right to propertyPersonal laws
- Violence against women
- Sexual harassment, Rape
- Domestic violence

**5. Understanding Intersections of Gender, Caste, Class, Region, Religion and Disability**

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

**1. Sex and gender**

**Suggested Assignments:**

- a) Discussion around any two of the above-mentioned films. Students will be asked to write a short essay on the pressures they feel of the experience in performing masculinity or femininity.
- b) Presentations and discussions based around the essays.
- c) Role Play: Gender and its performance in everyday life. Students to form smaller groups and present skits to address this issue creatively. This will be followed by discussions

## **2. Gender, Family, Community and the State**

### **Suggested Assignments/Exercise:**

#### **2. Gender Rights and the Law**

### **Suggested Assignments/Exercise:**

- a) Debate on women's equal right to natal property.
- b) Discussion on what consent means. Students to be presented with different scenarios to enable them to problematise the notion of consent.
- c) Writing exercise: Take up any one law relating to women and critically examine one or two judgments pertaining to that law. This will be followed by class presentations.
- d) Reading of the Delhi University Ordinance against Sexual Harassment and discussions around it.
- e) Student projects (in smaller groups) on developing IEC material (Information, Education, Communication) on the Delhi University Ordinance against Sexual Harassment for students.
- f) Discussion on section 377 of the Indian Penal Code.
- g) Discussions on these laws with practicing lawyers.

### **3. Understanding Intersections of Gender, Caste, Class, Region, Religion and disability.**

### **Suggested Assignments/Exercise:**

- a) Debate on the Women's Reservation in Parliament Bill.
- b) Writing exercise: Identify any one culturally specific gender stereotypes in the context of your own life and show how you negotiate it.
- c) Visits and discussion in some women's organisations/groups in Delhi, where students will explore how organisations understand and negotiate these intersections in the large

context of women's struggles, and struggles in the women's movement.

d) Students can discuss posters of the women's movement from the book Murthy and Dasgupta (2012) and be asked to design posters for a particular campaign

**Recommended books :**

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

**BA 2<sup>nd</sup> Semester**  
**Value Addition Course – BSOCV-205**  
**Fundamental Yoga**

**Course Objectives-**

- To enable the student to have good health.
- To practice mental hygiene.
- To possess emotional stability.
- To integrate moral values.
- To attain higher level of consciousness.

**Course Learning Outcomes:**

1. Fundamental Yoga course will have an understanding about origin, history and development of Yoga.
2. Students will have an understanding about the concept of yoga in other yogic texts
3. They will have an idea about the insights of Indian philosophy and types of yoga.
4. Students will have an understanding about contemporary yogis of India.

**Outline-**

**1. Introduction:**

- Yoga it's Definition & Objectives.
- Historic background of Yoga
- Characteristics of a Yogi
- Relevance of Yoga in Modern age

**2. Yoga in different Texts:**

- Veda
- Upanishads
- Geeta
- Sankhya
- Vedanta
- Tantra

**3. Types of Yoga: its brief introduction**

- Hatha Yoga
- Raja Yoga
- Karma Yoga

- Gyana Yoga
- Bhakti Yoga
- Dhyana Yoga
- Mantra Yoga

#### **4. Contemporary Yogies of India – I :**

- Maharshi Patanjali
- Gorakhnath
- Swami Vivekananda

#### **5. Contemporary Yogies of India – II :**

- Sri Aurobindo
- Swami Dayanand Sarshwati
- Maa Sharda
- Mata Bhagwati Devi

#### **Recommended books -**

1. Yoga Mahavigyan – Dr. Kamakhya Kumar
2. Yoga Vijyan – Vijnanananand Saraswati
3. Vedon mein Yog Vidya – Yogendra Purusharth
4. Yoga Sara Samgraha – Gangadhar Jha
5. Chetana ki Sikhar Yatra – Dr. Pranav Pandya.
6. Bharat ke Sant Mahatma – Ramlaal
7. Bharat ki Mahan Yogi – Vishwanath Mukharjee
8. Siddha Sant and Yogi – Shambhurat Tripathy
9. Bharat ki Mahaan Saadhikayen – Vishwanath Mukharjee
10. Kalyan (Bhakt Ank)- Gita press Gorakhpur
11. Kalyan (Sant Ank)- Gita Press Gorakhpur
12. Kalyan (Yogank)- Gita Press Gorakhpur
13. Kalyan (Yoga Tatwank)- Gita Press Gorakhpur
14. Super Science of Yoga – Dr. Kamakhya Kumar
15. Ancient Yoga and Modern Science – T.N. Anatharaman
16. The Yoga Book – Stephen Sturgess
17. The Supreme Yoga – Swami Vinkateshananada
18. Sure Ways of Success – Swami Sivananda
19. Yoga Philosophy – S. N. Dasgupta
20. Asana Prayama ka yiganik Vavachan – Dr. Devvart Acharya
21. Ashatang Yogi – Dr. Jagwanti Deshwal

**BA 2<sup>nd</sup> Semester**  
**Value Addition Course – BSOCV-206**

**Sport and Society**

**Course Objectives -**

Sport is an avenue for personal empowerment embedded in social systems. Sport provides a good economy, job and education to the society. For healthy society cultivation of sport becomes inevitable.

**Course Learning Outcomes:**

1. Examine how sports cultivate social interactions and can promote racism, sexism and homophobia.
2. Explain the role of sport as it relates to the socialization of children and young adults.
3. Critically analyze the positive and negative impacts of sport as it relates to social justice.
4. Demonstrate an understanding of the issues related to sports and deviant behavior and ability to explore the intersections of race, class, and gender issues within the context of sport. Examine the association between education and involvement in sports.

**Outline –**

**Unit -1: Meaning and Definition of sport**

1. Meaning and definition of sport.
2. Socialization through games and sports.
3. Sports as a social phenomenon.

**Unit-2: Society & Culture**

1. Meaning and definition of Society & Culture
2. Individual and culture
3. Concept, Factors and process of Socio-Culture Changes
4. Sport- A medium of Socio-Culture changes.

