

SIKKIM UNIVERSITY

(A Central University Established by an Act of Parliament of India, 2007)

LEARNING OUTCOME - BASED CURRICULUM

M.A. (SOCIOLOGY) PROGRAMME

(With effect from Academic Session 2023-24)



DEPARTMENT OF SOCIOLOGY

SIKKIM UNIVERSITY

6TH MILE, TADONG - 737102

GANGTOK, SIKKIM, INDIA

VICE-CHANCELLOR'S MESSAGE

Sikkim University stands at the forefront of embracing the transformative National Education Policy (NEP) 2020. In alignment with NEP 2020's vision and the guidelines of the Learning Outcomes-based Curriculum Framework (LOCF) mandated by the UGC, we have undertaken a comprehensive revision of our curriculum across all departments. This initiative ensures a holistic educational experience that transcends traditional knowledge delivery, emphasizing the practical application of knowledge in real-world scenarios. The shift towards LOCF marks a pivotal change from teacher-centric to learner-centric education, fostering a more active and participatory approach to learning. Our updated curriculum clearly defines Graduate Attributes, Programme Learning Outcomes (PLOs), and Course Learning Outcomes (CLOs), setting clear objectives for our students to achieve. This revision is designed to enable a teaching-learning environment that supports the attainment of these outcomes, with integrated assessment methods to monitor and encourage student progress comprehensively.

A key innovation in our curriculum is the mandatory integration of Massive Open Online Courses (MOOCs) through the SWAYAM platform, enhancing accessibility and the breadth of learning opportunities for students. Our approach encourages multidisciplinary studies through the curriculum while allowing for specialization. The curriculum embodies the policy's core principle of flexibility by enabling mobility for students, thereby allowing the exit and entry of students in the program.

I extend my heartfelt gratitude to our faculty, the Head of the Department, the Curriculum Development Committee members, the NEP coordinators, and the dedicated NEP Committee of Sikkim University for their relentless dedication to updating our curriculum. I appreciate Prof. Yodida Bhutia, the Chairperson, and all dedicated NEP Committee members for their thorough review and integration of LOCF and NEP components into our curriculum.

To our students, I convey my best wishes as we embark on this journey with our updated and inclusive curriculum, aiming not only to enrich their academic knowledge but also to nurture their personal growth, critical thinking, and ability to adapt and innovate in an ever-changing world.

Best wishes,



Prof. Avinash Khare
Honourable Vice Chancellor
Sikkim University

DEPARTMENT OF SOCIOLOGY
PG SYLLABUS 2023

Preamble

Within the larger context of development of sociology in India, Sikkim has had a very late entry. Sociological investigations of Sikkim and the surrounding areas was, to a great extent, a preserve of few sociologists and social anthropologists from outside. To address this vacuum of participation in sociological research and study within the state, in 2008, the Department of Sociology, erstwhile the Department of Social Systems and Anthropology, was started as one of the first departments in the then newly established Sikkim University. With the larger vision for development and welfare of the people of the state, the Department of Sociology has played a major role in inculcating *sociological imagination* and teaching the value of sociological inquiry to students, many of whom are the first generation to enter higher education.

The Department strives to promote the values of democracy, egalitarianism, and social justice. These values inform our daily interaction within and between students, teachers, and non-teaching staff. Our pedagogy is attuned to elevating the importance of reflexivity, criticality and *praxis*. Our constant effort is to address issues of social inequality, uneven power relations, social exclusion and other social issues through our discipline and find ways to bring about positive social change. A major part of our work is to encourage interdisciplinary learning, to explore and create knowledge that takes cognizance of people's lived realities and to link those with the theoretical traditions of the discipline.

Introduction

MA Sociology in Sikkim University is a two-year academic program which will enable students to gain a better understanding of the social forces, acquire sociological knowledge and develop their sociological understanding. It will help them to locate the larger social phenomena from a sociological lens. Sociology is a distinct branch of social sciences because it uses theoretical frameworks and empirical research methods to study social life which has contemporary relevance. The course deals with the varied concepts and theoretical approaches, viz. basic concepts, social processes, social institutions, classical thinkers, and advanced sociological perspectives. The diversity of topics that are offered makes the MA program in Sociology rewarding and stimulating for the students.

In order to keep pace with changing times, the Department of Sociology updates and revises the MA syllabus periodically to incorporate the advances made in the discipline globally. The present exercise of syllabus revision has been undertaken in line with the provisions of the New Education Policy 2020 and the related UGC guidelines. The present curriculum of the program consists of 8 core courses, 2 open courses and 14 elective courses of 4 credits each. Also, 1 additional core course of 2 credits titled Indian Knowledge System will be offered in the first semester. Further, 1 core course for dissertation of 8 credits will be offered in the final semester. The students can also opt for elective courses from SWAYAM MOOC platform.⁶ Skill Enhancement Courses (S) of 2 credits each will be offered by the Department, one in each semester except the IV.

The study of sociology enhances the intellectual understanding of the students by introducing them to the contributions made by diverse thinkers and to the issues and concerns of society at large. This further trains them to develop a critical and reflexive mindset that will help them in their quest for knowledge through research or social interventions. The acquisition of various skills will empower students to meet various challenges in their life, work, and society.

Post Graduates Attributes

- The postgraduate student in Sociology is desirable to illustrate an in-depth knowledge and understanding of the subject domain and its application in interpreting social reality.
- The students are oriented in the process of systematically conducting social research, which enhances their skills for conducting field-based research, interviews, collection of data as well as interpretation and analytical skills.
- The presentations, discussion and interactive session during the course further develops their articulation skills preparing them to face the job markets and academic world with more confidence.
- All these acquired knowledge and skills mould their human resource which can be constructively utilized in various professional settings making them a responsible citizen.