**Unit-3: Sports in Manipur**

1. Development of sports in Manipur
2. Indigenous sports of Manipur
3. Sport governance in Manipur



Unit-4:

1. Social Institutions and socialization
2. Social significance of sports
3. Sports as an Institutionalizing agency
4. Relationship between family and sport participation

Unit-5: Relation between Social Science and Sport

1. Orthodoxy, Tradition and Sport
2. Festivals and sport
3. Socialization through sport, Group Dynamics
4. Social group life, Social conglomeration and Social Group, primary group and remote group

**Recommended books-**

1. Lyer.Mac, Society, London Mc Millan & Co.
2. Ogburu William F and Mimkaff Meyer F.H. Book of Sociology, New Delhi
3. Loy John. W.G and Kenyou Gerald's Sports Culture and Society, Philadelphia Mc Millan Company.
4. Kamlesh ML, Psychology in Physical Education and Sports, Metropolitan

**BA 3<sup>rd</sup> Semester**  
**Core Course - BSOCC-301**

**Introduction to Sociological Research**

**Course Objectives:**

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

**Course Learning Outcomes:**

1. Students are introduced to the concept of conducting research, which is inclusive of formulating research designs, methods and analysis of data. Some knowledge of elementary statistics is also provided to the students to acquaint them with quantification of data.
2. The thrust of the course is on empirical reasoning, understanding and analysis of social reality, which is integral to the concepts of quantitative research. Students learn to differentiate between qualitative and quantitative aspects of research in terms of collection and subsequent analysis of data.
3. Through the competing theoretical perspectives and methodologies, students are able to understand that social reality is multi-faceted, heterogeneous and dynamic in nature.
4. By imparting the knowledge of theory and praxis of research, students are prepared to arrive at a critical understanding of the course. It also equips them with necessary skills for employment in any social research organisation.

**Outline:**

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

- Characteristics of Hypothesis, Testing of Hypothesis.
3. Types of Research: Basic and Applied, Historical, Descriptive, Explanatory, Experimental.
  4. Techniques of Data collection: Survey, Sampling Techniques, Primary and Secondary Sources of Data, Observation, Questionnaire, Interview.
  5. Presentation and Interpretation of Data: Analysing data: Qualitative and Quantitative. Statistical Analyses: Classification, Tabulation, Report Writing.

**Recommended books:**

1. Ahuja, Ram 2001. Research Methods. New Delhi: Rawat Publications
2. Gupta, SP, 2012. Statistical Methods. New Delhi: S. Chand & sons.
3. Kothari, C R.1989.Research Methodology: Methods and Techniques. Bangalore: Wiley Eastern.
4. Kumar, Ranjit 2011. Research Methodology: A Step by Step Guide for Beginners. New Delhi Sage Publications.
5. Blumer, Martin(eds). 1977. Sociological Research Methods: An Introduction London: Macmillan
6. Cochran, W.G.1977. Sampling Techniques, New York: John Wiley & Sons.
7. Goode, W J and PK Hatt.1952: Methods in Social Research. New Delhi: McGraw Hill.
8. Jayaram,N.1989: Sociology: Methods and Theory: Madras: MacMillan
9. Majumdar PK 2015. Research Methods in Social Science. New Delhi :Viva Books
10. Srinivas, MN and AM Shah.1979. Field Worker and the Field. Delhi :OUP
11. Young,PV1988. Scientific Social Surveys and Research, New Delhi: Prentice-Hall

**BA 3<sup>rd</sup> Semester**  
**Core Course – BSOCC-302**  
**Political Sociology**

**Course Objectives:**

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

**Course Learning Outcomes:**

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

**Outline:**

1. Political Sociology: Emergence and Relevance, Nature and scope, Sociology and politics. Approach to political analysis- Behaviouralism, Structuralism, Functionalism and Marxism. Typology of states - Liberal democratic, Totalitarianism, Autocratic and welfare state.
2. Political system: Nature, Properties and characteristics of Political; system (Gabriel A. Almond). Structure and function of Political system (Gabriel A. Almond & David Easton). Similarities and differences of political system (Robert A Dahl).
3. Political culture, Political socialisation and political Elites:  
Political culture – Meaning and components, Roles in political stability and change, Division of political Culture (Almond and Finer).  
Political Socialisation – Meaning and implications, political socialisation in open and closed societies, Agents of political socialisation.  
Political Elites - Nature and implications, Leading Elite theories-Mosca, Mills and Pareto.
4. Party system and Bureaucracy : Party system and coalition making, Pressure groups. Bureaucracy- Features, Rationality and power, Bureaucracy and politics, Bureaucracy and society.
5. Political participation: Representation – Meaning, nature and typologies, Role of Representatives.  
Varieties of Representation- Territorial, Proportional and Minorities.  
Functional federalism- Meaning and dynamic implication, conditions for a successful federal government, Utilitarian and co-operative Federalism, Electoral participation and electoral process.

**Recommended books:**

1. Political sociology – A New grammar of Politics, Ashraf Ali & L.N Sharma
2. Modern Political Analysis- Dahl R A New Delhi

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

**BA 3rd Semester**  
**Core Course – BSOCC-303**

**Social Demography**

**Course Objectives:**

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

**Course Learning Outcomes –**

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

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

**Outline:**

1. Population and Society –  
Development of population studies, World Population: Growth and distribution, population growth in India.
2. Demographic theories :  
Pre-Malthusian theories, Malthusian theory, Optimum population theory, Demographic transition theory.
3. Population Structure and Characteristics –  
Age and Sex structure, Marital status, Literacy and religion.
4. Demographic Processes-  
Mortality, Fertility, Migration- Concepts, Determinants, differentials and Measures.
5. Population Planning and control:  
Population Policy in India, National population policy 2000, National Rural Health Mission, Implementation and effectiveness of growth control measures.

**Recommended books -**

- 1 Principles of Population Studies (14<sup>th</sup> Edition): Asha and Tara Kanitkar: Himalaya Publishing House, Mumbai.
2. An Introduction to Social Demography: K Mahendra, Usha Bambawale: Vikas Publishing House, Delhi.
3. Bose A. 1991. Demographic Diversity of India. Delhi: Publishing Corporation.
4. Bose, A 1996, India's population Policy; Changing Paradigm, Jaipur: Rawat

Publications.