Program Learning Outcomes (PLOs)

The MA Program course in sociology has been designed with the following learning outcomes in mind:

PLO1: The students should be able to understand basic sociological concepts, foundational and contemporary theoretical perspectives, and core methodological issues.

PLO2: The students will be trained to apply sociological knowledge and theories to contemporary social issues.

PLO3: The students will possess the skills and expertise in research designing, conducting fieldwork, collecting and analyzing data, and academic writing. These skills will be guided by a deep understanding of ethics and politics of doing social research.

PLO4: The students will develop their faculty of critical reflexivity that will empower them to contest and question the status quo and creatively engage with the world around them.

PLO 5: The students will develop various competencies and skills that will help the society at large through their active involvement in knowledge production, in social policy and planning process, and in effecting desired social change.

CURRICULUM STRUCTURE

Code	Papers	Core/Open /Elective/ Skill	Credits	Marks
Semester: I				
SOC-C-501	Sociology of India-I	C	4	100
SOC-C-502	Classical Sociological Thinkers	C	4	100
SOC-C-503	Family, Marriage and Kinship in India	C	4	100
SOC-C-504	Social Stratification in India	C	4	100
SOC-S-505*	Information and Communications Technology (ICT) in Teaching Learning Process	S	2	50
SOC-S-506*(*Any one)	Academic Reading and Writing	S	2	50

SOC-V-507	Indian Knowledge system: Makers of Modern India (Mandatory)	V	2	50
Total Credits			20	500
Semester : II				
SOC-C-551	Qualitative Social Research	C	4	100
SOC-C-552	Sociology of India-II	C	4	100
SOC-C-553	Theoretical Perspectives I	C	4	100
SOC-O-554	Gender and Society in India	O	4	100
SOC-S-555*	Student Aspirations and Capabilities Project	S	2	50
SOC-S-556* (*Any one)	Social Impact Assessment	S	2	50
SOC-V-557	Cyber Security through Swayam or MOOCS platform to be completed by the students (Mandatory)	V	4	100
Total Credits	The second semester offers three core courses and one open course which may be opted by students of other departments of the university. There is no disciplinary boundary in opting for the open courses. In addition, one skill enhancement course of two credits and one course from MOOCS or SWAYAM on Cyber Security must also be opted by students.		22	550
Semester : III				
SOC-C-601	Theoretical Perspectives II	C	4	100
SOC-O-602	Quantitative methods	O	4	100
SOC-E-603	Culture, Personality and Society	E	4	100
SOC-E-604	Social Movements in India	E	4	100
SOC-E-605	Economy and Society in India	E	4	100
SOC-E-606	Sociology of Education	E	4	100
SOC-E-607	Sociology of Religion	E	4	100
SOC-E-608	Sociology of Globalization	E	4	100
SOC-E-609	Sociology of Work	E	4	100
SOC-S-610	Research Proposal Writing	S	2	50

SOC-S-611	Professional Communication	S	2	50
Total Credits	The third semester offers one core, one open and two elective courses which students can opt from the available courses offered by the department. Further, the students have the liberty to opt for elective Courses from the Swayam/ MOOCS platform. In addition, the student must also opt two skill enhancement courses of two credits.		20	500
Semester: IV				
SOC-R-651	Dissertation	R	8	200
SOC-E-652	Sociology of Development	E	4	100
SOC-E-653	Political Sociology	E	4	100
SOC-E-654	Population and Society in India	E	4	100
SOC-E-655	Environment and Society	E	4	100
SOC-E-656	Sikkim: History, Society, Culture & Polity	E	4	100
SOC-E-657	Urban Society in India	E	4	100
	Minimum of three elective courses will be offered from the above six.			
Total Credits	The Fourth semester offers a compulsory dissertation course of 8 credits and three elective courses of 4 credits each which the students can opt from the available courses offered by the department.		20	500

- The department has the right to withhold or offer elective courses depending on the availability of the concerned faculty members.
- For the SWAYAM/MOOC courses, due to the uncertainty with respect to the total number of credits being offered per course and the availability of courses themselves, there may be slight variation in the total number of credits that can be offered.

- The PG program offered by the department is of 82 credits in total that has been distributed yearly, with a total of 42 credits in the first and 40 credits in the second year.
- Students are required to go for fieldwork as a part of coursework/dissertation during the MA curriculum. For the purpose, financial assistance per diem needs to be provided by the Sikkim University.
- For the skill enhancement courses, logistic support for resource persons is required to be borne by Sikkim University.

ASSESSMENT FRAMEWORK

Assessment Framework for Core and Elective Courses (4 Credits)

Formative Assessment (50 Marks): The formative assessment will be divided into 3 sessionals for 25 marks each. Out of the 3 sessionals, the best 2 (in terms of students' performance in marks) will be considered as final. Evaluation for the sessionals will make use of various modes of assessment (written tests/written assignments/book reviews/presentations/group projects/and others) that will be decided by the course teacher keeping in mind the course learning outcomes (CLOS).

Summative Assessment (50 Marks): The summative assessment will consist of an end semester (written) examination.

Formative Assessment	Summative Assessment	TOTAL
Class Test/Presentation/Written assignments/Open book test/Book review/Review articles/Group discussions/Classroom interaction/Field project	End Term Examination	
25 + 25 = 50	50	100

Assessment Framework for Skill Enhancement Courses (S) (2 Credits)

Formative Assessment	Total
Hands on Training/ Book Review/ Article review/ essay/ term paper writing/ presentation/ field work and report writing	
25 + 25 = 50	50

Assessment Framework for Core - Dissertation Course (8 Credits)

Research Design	Fieldwork	Data entry and Interpretation Seminar Presentation Report Writing	Viva	Total
20	50	20+20+50=90	40	200

SOC-C-501

SOCIOLOGY OF INDIA-I

Semester: First Semester Course Level: 500

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes (CLOs):

On successful completion of the course, students should be able to:

CLO1: Comprehend the trajectory of social thoughts in India and their contributions in the making of the discipline of Sociology in India as a separate discipline.

CLO2: Acquire critical understanding about the socio-historical-political-economic context which laid the foundation of the discipline and shaped its future journey.

CLO3: Develop reflexive understanding about the Indian social realities and issues with the help of the major theoretical approaches, concepts and themes. They will also be able to have an informed understanding about the contestations and ongoing debates in the practices of the discipline of Sociology in India.

Course Contents:

Unit-I: History of Indian Social Thought: From Ancient to Modern

Roots

Philosophical Traditions

Imagining India: Orientalist, Colonial, Nationalist

Unit-II: Emergence of Disciplinary Perspectives in the Study of Society and Culture in Indian Society

Colonialism and its forms of Knowledge

Development of Sociology and Social Anthropology in India

Book view and Field view

Unit-III: Major Perspectives to Study the Indian Society

Indological

Structural-Functionalist

Marxist

Unit-IV: Transition from Colonial to Post-colonial India

Post-colonial Thoughts

Feminist Perspectives

Subaltern Approaches

Teaching Learning Strategies

- Classroom teaching and discussion
- Reading, writing and sharing of ideas and knowledge
- Movie screening and discussion
- Group project and presentation
- Diary writing
- Workshop
- Panel discussion
- Invited lecture
- Seminar
- Field visit
- Visit to Museum, archive, library

Course Assessment Framework:

Formative Evaluation	CLO1	CLO2	CLO3
Article/Essay writing	Y	Y	Y
Paper presentations/seminars	Y	Y	Y
Group discussions	Y	Y	Y
Open book exams	Y	Y	Y
Review of articles and books	Y	Y	Y
Class tests	Y	Y	Y
Summative Evaluation	CLO1	CLO2	CLO3
End Semester Examination	Y	Y	Y

Suggested Readings:

1. Ahmad, A. (2018). *Caste and social stratification among muslims in India*. Aakar Books.
2. Beteille, A. (2002). *Sociology: Essays on approach and method*. Oxford University Press.
3. Cohn, B.S. (1987). *An anthropologist among historians*. Oxford University Press.
4. Guha, R. (Ed.). (1981). *Subaltern studies-I*. Oxford University Press.
5. Khilani, S. (2001). *The idea of India*. Penguin Books.
6. Radhakrishnan S. and Moore C. A. (1967). *A source book in Indian philosophy*. Princeton University Press.
7. Rodrigues, V. (Ed.). (2002). *The essential writings of B R Ambedkar*. Oxford University Press.
8. Sen, A. (2005). *The argumentative Indian*. Farrar, Straus and Giroux.
9. Uberoi, P. et-al (Ed.). (2007). *Anthropology in the east*. Permanent Black.
10. Xaxa, V. (2008). *State, society and tribes: Issues in post-colonial India*. Pearson Longman.
11. Vajpeyi, A. (Ed.). (2017). *India dissents: 3000 years of difference, doubt and argument*. Speaking Tiger Books LLP.

SOC-C-502**CLASSICAL SOCIOLOGICAL THINKERS****Semester: First Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****Course Learning Outcomes (CLOs):**

On successful completion of the course, students should be able to:

CLO1: Identify the main intellectual currents set into motion by modernity in Europe.

CLO2: Discuss the theoretical legacy of the three thinkers (Marx, Durkheim, and Weber) backed by a deep engagement with their works

CLO3: Write about the relevance of classical theories in the contemporary world.

CLO4: Apply these theoretical perspectives in their understanding of the society and the world around them.

Course Contents:**Unit I: Sociology and Modernity**

The Enlightenment

The critique of the Enlightenment
Sociology and modernity

Unit II: Karl Marx

Alienation
Materialist interpretation of history
Class and class struggle

Unit III: Émile Durkheim

Social solidarity
Social facts as things
The sacred and the profane

Unit IV: Max Weber

Rise of capitalism in Europe
Disenchantment and the iron cage
Methodological essays

Teaching Learning Strategies

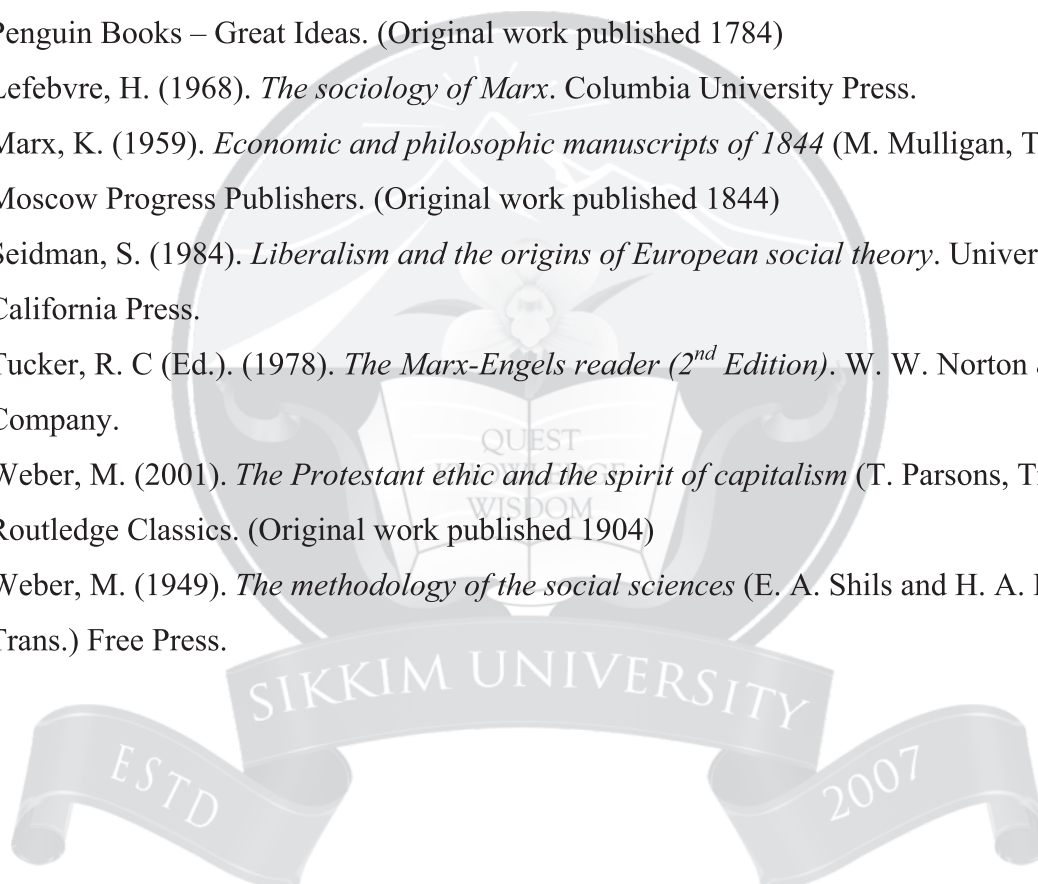
- Active learning
- Effective class discussions
- Effective lecturing
- Team-based learning