5. Mahadevan, K 1996 Demographic Transition and Development Strategy in India. Jaipur Rawat Publication.
6. Sharma R.K 2002. Demography and Population Problems, New Delhi; Atlantic Publications and Distribution.
7. Srivastava, O.S 1994 Demography and Population Studies, New Delhi; Vikas Publishing House.

**B.A. 3<sup>rd</sup> Semester**  
**Generic Elective Course–BSOCG-304**

**Indian Society : Images and Realities**

**Course Objectives:**

1. Indian Society: Images and Realities is an interdisciplinary introductory course on Indian society. It constitutes Indian society as an object of study through delineating the historical processes and ideological tensions that tentatively constitute this object. It proceeds to familiarize the students with constituent institutions and processes of Indian society such as village, town, region, caste, class, religion family, gender and political economy. It concludes with a section that marks the ongoing conversations about Indian society.
2. This generic elective course may serve as a foundational course for any graduate of the University as the disciplinary knowledge it transmits brings reflexivity, criticality, multicultural competence and ethical awareness essential for citizenship education of all graduates.
3. It enables the capacity to invoke scientific and analytical attitude towards one's own society and its ongoing workings and evolution. It provides the cultural knowledge and research skills that would be necessary for problem solving in Indian context.
4. The course works with fine and extremely well crafted sociological writing. In doing so it contributes to augmentation of their communication skills. Finally, the course provides the ethos and categories for lifelong learning about Indian society and history and a means to appreciate aspects of its culture in its proper context.

**Course Learning Outcomes:**

1. A familiarity with ideas of India in their social and historical context.
2. An acquaintance with key institutions and processes of Indian society.
3. An ability to understand social institutions with sociological imagination with a critical and comparative spirit.
4. A preliminary understanding of sociological discourse on Indian society.
5. A capacity to situate contemporary public issues pertaining to Indian society in the context of these enduring institutions, processes and contentions.

**Outline:**

1. Ideas of India: Civilization, Colony, Nation and Society
2. Institutions and Processes- Village, Town and Region, Caste, Class and Religion
3. Class and Religion
4. Family and Gender
5. Political Economy

**Recommended Books :**

1. Robb, Peter G. A History of India, London: MacMillan, 2011. (2<sup>nd</sup> Edition) Chapter 1. Region and Civilization. Pp. 1-27 (27)



2. Cohn, Bernard, *An Anthropologist Among Historians and Other Essays*, Delhi: OUP, 1987, Chapters. 4 and 6. Pp.78-85 & 100 — 135
3. Zelliott, Eleanor. 'Caste in Contemporary India', in Robin Rinehart ed. *Contemporary Hinduism: Ritual, Culture, and Practice*, Santa Barbara: ABC-Clio, 2004. Pp. 243 — 268
4. Dube, Leela. 'On the Construction of Gender: Hindu Girls in Patrilineal India', *Economic and Political Weekly*, Vol. 23, No. 18 (Apr. 30, 1988), pp. WS11-WS19.
5. Jayawardena, Kumari. *Feminism and Nationalism in the Third World*, London: Verso, Chapter 6. *Women, Social Reform and Nationalism in India*. 2016.
6. Baruah, Sanjib. 'Cultural Politics of Language, Subnationalism and Pan-Indianism' from *India against Itself: Assam and the politics of Nationalism*, New Delhi: OUP, 2001. Pp. 69-90

**BA 3<sup>rd</sup> Semester**  
**Value Addition Course – BSOCV-305**  
**Gardening and Floriculture**

**Course objectives:**

1. To provide health benefits along with relaxing and pleasing place
2. To generate employment to the youth
3. To use for religious offering which is a large market

**Course learning outcomes:**

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

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

**Outline –**

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

**Recommended Books:**

1. Randhawa. G.S and Mukhopadhyay. A (1986) – Floriculture in India, Allied Publisher (India).
2. Bhattacharjee. S.K (2006) Advances in Ornamental Horticulture- Vol I-VI Pointer Pub.
3. Lauria, A and Victor H.R (2001) Floriculture- Fundamentals and Practices, Agrobios.
4. Sabina, G.T and PeterK.V (2008) Ornamental Plants for Gardens , New india Pub. India.

**BA 4<sup>th</sup> Semester**  
**Core Course – BSOCC-401**

**Sociological Theory**

**Course Objectives-**

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

**Course Learning Outcomes:**

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

**Outline :**

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

**Recommended books :**

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

**BA 4<sup>th</sup> Semester**  
**Core Course - BSOC-402**

**Sociology of Marginal Groups**

**Course Objectives :**

This course introduces students to Sociological Study of Socially excluded and marginalized group of the society. It acquaints students with principal theoretical perspectives on and diverse forms of Social inequality in articulation with each other.

**Course Outcomes:**

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

**Outline :**

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

**Recommended books-**

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

**BA 4<sup>th</sup> Semester**  
**Core Course – BSOCC-403**  
**Social Change and Development**

**Course Objectives :**

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

**Course Learning Outcomes:**

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

**Outline :**

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

**Recommended books:**

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

**BA 4<sup>th</sup> Semester**  
**Generic Elective Course–BSOCG-404**

**ECONOMIC SOCIOLOGY**

**Course Objectives-**

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

**Course Learning Outcomes:**

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

**Outline:**

**1. Introduction –**

Conceptualising economic sociology, Sociological aspects of economic processes.

**2. Perspectives in Economic Sociology**

Formalism and Substantivism; New Economic Sociology

**3. Forms of Exchange**

Reciprocity and Gift; Exchange and Money

**4. Systems of Production, Circulation and Consumption**

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

**5. Some Contemporary Issues in Economic Sociology**

Development; Globalisation

**Recommended books:**

1. Anderson Perry: Passages from Antiquity to Feudalism, London. NLB:Verso
2. Appu. PS: Land Reform in India, Vikash Publishing House, Chapter 1,2,3.
3. Bottomore, Tom: Theories of Modern Capitalism
4. Dube, SC: Kumar Oxford. Chapter 2, the economic life.
5. Granovetter, Mark: Economic Action and Social Structure in Granovetter and Swedberg (ed)
6. Dasgupta, Ajit K: Ibid, Chapter 9, Gandhian economics.
7. Dasgupta, Ajit K: A History of Indian Economic Thought, Routledge. Chapter 5, Famines and famines policy.
8. Harrison David: Sociology of Modernisation and Development, London, Unwin Hyman.
9. Hynes, Jeffrey: Development Studies, Polity.
10. Le Claire and Schneider (ed): Economic Anthropology, Rinehart and Winston  
-Three Articles: Karl Polanyi: The Economy as instituted process: (ii) George Dalton: Economic theory and primitive society; and (iii) Richard F. Salisbury: Anthropology and

Economics.