Course Assessment Framework:

Formative Evaluation	CLO1	CLO2	CLO3	CLO4
Written assignment	Y	Y	Y	Y
Presentations	Y	Y	-	Y
Group discussions/classroom interactions	Y	Y	-	Y
Open book tests	Y	Y	Y	Y
Summative Evaluation	CLO1	CLO2	CLO3	CLO4
End Semester Examination	Y	Y	Y	Y

Suggested Readings:

1. Durkheim, E. (1984). *The division of labor in society*. The Free Press. (Original work published 1893)
2. Foucault, M. (1984). What is Enlightenment. In P. Rabinow (Ed.). *The Foucault reader* (pp. 23-50). Pantheon Books.
3. Giddens, A. (1972). *Politics and sociology in the thought of Max Weber*. Macmillan.
4. Giddens, A. (2009). *Capitalism and modern social theory: An analysis of the writing of Marx, Durkheim and Max Weber*. Cambridge University Press India Pvt. Ltd.
5. Kant, I. (2009). *An answer to the question: 'What is Enlightenment?'* (H. B. Nisbet, Trans.). Penguin Books – Great Ideas. (Original work published 1784)
6. Lefebvre, H. (1968). *The sociology of Marx*. Columbia University Press.
7. Marx, K. (1959). *Economic and philosophic manuscripts of 1844* (M. Mulligan, Trans.). Moscow Progress Publishers. (Original work published 1844)
8. Seidman, S. (1984). *Liberalism and the origins of European social theory*. University of California Press.
9. Tucker, R. C (Ed.). (1978). *The Marx-Engels reader (2nd Edition)*. W. W. Norton & Company.
10. Weber, M. (2001). *The Protestant ethic and the spirit of capitalism* (T. Parsons, Trans.). Routledge Classics. (Original work published 1904)
11. Weber, M. (1949). *The methodology of the social sciences* (E. A. Shils and H. A. Finch Trans.) Free Press.



SOC-C-503**FAMILY, MARRIAGE AND KINSHIP IN INDIA****Semester: First Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****Course Learning Outcomes (CLOs):**

On completion of the course students will be able to:

CLO1: Demonstrate an adequate understanding and grasp of three fundamental cornerstones of society i.e., family, kinship and marriage and the intersections of the same.

CLO2: Enable the students to be well acquainted with the emergent modern and postmodern themes pertinent to these three institutions.

CLO3: Critically discuss the contemporary debates used in Kinship

Course Contents:**Unit I: Family**

Family and household, Family and gender issues. Theories and Perspectives. Change in Intra family relations. Changes in family Structures- Modern and Postmodern perspectives. Feminist critique of Family.

Unit II: Marriage

Rules of Marriage, Patterns of Marriage in India, Marriage transactions, Strategies of social reproduction, Marriage Acts. Uniform Civil Code, Problems in Marriage. Inter-caste marriage in India.

Unit III: Kinship

Studying kinship cultural constructions, Theoretical strands in the Anthropology of Kinship, Kinship Studies in India, Changing significance of Kinship Relations.

Unit IV: Contemporary debates on Kinship

Reproductive Technologies and Reconfigured Kinship, Kinship, Religion and Politics; Diminishing importance of Kinship in modern life.

Teaching Learning Strategies

- Lecture cum discussion

- Discussion and debate on current developments in family studies and group project.
- Review of articles and presentation.
- Movie screening and discussion.

Course Assessment Framework:

Formative Evaluation	CLO1	CLO2	CLO3
Class Test	Y	Y	Y
Paper Presentation	Y	Y	
Books/Articles review	Y	Y	
Movie Review	Y	Y	Y
Group Discussions and Report Writing			Y
Summative Evaluation	CLO1	CLO2	CLO3
End Semester Examination	Y	Y	Y

Suggested Readings:

1. Butler, J. (2002). Is kinship always already heterosexual? *Journal of Feminist Cultural Studies*, 13 (1), 14-44.
2. Carsten, J. (Ed.). (2000). *Cultures of relatedness: New approaches to the study of Kinship*. Cambridge University.
3. Chowdhry, P. (1998). Enforcing cultural codes: Gender and violence in northern India. In M.E. John and J. Nair (Eds.), *A Question of silence: The sexual economics of modern India* (pp. 332-367). Zed Books.
4. Kolenda, P. (1987). *Regional differences in family structure in India*. Rawat Publications.
5. Pahl, R & Spencer. L. (2010). Family, friends and personal communities: Changing models-in-the-mind. *Journal of Family Theory & Review*, 2 (3), 197-210.
6. Patel, T. (Ed.). (2005). *The Family in India: Structure and Practice*. Sage.
7. Parkins, R & Stone, L. (Ed.). (2004). *Kinship and family: An anthropological reader*. Blackwell
8. Shah, A.M. (1998). *The family in India: Critical essays*. Orient Longman.
9. Patel, T. (ed.) (2005). *The Family in India: Structure and practice*. Sage Publications.
10. Uberoi, P. (1993). *Family, kinship, and marriage in India*. Oxford University Press.

SOC-C-504**SOCIAL STRATIFICATION****Semester: First Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****Course Learning Outcomes (CLOs):**

The students will be able to:

CLO1: Explain the concepts of hierarchy, differences, inequality, exclusion and marginalization.

CLO2: Interpret the Indian social realities from core theoretical perspectives.

CLO3: Relate the multiple forms of inequality in everyday life.

CLO4: Critically reflect with the process of social mobility.

Course Contents:**Unit I: Social stratification: Concepts and Theories**

Concepts: Natural & Social Inequality, Hierarchy & Difference, Exclusion and Marginalization.

Approaches: Functionalist Approach, Marxist Approach, Weberian Approach, and contemporary approaches

Forms of Social Stratification: Caste, Class, Gender, Race,

Unit II: Caste

Theoretical Debates (Ghurye, Dumont, Srinivas, Dirks, Beteille)

Critique of caste (Phule, Ambedkar, Periyar)

Caste and politics, caste disputes and violence

Unit III: Class

Industrial Working Class

Peasantry in India

The Rise of the Middle Class

New Emerging Consumption Class

Unit IV: Inequality and Social Mobility

Poverty & Income Inequality

Educational Inequality

Unequal Access to Healthcare

Social Mobility

Teaching Learning Strategies

- Lecture-cum- Discussion
- Individual and Group Projects/Assignments
- Promote Critical Thinking
- Book reviews
- Individual and Group Presentations

Course Assessment Framework:

Formative Evaluation	CLO1	CLO2	CLO3	CLO4
Class Test	Y	Y	Y	Y
Term Paper/Presentation/ Group Discussion		Y	Y	Y
Books/Articles review			Y	Y
Summative Evaluation	CLO1	CLO2	CLO3	CLO4
End Semester	Y	Y	Y	Y

Suggested Readings:

1. Bendix, R.&Lipset,S.M. (1966). *Class, status and power*. Free Press.
2. Beteille, A. (1983). *Caste, class, power*.Oxford University Press
3. Dirks, N.B. (2002). *Caste of mind: Colonialism and the making of modern India*. Delhi. Permanent Black.
4. Gupta, D. (Ed.). (1991). *Social stratification*. Oxford University Press.
5. Jodhka, S.S. (2014). *Caste in contemporary India*. Routledge.
6. Li, P., Gorshkov, M.K.Scalon, C. Sharma, K.L.(Eds.). (2013). *Handbook on social stratification in the BRIC Countries: Change and perspective*, World Scientific.
7. Robert, E. & Goldthorpe, J. H. (1992). *The constant flux; A study of class mobility in industrial societies*. Clarendon Press.
8. Srinivas, M.N. (Ed.). (1996). *Caste: Its twentieth century avatar*. Penguin.
9. Tumin, M. M. (1987). *Social stratification: The forms and functions of inequality*. Prentice-Hall of India.
10. Vaid, D. (2018). *Uneven odds: Social mobility in contemporary India*. OUP India.

SOC-S-505**INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT) IN TEACHING LEARNING PROCESS****Semester: First Semester****Course Level: 500****Total Marks: 50****L+T+P: 1+0+1 = 2 Credits****Lecture + Tutorial + Practical: 30 Hrs****Course Learning Outcomes (CLOs):**

On successful completion of the course, the students should be able to:

CLO1: Interact with ICT devices confidently.

CLO2: Develop digital literacy skills that will enable them to function as discerning students in an increasingly digital society.

Course Contents:**Unit I: Computer Application Skills**

ICT applications: Using word processors, online editing, Spreadsheets, making presentations or Powerpoint slides in the classroom, using email or drive to save data on various cloud platforms like Google Drive, Dropbox, OneDrive, Amazon Cloud Drive etc.

ICT for Research: web browsing and search engines, searching online journals or various repositories or databases like Jstor or science direct, e-books, Courseware, Tutorials, Technical reports, Theses and Dissertations like Sodhganga or ProQuest.

Planning a dissertation or an Assignment – general format using American Psychological Association (APA) style – page and chapter format – footnotes or endnotes – tables and figures – references and appendices using referencing software like mendeley or zotero or endnote.

Unit II: E- Learning, Technology Integration and Academic Resources in India

Concept and types of e-learning, m-learning (mobile apps), subject specific tools for e-learning; awareness on e-learning and academic resources in India: MOOC, NMEICT; NPTEL; epathshala; SWAYAM, SWAYAM Prabha, National academic depository, National Digital Library; e-Sodh Sindhu; virtual labs; eYantra, Talk to a teacher, MOODLE, mobile apps, etc.

Teaching Learning Strategies

- Interactive lectures.
- Hands-on practice sessions for word processors, spreadsheets, and presentation tools.
- Interactive demonstrations to showcase features and functionalities of ICT applications.
- Individual and Group Projects/Presentations.
- Hands-on exploration of educational mobile apps or subject-specific tools.