11. Mair, Lucy: An Introduction to Social Anthropology
12. NMC Machado: Karl Polanyi and New Economic Sociology: Notes on the concept of Disembeddedness( article in PDF on Google)
13. Polanyi: Ibid. Chapter also available in Granovetter and Schneider (ed) The Sociology of Economic Life.
14. Sen Sudhir: Rabindranath Tagore on Rural Reconstruction, Visva-Bharati
15. Srinivas, MN: The remembered Village, Oxford, Chapter IV, The Universe of Agriculture.
16. Sur, Basabi: The Economic and the Non- Economic ,World View, Kolkata Chapter 4
17. Weber, Max: Essay in Economic Sociology, ed, by Swedberg, Prince town University Press. Chapter sixteen, Sociological category of economic action.



**BA 4<sup>th</sup> Semester**  
**Value Addition Course – BSOCV-405**  
**Fundamental of Entrepreneurship**

**Course objectives:**

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

**Course Learning Outcomes:**

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

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

**Outline –**

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

**Recommended books:**

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

**BA 5<sup>th</sup> Semester**  
**Core Course – BSOCC-501**  
**Sociology of Gender**

**Course Objectives :**

The course introduces gender as a critical sociological lens of enquiry in relation to various social fields. It also interrogates the categories of gender, sex, and sexuality.

**Course Learning Outcomes:**

1. An understanding of concepts such as sex and gender by problematizing common-sensical notions of gender.
2. Raising key issues of power and subordination within the purview of gender and the need for and solutions resorted to as measures to initiate change through gender-based movements.
3. Understanding issues relating to gender both at a national and global level.
4. Places gender in juxtaposition with other forms of stratification and identity such as caste, class, family and work.

**Outline :**

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

**Recommended books:**

1. Agrawal, Bina ed. 1988. Structures of Patriarchy: State, community and Household in Modernising Asia, London: Zed
2. Caroline ON Moser & Fiona C. Clark(ed), Victims, Perpetrators or Actors: Gender, Armed Conflict And Political Violence, Zubaan and Zed Books, New Delhi.
3. Foucault, Michel. [1976] 1998. The History of Sexuality Vol.1: The Will to Knowledge. London Penguin
4. Germaine Greer. The Female Eunuch, Harper & Collins e-book
5. Jain Devaki(1980). -Women's Quest for Power. Vikas Publishing House.
6. Mary E John (ed) 2008. Women's Studies in India: A Reader, Penguin Books.
7. Sharmila Rege(ed), 2003. Sociology of Gender, Sage publication, London

**BA 5<sup>th</sup> Semester**  
**Core Course – BSOCC-502**

**Social Stratification**

**Course Objectives :**

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

**Course Learning Outcomes:**

1. Students will learn about the socio-historical context of stratification theoretical concerns and problems and contemporary issues related to inequalities and its forms.
2. Inculcate in them a truly inter-disciplinary approach in the study of society especially stratification in all its manifestations.
3. Understanding of stratification and theories would sensitize students to its various sociological aspects, providing ample scope for applied learning and application.
4. Examining forms of stratification, understanding the relevance of caste, race and ethnic identities in contemporary world.

**Outline :**

**1. Introducing Stratification**

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

**2. Forms of Social Stratification**

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

**3. Theories of Stratification**

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

**4. Identities and Inequalities**

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

**5. Mobility and Reproduction**

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

**Recommended books:**

1. Beteille, Andre, 1977 Inequality amongst Men, Delhi, Oxford University Press
2. Worsley, Peter. Introducing Sociology. 2<sup>nd</sup> ed. Harmondsworth: Penguin Books, 1970.
3. McLellan, David. The Thought of Karl Marx. London : Papermac, 1995.
4. Weber, Max, Hans Heinrich Gerth and C. Wright Mills. From Max Weber. New York : Oxford University Press
5. Bendix, Reinhard-Inequality and Social Structure : A Comparison of Marx

- and Weber', American Sociological Review, Vol.39, No.2 (Apr., 1974)
6. Bottomore, T. B. *Classes in Modern Society*. New York: Pantheon Books, 1966.
  7. Bailey, F.G. 'Closed Social Stratification in India', *European Journal of Sociology* Vol.4
  8. Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. *American Sociological Review* 10.2 (1945):
  9. Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis' *American Sociological Review* 18.4 (1953)
  10. Bottero, Wendy. *Stratification*. London: Routledge, 2005.

**BA 5<sup>th</sup> Semester**  
**Discipline Specific Elective-BSOCD-503**

**Urban Society in India**

**Course Objectives:**

- To Provide Sociological understanding of Urban Society in India.
- To understand about the Evolution of Cities and Urban Communities.
- To make the students aware of Urban Problems in India.
- To understand Urban Planning and Urban Development

**Course Learning Outcomes:**

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

**Outline:**

1. Introduction to Urban Society in India ; Meaning and Characteristics of Urban Society; Significance of Study of Urban Life; Types of Cities; Urban Development in Ancient and Medieval Periods.
2. Cities in India: History and Growth of Cities in India; Factors for the Growth of Cities; Metropolitan and Mega Cities: Meaning and Characteristics; Growth of Metropolitan and Mega Cities in India.
3. Urbanization in Modern India; Meaning and Nature of Urbanization Rural-Urban Migration; Factors Responsible for Rapid Urbanization; Consequences of Over Urbanization and its Measures.
4. Urban Problems in India: Problems of Housing, Slums and Sanitation Urban Crimes, Drug Addiction, Water Supply and Transportation; Environmental Problems: Pollution and its Effects, Remedies for Environmental Problems.
5. Urban Planning and Development : Urban Development and Its Objectives ; Urban Policy and Urban Development Programmes ; Urban Governance and its Role; Challenges of Urban Management

**Recommended books:**

1. Alfred D'Souza (1978): The Indian City: Poverty, Ecology and Urban Development, Manohar, New Delhi.
2. Bose. Ashis (1901-2001): Urbanization in India
3. Raj Bala (1986): Trends in Urbanization, Rawat Publications, Jaipur
4. Ram Nath Sharma: Urban Sociology. Rajhans Publications Meerut.
5. Rao MSA (1974): Urban Sociology in India. Orient Longman, New Delhi.
6. Siddarth, K. & Mukherjee (2005): Cities, Urbanization and Urban System, Kishalaya Publications, Delhi.