Assessment Framework:

Formative Evaluation	CLO1	CLO2
Class Test	Y	Y
Seminar Paper preparation/ Presentation	Y	Y
Books/Articles review	Y	Y
Exercise classes/hands-on data analysis	Y	Y
Group Discussions	Y	Y
Summative Evaluation	CLO1	CLO2
End Semester Examination	Y	Y

Suggested Readings:

1. Bwalya, K. J. (2014). *Concepts and advances in information knowledge management*. Oxford.
2. Cyganski, D. (2011). *Information technology: Inside and outside*. Prentice Hall
3. James, O. B. (2015). *Introduction to information systems*. Tata McGraw Hill.
4. Latwal, G. S., Sharma, S. K., Mahajan, P., Kommers, P. (2020). *Role of ICT in higher education: Trends, problems, and prospects*. Apple Academic Press.
5. Leon, A. (2009). *Fundamentals of information technology*. Vikas Publishing.
6. Lokse, M. (2017). *Teaching information literacy in higher education*. Oxford.
7. Ramesh, B. (2008). *Computer fundamentals and information technology*. Laxmi Publication.

SOC-S-506

ACADEMIC READING AND WRITING

Semester: First Semester

Course Level: 500

Total Marks: 50

L+T+P: 1+1+0 = 2 Credits

Lecture + Tutorial + Practical: 30 Hrs

Course Learning Outcomes (CLOs):

On successful completion of the course, students should be able to:

CLO1: Select relevant texts and figure out the structure of these texts.

CLO2: Critically appraise the written texts and make notes of the important take-away points and arguments.

CLO3: Situate one's arguments within the wider academic discourse of the area/field under study.

CLO4: Write with accuracy, clarity, consistency, and responsibility

Course Contents:**Unit I: Reading Texts**

Pre Reading

Critically reading

Marking the text and making notes; cross referencing

Unit II: Academic Writing

Organization of data; Building arguments and structure

Audience, style, and presentation

Revising and editing

Citation, plagiarism, and formatting

Teaching Learning Strategies

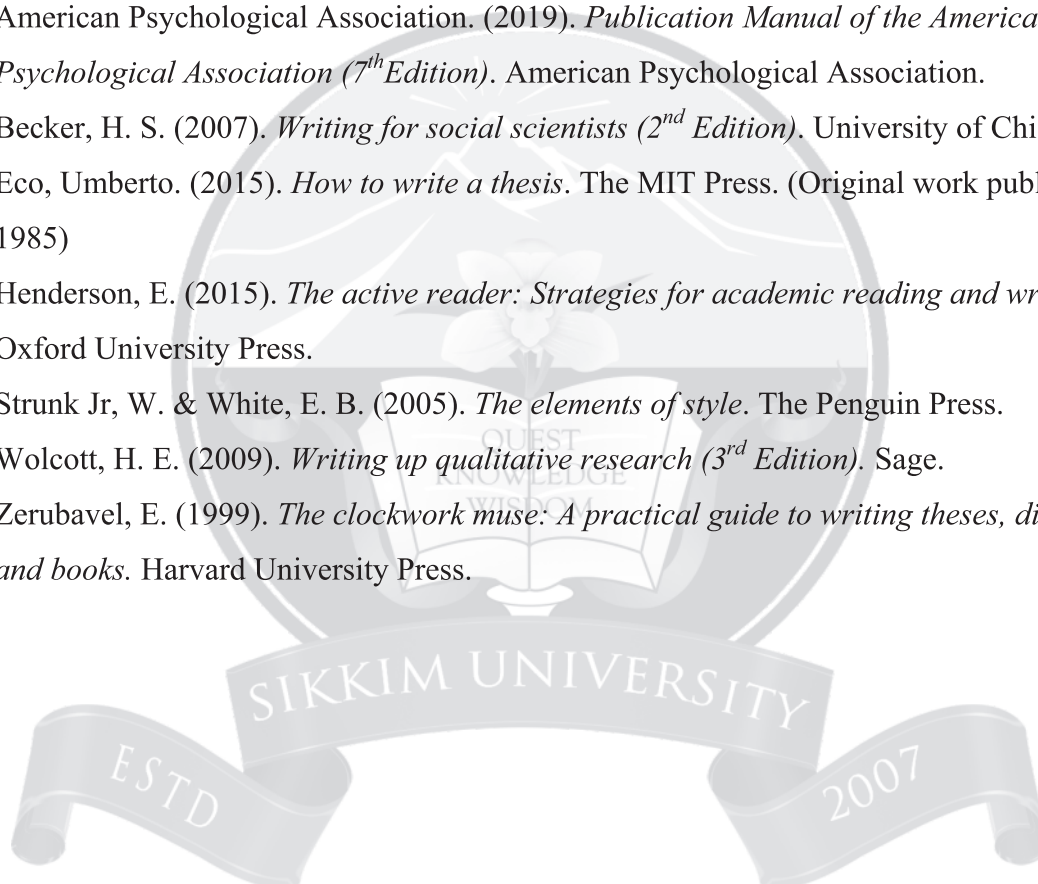
- Active learning
- Digital Learning
- Effective class discussions
- Case-based learning
- Effective lecturing
- Group work

Course Assessment Framework:

Formative Evaluation	CLO1	CLO2	CLO3	CLO4
Written assignments (Book reviews/review articles/literature reviews)	Y	Y	Y	Y
Classroom discussions on selected texts	Y	Y	Y	-

Suggested Readings:

1. American Psychological Association. (2019). *Publication Manual of the American Psychological Association (7th Edition)*. American Psychological Association.
2. Becker, H. S. (2007). *Writing for social scientists (2nd Edition)*. University of Chicago Press.
3. Eco, Umberto. (2015). *How to write a thesis*. The MIT Press. (Original work published 1985)
4. Henderson, E. (2015). *The active reader: Strategies for academic reading and writing*. Oxford University Press.
5. Strunk Jr, W. & White, E. B. (2005). *The elements of style*. The Penguin Press.
6. Wolcott, H. E. (2009). *Writing up qualitative research (3rd Edition)*. Sage.
7. Zerubavel, E. (1999). *The clockwork muse: A practical guide to writing theses, dissertations and books*. Harvard University Press.