7. Vibooti Shukla(1988): Urban Development and Regional Policy- An Economic Analysis. Himalaya Publishing House, Delhi.
8. Ramchandran, N (1989): Urbanization and Urban Systems in India.Oxford University Press, New Delhi.
9. Rajendra K. Sharma, 1997. Urban Sociology, New Delhi: Atlantic Publishers.
10. Shrivastava A.K. 1989. Urbanization: Concept

**BA 5<sup>th</sup> Semester**  
**Generic Elective Course-BSOCG-504**

**Rethinking Development**

**Course Objectives:**

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

**Course Learning Outcomes:**

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

**Outline:**

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

**Recommended books-**

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



**BA 5<sup>th</sup> Semester**  
**Value Addition Course – BSOCV-505**  
**English Communication Skill**

**Course objectives:**

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

**Course of Learning Outcomes:**

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

**Outlines -**

**Unit I :** Recap of language skills – Parts of Speech, Grammar. Vocabulary, Phrase, Clause, Sentences, punctuation.

**Unit II :** Listening Skill : Comprehending – Retaining, Responding. Dictations, introduction to phonetics sounds through examples, vowels consonants and pronunciation.

**Unit III:** Speaking skill: Formal and informal conversation , conversation in the workplace, public speech, speaking words, articulation.

**Unit IV:** Reading Skill : Acquiring reading comprehensive interpret and decode written language and text fluency and vocabulary strategies that help readers to interpret and find meaning in text and retention.

**Unit V:** Writing Skill : Report writing paragraph writing , Circular, essay writing, C,V, Resume, generating ideas, organizing ideas.

**Recommended books-**

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

**BA 6<sup>th</sup> Semester**  
**Core Course – BSOCC-601**

**Social Problems in India**

**Course Objectives:**

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

**Course Learning Outcomes:**

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

**Outline :**

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

**Recommended books:**

1. Ahuja Ram, 1999, Social Problems in India, New Delhi, Rawat Publications.
2. Becker, Howard, 1966 : Social Problems, A Modern Approach, New York, John Willey and Sons Inc.
3. Blachy, P.H, 1970: Drug Abuse, Illinois, Charles C. Thomas.
4. Chandra Bipan, 1989, Communalism in Modern India, New Delhi.
5. Kewalramani, C.S, 1992: Child Abuse, Jaipur Rawat Publications.
6. Madan, G.R, 1966: Indian Social Problems Vol I: Social Disorganisation, New Delhi, Allied Publishers, Pvt. Ltd.
7. Julian Joshep, 1977, Social Problems New Jersey, Prentice Hall.
8. Singh V.V, 1993: Communal Riots, Jaipur, Rawat Publications.

**BA 6<sup>th</sup> Semester**  
**Core Course – BSOCC-602**

**Family, Marriage and Kinship**

**Course Objectives :**

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

**Course Learning Outcomes:**

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

**Outline :**

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

**Recommended books:**

1. CN Shankar Rao, 2008, Sociology; Principles of Sociology, New Delhi, S Chand.
2. Vidyabushan & D.R Sachdeva, An Introduction to Sociology, New Delhi, Kitab Mahal Publications.
3. Kapadia K.M Marriage and Family in India, Bombay Oxford University Press.
4. Madan T.N 1989 Family and Kinship (2<sup>nd</sup> Edition), Delhi: Oxford University Press.
5. Mandelbaum, David G. 1970. Society in India: Continuity and Change (vol 1) Bombay Popular Prakashan.
6. Karve, Iravati; Kinship Organisation in India, Kolkata, Asia Publishing House.

**B.A. 6<sup>th</sup> Semester**  
**Discipline Specific Elective-BSOCD-603**

**Agrarian Sociology**

**Course Objectives:**

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

**Course Learning Outcomes:**

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

**Outline:**

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

**Recommend Books:**

1. A.R. Desai 1969. Rural Sociology in India. Bombay: Popular Book.
2. Beteille, Andre. 1974. Studies in Agrarian Social Structure. New Delhi: OUP
3. Patnik, U. 1987. Peasant Class Differentiation . New Delhi: OUP.
4. Rothermund, Dietmar .1988. An Economic History Of India : From Pre – Colonial Times To 1986. New Delhi : Manohar.
5. Dhanagare, D.N. 1988 Peasant Movements in India .New Delhi: OUP.
6. Appu ,P.S 1996. Land Reforms In India . New Delhi: Vikas .
7. Joshi ,P.C. 1975 .Land Reforms In India: Trends and Prospect .Bombay: Allied Pub.
8. Mohanty, B.B(ed.) 2012. Agrarian Change And The Mobilisation. New Delhi : Sage Publications.

**BA 6<sup>th</sup> Semester**  
**Generic Elective Course- BSOCG-604**  
**Gender and Violence**

**Course Objectives:**

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

**Course Learning Outcomes:**

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

**Outline-**

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

**Recommended books**

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

**BA 6<sup>th</sup> Semester**  
**Value Addition Course – BSOCV-605**

**Academic Research & Report Writing**

**Course objectives:**

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

**Course of Learning Outcomes:**

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

**Outlines -**

**Unit I :** Research paper writing: Types of research papers, Structure of research papers, Research paper formats.

**Unit II :** Abstract writing, Methodology, Results and discussions, Different formats for referencing, Ways of communicating a research paper. AAIGNMENTS

**Unit III :** Thesis writing: Structure of a thesis, Scope of the work, Literature review, Experimental / computational details, Preliminary studies, Results and Discussions, Figures and Tables preparation, Conclusions and future works, Bibliography, Appendices, ASSIGNMENTS.

**Unit IV :** Tools and Techniques: Various word processor, e.g., MS Word, Libra-office, Latex etc.

**Unit V :** Making effective presentations using Power Point and Beamer. Uses of plagiarism detection tools, ASSIGNMENT.

**Recommended books:**

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



**BA 7<sup>th</sup> Semester**  
**Core Course –BSOCC-701**

**Contemporary Sociological Theories**

**Course Objectives-**

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

**Course Learning Outcomes:**

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

**Outline-**

1. Action Theories : Max Weber and Talcott Parson; Symbolic Interactionism : G.H Mead and Herbert Blumer
2. Phemenology: Phemenological Sociology: E. Husseri and A. Schutz Social construction of Reality : Peter Berger and Thomas Luckmann
3. Dramaturgy : Erving Goffman Ethnomethodology : Harold Garfinkel.
4. Critical Theories and Neo- Marxism  
Frankfurt School- Life world and system: J. Habermas and Herbert Marcuse  
Structural Marxism : L. Althusser.
5. Post modern turn and feminist theory/ Perspectives : Post modern: Frederic jameson and Jean Baudrillard.  
Feminist perspectives : Dorothy Smith, Patricia Hill- Collins and Judith Butler.

**Recommended books-**

1. Adam, Bert N. and Sydnie, R.A 2002, Contemporary Sociological Theory, California Pine Forge Press.
2. Adam, Bert N. and Sydnie, R. 2001, Sociological Theory, California Pine Forge Press.
3. Alexander, J 1982, Theoretical Logic in Sociology, Berkeley, California, University of California Press.
4. Bauman, Z 1976 Towards a Critical Sociology : An Essay on Common-sense and Emancipation , London, Routledge and Kegan Paul.
5. Bourdieu, Pierre, 1990 In other words, Essay towards a Reflexive Sociology, Stanford, Stanford University Press.
6. Bourdieu, P 1990 The Logic of Practice, Polity Stanford: SUP.
7. Butler, Judith, 1989 Gender Trouble: Feminism and Subversion of Identity. NY

- Routledge.
8. Garfinkel, Harold, 1967, *Studies in Ethnomethodology*; NJ: Prentice Hall.
  9. Goffman, Erving 1953, *The presentation of self in Everyday Life*, New York: DA
  10. Habermas, Jurgen, 1988, *Life world and System: A critique of Functionalist reason*, UK polity.
  11. Whelehan, Imelda, 2015 *Modern Feminist thought*, New Delhi, Rawat Publication.
  12. Pampel Fred C 2000, *Sociological Lives and ideas: An Introduction to the Classical Theorist*, NY Worth Publishers.
  13. Parson Talcott, 1937, *The Structure of Social Action*, MaCgraw Hill.
  14. Ritzer, George. 1996, *Sociological Theory*, London, Sage Publication.

**BA 7<sup>th</sup> Semester**  
**Core Course –BSOCC-702**

**Sociological Research Methods**

**Course Objective:**

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

**Course Learning Outcomes:**

1. Students are introduced to sociological research both from a theoretical and methodological perspective. They understand the importance of research in social science.
2. Students develop the ability to evaluate the methodological validity of the claims made by theory.
3. The course enables students to evaluate a piece of research and move towards designing a simple research project.
4. Students learn that research methods are universal and not bound by cultural location.

**Outline:**

**1. The Logic of Social Research**

- (i) What is Sociological Research?
  - (a) Research, Science and Sociology.
  - (b) Scientific Method : Positivist and Constructionist Interpretation of Science
  - (c) Trend of Sociological Research, Sociological Imagination

**2. Objectivity in the Social Sciences**

- (a) Objectivity as explained by Emile Durkheim
- (b) Objectivity as explained by Max Weber

**3. Reflexivity**

- (a) The coming Crisis in Western Sociology–Methodological Approach
- (b) A Critique to Conventional Sociology: Reflexivity (Harold Garfinkle)

**4. Methodological Perspectives**

Comparative Method

- (a) Comparative Method in the works of Emile Durkheim, Max Weber and Redcliff Brown
- (b) Feminist Method: Approach and Design

**5. Modes of Enquiry**

- (a) Theory and Research
- (b) Inductive and Deductive Logic
- (c) Quantitative and Qualitative Research: Characteristics, Purpose and Types

**Recommended books-**

1. Mills, C.W. 1959, The Sociological Imagination, London: OUP
2. Gluckman, M. 1978, 'Introduction', in A. L. Epstein (ed.), The Craft of Social Anthropology, Delhi: Hindustan Publishing Corporation,
3. Durkheim, E. 1958, The Rules of Sociological Method, New York: The Free Press
4. Weber, Max. 1949, The Methodology of the Social Sciences, New York: The

- FreePress.
5. Gouldner, Alvin. 1970, *The Coming Crisis of Western Sociology*, New York: Basic Books
  6. Radcliffe-Brown, A.R. 1958, *Methods in Social Anthropology*, Delhi: Asia Publishing Corporation.
  7. Harding, Sandra 1987, -Introduction: Is there a Feminist Method? In Sandra Harding (ed.) *Feminism & Methodology: Social Science Issues*, Bloomington: Indiana University Press.
  8. Merton, R.K. 1972, *Social Theory & Social Structure*, Delhi: Arvind Publishing House.
  9. Analyzing Data: Quantitative and Qualitative Bryman, Alan. 2004, *Quantity and Quality in Social Research*, New York: Routledge.