SOC-V-507

INDIAN KNOWLEDGE SYSTEM:MAKERS OF MODERN INDIA

Semester: First Semester

Course Level: 500

Total Marks: 50

L+T+P: 1+1+0 = 2 Credits

Lecture+ Tutorial: 30 Hrs + Practical: 0 Hrs

Course Learning Outcomes (CLOs):

On successful completion of the course, the students should be able to:

CLO1: Comprehend the ideas and thoughts of the thinkers in making modern India.

CLO2: Critically examine their contributions in understanding the present Indian society.

CLO3: Debate and discuss the relevance of the ideas of the thinkers in contemporary society

Course Contents:**Unit I: Modern Indian Thinkers I**

Savitribai Phule

Periyar

Tagore

Unit II: Modern Indian Thinkers II

Gandhi

Nehru

Ambedkar

Maulana Azad

Teaching Learning Strategies

- Classroom teaching and discussion
- Movie screening and discussion
- Group project and presentation
- Diary writing
- Workshop
- Panel discussion
- Invited lecture
- Seminar
- Field visit
- Visit to Museum, archive, library

Course Assessment Framework:

Formative Evaluation	CLO1	CLO2	CLO3
Written assignment	Y	Y	Y
Presentations	Y	Y	Y
Group discussions/classroom interactions	Y	Y	Y
Open book tests	Y	Y	Y
Summative Evaluation	CLO1	CLO2	CLO3
End Semester Examination	Y	Y	Y

Suggested Readings:

1. Gandhi, M. (1997). *Hind Swaraj and other writings*. Cambridge University Press.
2. Habib, S.I. (2023). *Maulana Azad: A Life*. Harpercollins.
3. Nehru, J. (1945/2004). *The discovery of India*. Penguin Random House India Private Limited.
4. Omvedt, G.(2008). *Seeking begumpura*. Navayana.
5. Quayum , Mohammad A. (2016). Education for tomorrow: The vision of Rabindranath Tagore, January 2016, *Asian Studies Review* 40(1):1-16 DOI: 10.1080/10357823.2015.1125441.
6. Rodrigues, V. (Ed.). (2002). *The essential writings of B R Ambedkar*. Oxford University Press.
7. Tagore, R. (1918). *Nationalism*. Macmillan and Co. Limited.
8. Uma Das Gupta, (1978). ‘Rabindranath Tagore on rural reconstruction: The Sriniketan Programme, 1921-41’, *Indian Historical Review*, 4 (1978), 354-78 (p. 364).
9. Vajpeyi, A. (Ed.). (2017). *India dissents: 3000 years of difference, doubt and argument*. Speaking Tiger Book

SOC-C-551

QUALITATIVE SOCIAL RESEARCH

Semester: Second Semester

Course Level: 500

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes (CLOs):

On successful completion of the course, students should be able to:

CLO1: Demonstrate knowledge about the basis and logic of qualitative research.

CLO2: Display skills of designing and conducting research.

CLO3: Identify and use various methods of doing qualitative research

CLO4: Analyze data and demonstrate the skills of writing qualitative research.

Course Contents:**Unit I: Qualitative research**

Epistemological and theoretical debates (Positivism, post-positivism, critical theory, constructionism, poststructuralism, participatory models of inquiry)

Ethnographic tradition and the history of qualitative inquiry

Reflexivity and ethical concerns

Unit II: Planning for the field

Conceptual framework

Research questions, methods, sampling, and validity

Locating the researcher in the field; Insider-outsider concerns

Unit III: Modes of data collection

Participant observation and other field strategies

Interviews and focus groups

Historiography and archival research

Participatory research method

Unit IV: Data analysis and writing

Coding and development of themes

Linking data with theory

Writing as representation; writing as inquiry; thick descriptions; narrative structures

Teaching Learning Strategies

- Active learning
- Effective class discussions
- Digital learning
- Effective lecturing
- Group work

Course Assessment Framework:

Formative Evaluation	CLO1	CLO2	CLO3	CLO4
Written assignment	Y	Y	Y	Y
Presentations	Y	Y	Y	Y
Group discussions/classroom interactions	Y	Y	Y	-
Research proposal writing	Y	Y	Y	Y
Field-based projects	Y	Y	Y	Y
Summative Evaluation	CLO1	CLO2	CLO3	CLO4
End Semester Examination	Y	Y	Y	Y

Suggested Readings:

1. Atkinson, P., Coffey, A., Lofland, J. & Lofland, L. (Eds.). (2001). *Handbook of ethnography*. Sage Publications.
2. Berg, B. L. (2001). *Qualitative research methods for the social sciences*. Allyn and Bacon.
3. Clifford, J. & Marcus, G. (Eds.). (1986). *Writing culture: The poetics and politics of ethnography*. University of California Press.
4. Denzin, N.K & Lincoln, Y.S. (Eds.). (2018). *The Sage handbook of qualitative research (Fifth Edition)*. Sage Publications.
5. Geertz, C. J. (1973). *The interpretation of cultures*. Basic Books.
6. Hammersley, M. (2013). *What is qualitative research?*. Bloomsbury.
7. Kuper, Adam. (2015). *Anthropology and anthropologists: The British School in the twentieth century (Fourth Edition)*. Routledge. (Original work published 1973)

8. Malinowski, B. K. (2005). *Argonauts of the Western Pacific: An account of native enterprise and adventure in the archipelagos of Melanesian New Guinea*. Routledge. (Original work published 1922)
9. Maxwell, J. A. (2013). *Qualitative Research Design: An interactive approach*. Sage.
10. Srinivas. M. N., Shah, A. & Ramaswamy, E. (Eds.). (1979). *The fieldworker and the fields: Problems and challenges in sociological investigation*. Oxford University Press.

SOC-C-552

SOCIOLOGY OF INDIA-II

Semester: Second Semester

Course Level: 500

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes (CLOs):

On successful completion of the course, students should be able to:

CLO1: Examine and analyze the social realities around us with the help of theoretical approaches, themes and concepts.