**BA 7<sup>th</sup> Semester**  
**Discipline Specific Elective-BSOCD-703**

**Environmental Sociology**

**Course Objectives:**

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

**Course Learning Outcomes:**

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

**Outline-**

**1. Envisioning Environmental Sociology**

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

**2. Environmental Approaches**

- (i) Tread mill of Production
- (ii) Ecological Modernization
- (iii) Environmental Risk
- (iv) Ecofeminism and Feminist Environmentalism
- (v) Political Ecology

**3. Environmental Movements in India**

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

**4. Sustainable development and environmental concerns**

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

**5. Global issues-**

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

**Recommended books –**

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

**BA 7<sup>th</sup> Semester**  
**Generic Elective Course– BSOCG-704**

**Sociology of Education**

**Course Objectives:**

Education is one of the prime pillars in the society. It holds the power to bring about changes not only in the society but also within one's own selves. The educational institution provides a structure for behaviour in a particular part of social life. The aim of this paper is to provide a conceptual clarity in the meaning of education under sociological parlance to provide a theoretical understanding on sociology of education; to bring about the relationship between how inequality and social justices are a part and parcel of education within a social structure . The paper will also throw light on the variant emerging trends in the Indian educational field; it will provide a broad understanding of the various national educational policies and programs on education and lastly, it will promote the concept of how and development are co-related to each other.

**Course Learning Outcomes:**

1. An exposure to the historical transactions of educational practices and cultures at various levels in India.
2. The ability to make connections between the political economy of global educational regimes and the consequent transformation of institutional structures and practices.
3. An appreciation of the importance of cross cultural and historical comparisons as well as micro and macro perspective in apprehending any aspect of education.
4. The course enables students to reflect on their own educational trajectories and analyses its intersections with larger socio-cultural developments.

**Outline:**

1. Introduction : Conceptual clarity , Relationship between society, Education and Development , origin of Sociology of Education.
2. Theoretical overview on sociology of education.
3. Education, Inequalities and Social Justice : Concept of Equality of Educational Opportunity , Education and Disparities : Caste, Class, tribe, gender, rural-urban, Education and social mobility, Inclusive education .
4. Emerging trends in Education in India : School education: Existing scenario, Higher Education in India, Institutional programmes.
5. National Educational Policies and Programmes since Independence.

**Recommended books**

1. Singh, Y.M. 1992, Sociological Foundations of Education . Bombay :Sheth Publishers.
2. Rasure, K.A. 2008. Economics of Education, Health & Human Resource Development II. New Delhi : Abheejit Publications.
3. Aggarwal, J.C 1985. Theory and Principles of Education. New Delhi : Vikas Publishing House.
4. Nambissan, Geetha and Rao, Srinivasa, 2013, Sociology of Education in India, New Delhi : Oxford University Press.
5. Sharma, R. 2007. Development of Education System in India, New Delhi : Alpha Publications
6. Singh, Amrik. 2003. Fifty years of Higher Education in India: The Role of the University Grants Commission, New Delhi : Sage Publications.
7. Bhaskara Rao, Digumate. 1988, National Policy on Education, New Delhi: Concept Publishing House.
8. Kumar, Krishna. 2009. What is Worth Teaching, New Delhi: Orient Blackswan Private Limited .
9. Aggarwal, J.C. 1982, Development and Planning of Modern Education with Special Reference to India, New Delhi : Vikas Publishing House.



**BA 8<sup>th</sup> Semester**  
**Core Course – BSOCC-801**

**Sociological Thinkers - II**

**Course Objectives-**

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

**Course Learning Outcomes:**

1. Understanding the grand foundational themes of sociology.
2. Application of theories and concepts from classical sociological theories to develop intellectual openness and curiosity.
3. Appreciation of the classical concepts and theories to develop awareness of the limits of current knowledge.
4. Understanding the basic methodological approaches of the thinkers, through some original texts and their role in building sociological knowledge.

**Outline-**

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

**Recommended books -**

1. Bottomore, T.B.1971. Sociology: A Guide to Problems and Literature, London: Allen and Unwin.
2. Gouldner, Alvin, 1977, Sociology Basic Assumptions in Thompson, Kenneth and Jeremy Tunstall, Sociological Perspectives, New York: Penguin Books Ltd,
3. Durkheim, mile, 1984, The Division of Labour in Society, Basingstoke: Macmillan.
4. Radcliffe Brown, A.R., 1976, Structure and Function in Primitive Society, Free Press
5. Weber, Max, 1978, Economy & Society: An outline of Interpretive Sociology, Vol 1, University of California Press, Basic Concepts.
6. Marx, Karl, 1990, Selected writings in Sociology and Social Philosophy, Penguin

- Books Limited.
7. Dahrendorf, Ralf, 1968, *Essays in the Theory of Society*, Stanford: Stanford University Press.
  8. Leach, Edmund, 1973, 'Structuralism in Social Anthropology', In Robey, David *Structuralism: An Introduction*, 1<sup>st</sup> ed., Oxford :Clarendon Press, 37-56
  9. Magill, Frank N., 1996, *International Encyclopedia of Sociology*, Volume 1, Routledge.
  10. Giddens, Anthony, 2010, *Sociology*, 6<sup>th</sup> edition, Polity, Chapter 7, *Social Interaction in Everyday Life*.

**BA 8<sup>th</sup> Semester**  
**Core Course – BSOC-802**

**Sociology of Religion**

**Course Objectives-**

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

**Course Learning outcomes:**

1. Students will be acquainted with representative texts, that symbolize the development of knowledge in the field of Sociology of Religion. They will be able to identify different theories, approaches and concepts that make up the study of religion, distinguish between them and also use term specific to the field in specific context.
2. Students will be able to make a link between texts and paraphrase their arguments and use these to communicate their ideas in research papers, projects and presentation.
3. By encompassing contemporary developments, the course enables students to think about linkages between religion and society at various levels.
4. Understanding the ideas of religions in India.

**Outline-**

**1. Religion as Sociological Concept-**

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

**2. Religion and society-**

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

**3. Elements of Religious-**

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

**4. Techniques of Religious –**

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

## 5. Religions of India –

(i) Hindu, Muslim, Christian, Sikhs, Buddhism and Jainism.

### Recommended books -

1. Emile Durkheim. 1995. The elementary forms of religious life. Translated by Karen E. Fields. New York: The Free Press. Book one and Conclusion,
2. Max Weber. 2001. The Protestant ethic and the spirit of capitalism. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp. 103-126.
3. Max Weber. 1978. Economy and society. Edited by Guenther Roth and Claus Wittich. California: University of California Press. Volume Two, pp. 518-521.
4. Marx, Karl. 2008/9 [1843] . – On the Jewish Question in Deutsch- Französische Jahrbücher. Proofed and Corrected :by Andy Blunden, Matthew Grant and Matthew Carmody. [www.marxists.org](http://www.marxists.org)
5. Malinowski, Bronislaw. 1948. Magic, science and religion and other essays. Selected, and with an introduction by Robert Redfield. Boston: The Free Press,
6. Emile Durkheim. 1995. The elementary forms of religious life. Translated by Karen E. Fields. New York: The Free Press.
7. Srinivas, M. N. 1952. Religion and society among the Coorgs of south India. Clarendon : Oxford
8. Malinowski, Bronislaw. 1948. Magic, science and religion and other essays. Selected, and with an introduction by Robert Redfield. Boston: The Free Press
9. Tambiah, Stanley Jeyaraja. 1990. Magic, science, religion and the scope of rationality. Cambridge : Cambridge University Press.
10. Mauss, Marcel. 2008 (2003). On prayer. USA : Berghahn Books.
11. Ginzburg, Carlo. 1991. Ecstasies. Translated by Raymond Rosenthal. New York: Pantheon Press.
12. Robert, Hertz. 1973 (1909). "The Pre-eminence of the Right Hand." In Right and Left: Essays on Dual Symbolic Classification, edited by R. Needham. Chicago: University of Chicago Press.
13. Weber, Max. 1993. Sociology of Religion. Boston. The Beacon Press.
14. Sen, Soumen. 1993. Religion in North–East India. New Delhi. Uppal Publishing House

**BA 8<sup>th</sup> Semester**  
**Discipline Specific Elective-BSOCD-803**

**Sociology of Work**

**Course Objectives-**

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

**Course Learning Outcomes:**

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

**Outline-**

1. Interlinking Work and Industry
2. Forms of Industrial Culture and Organization : Industrialism, Post Industrial Society, Information Society.
3. Dimensions of Work : Alienation, Gender, Unpaid work and Forced Labour:  
Unpaid work :- Type of unpaid work :- (i) Unpaid Domestic work Unpaid care work.  
(ii) Effects of Unpaid Domestic work on women and on children. Forced Labour:  
Slavery, Debt Bondage & Human Trafficking.
4. Work in the Informal Sector:  
(i) Street Vendors, Home based workers.  
(ii) Social and Political Implications and Issues: Gender, Political power of agents, poverty, children & Child Labour.
5. Risk, Hazard & Disaster: Health& Safety, workplace hazards, disaster in workplace, Risk factor and its assessment.

**Recommended books-**

1. Grint, Keith. 2005, Classical Approaches to Work: Marx, Durkheim and Weber, in The Sociology of Work: An Introduction. Polity Press. Cambridge
2. Uberoi, J.P.S. 1970, Work, Study and Industrial worker in England in Man, Science and Society. IIAS: Simla. A sociological study of an oil Industry in Assam, Sarma Pranjal, Omega Publications, New Delhi, 2007.
3. Urbanization and Development, edited by Pranjal Sarma, EBH Publication (India), Guwahati, 2016.
4. Ramaswamy E. A. and Uma Ramaswamy. 1981, Industry and Labour, New Delhi:

- Oxford University Press.
5. Bell, Daniel. 1976, *The Coming of Post-Industrial Society*, London : Heineman, Introduction.
  7. Etzioni, A. and P.A.Jargowsky.1990,–The false choice between high Technology and basic industry in K. Erikson and P.Vallas (eds.) *The Nature of Work: Sociological Perspectives*, New Haven and London: Yale University Press,
  8. Erikson, Kai. 1990. „On Work and Alienation“ in Erikson, K. and S.P. Vallas (eds) *The Nature of Work: Sociological Perspectives*. New Haven and London: American Sociological Association, Presidential Series and Yale University Press.
  9. Taylor, Steve. 1998, „Emotional Labour and the new Workplace“ in Thompson and Walhurst (eds.) *Workplace of the Future*. London: Macmillan.
  10. Devine,Fiona.1992,,„Gender Segregation in the Engineering and Science Professions: A case of continuity and change “in *Work, Employment and Society through Gender on the global assembly line in Massimiliano Mollona, Geert De Neve and Jonathan Parry (eds.) Industrial Work and Life: An Anthropological Reader*, London: Berg.
  11. Edgell, Stephen. 2006, „Unpaid Work-Domestic and Voluntary work in *The Sociology of Work: Continuity and Change in Unpaid Work*. New Delhi: Sage.
  12. Coser,1990, *Forced Labour in Concentration Camps* in Erikson, K. and S.P. Vallas (eds.) *The Nature of Work: Sociological Perspectives*, New Haven and London: American Sociological Association, Presidential Series and Yale University Press.
  13. Breman,Jan.2003,–*The Informal Sector* in Veena Das,(ed.)*The Oxford India Companion to Sociology and Social Anthropology*, New Delhi: OUP,
  14. Laughlin, Kim. 1995, *Rehabilitating Science, Imagining "Bhopal"* in George E. Marcus (ed.) *Technoscientific Imaginaries: Conversations, Profiles and Memoirs*, Chicago: University of Chicago Press.
  15. Zonabend, Francoise.2009,,„*The Nuclear Everyday*“inMassimilianoMollona, Geert De Neve and Jonathan Parry (ed.) *Industrial Work and Life: An Anthropological Reader*, London: Berg.

**BA 8<sup>th</sup> Semester**  
**Generic Elective Course-BSOCG-804**

**Sociology of Social Movements**

**Course Objectives:**

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

**Course of Learning Outcomes:**

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

**Outline:**

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

**Recommended Books**

1. Rao, M.S.A ed. 1979 Social movements in India Vol I and II, Manohar, New Delhi
2. Dhanagare. D.N 1983 peasant movements in India 1920 – 1950. OUP, Delhi, 1983
3. Kaur, Manmohan, 1968 "Role of Women in the Freedom Movement , 1857 – 1947" Sterling , New Delhi

4. Basu, Aparna, 1976 “Role of Women in the Freedom Movement” in B.R Nanda, ed, Indian Women from Purdah to Modernity, Vikas, Delhi
5. Chattopadhaya , Kamala Devi , 1983 “Indian Women’s Battle for Freedom” Abhinav Publications, New Delhi