CLO2: Employ critical thinking on various issues in contemporary India with the help of ongoing debates in the discipline of sociology.

CLO3: Develop reflexive understanding about the institutions, processes and practices of Indian society with the help of sociological knowledge.

Course Contents:

Unit-I: Indian Village: From Construct to Structure

Colonial Constructions and Ethnographic Studies

Village Republic and Changing Villages

Agrarian Structure and Democratization Process

Whither Indian Village?

Unit-II: Castes in India: Changes and Continuity

Caste as Tradition

Caste as Power and Honour

Caste as Lived Reality

Resisting Caste

Unit-III: Tribes in India: Debates and Contestations

Anthropological Knowledge and Colonial Construction

Indigeneity, Categorization and Politics of Ethnic Renewal

State, Development and Marginalisation

Resistances and Constitutional Safeguards

Unit-IV: Religions in India: Contemporary Debates

Indology and Ethnographic Studies

Religion and Gender

Religion, Diversity and Politics

Religion, Democracy and State

Teaching Learning Strategies

- Classroom teaching and discussion
- Reading, writing and sharing of ideas and knowledge
- Movie screening and discussion
- Group project and presentation
- Diary writing
- Workshop
- Panel discussion
- Invited lecture
- Seminar
- Field visit
- Visit to Museum, archive, library

Course Assessment Framework:

Formative Evaluation	CLO1	CLO2	CLO3
Article/Essay writing	Y	Y	Y
Paper presentations/seminars	Y	Y	Y
Group discussions	Y	Y	Y
Open book exams	Y	Y	Y

Review of articles and books	Y	Y	Y
Class tests	Y	Y	Y
Summative Evaluation	CLO1	CLO2	CLO3
End Semester Examination	Y	Y	Y

Suggested Readings:

1. Ahmad, I. (1972). For a sociology in India. *Contributions to Indian Sociology*, 6 (1), 172-178.
2. Ambagudia, J.& Virginius Xaxa.(2020). *Handbook of tribal politics in India*.Sage.
3. Ambedkar, B R.(1937/2007). *Annihilation of caste*.Critical Quest.
4. Arif,Y. et al. (Eds.).(2019). *Critical themes in Indian sociology*.Sage.
5. Jodhka, S. S.(2012). *Caste*.Oxford University Press.
6. Jodhka, S.S. (2012). *Village society: Culture, politics and social life in rural India*.Blackswan.
7. Oommen, T. K.(2013). *Knowledge and society: Situating sociology and social anthropology*, Revised Edition.OUP.
8. Rodrigues, V.(Ed.).(2002).*The essential writings of B R Ambedkar*. Oxford University Press.
9. Uberoi, P. etal. (Eds.).(2007). *Anthropology in the east*.Permanent Black.
10. Das, V. (Ed.) *The Oxford India companion to sociology and social anthropology*.OUP.
11. Xaxa, V.(2008). *State, society and tribes: Issues in post-colonial India*.Pearson Longman.



SOC-C-553

THEORETICAL PERSPECTIVES I

Semester: Second Semester

Course Level: 500

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes (CLOs):

On completion of the course, students are expected to:

CLO1: Comprehend foundational and contemporary theories and its relevance in understanding society

CLO2: Develop critical understanding and apply theoretical discourse in understanding and interpreting social reality.

CLO3: Acquire knowledge and skills in assessing social phenomena scientifically over the commonsensical understanding of it.

Course Contents:**Unit 1: Understanding Sociological Perspectives**

Nature of sociological theory

Levels of theorisation in Sociology: Concepts, theories and paradigms

Theory and Social Reality

Unit II: Structural Functionalism and its critique

A.R.Radcliffe-Brown- The idea of social structure

Talcott Parsons - Analytical Functionalism

R.K.Merton: Codification, critique and reformulation of functional analysis;

J. Alexander: Neo-functionalism

C Wright Mills- Sociological Imagination, Critical Analysis of Grand Theory

Unit III: Conflict Theory

Ralf Dahrendorf - The Dialectical conflict theory;

Lewis Coser - Conflict functionalism;

R. Collins -Integrative conflict theory;

Unit IV: Symbolic Interactionism and Phenomenology

The Chicago School – G.H. Mead (Symbolic Interactionism)

Erving Goffman (Dramaturgical theory)

Harold Garfinkel (Ethnomethodology)

Alfred Schutz- Phenomenology

Teaching Learning Strategies

- Lecture-cum interaction
- Critical Reflection and writing
- Group discussion / debates on application of Sociological Theory
- Book Review, assignment and presentation
- Guided readings and discussions on original texts
- Video Lecture followed by discussion

Course Assessment Framework:

Formative Evaluation	CLO1	CLO2	CLO3
Sessional Test (Subjective)	Y	Y	
Term Paper/ Tutorial assignment/ seminar Presentation	Y	Y	
Books/Articles review	Y	Y	
Group Discussions	Y	Y	Y
Summative Evaluation/ End Term Examination	Y	Y	Y

Suggested Readings:

1. Alexander, J. (1987). *Twenty Lectures: Sociological theory Since world war II*. Columbia University Press.
2. Allan, K. (2009). *Contemporary social and sociological theory*. Visualizing Social Worlds.
3. Appelrouth, S., & Edles, L. D. (2015). *Sociological theory in the contemporary era* (3rd Ed.). Sage Publications.
4. Collins, R. (2004). *Theoretical sociology*. Rawat Publications. (Ch-2 and 4, 7 and 8).
5. Giddens, A. (2014). *Social theory and modern sociology*. Rawat Publications.
6. Goffman, E. (1959). *Presentation of self in everyday life*. Garden City, Anchor
7. Merton, R. K. (2017). *Social theory and social structure*. Rawat Publications.
8. Parsons, T. (1951). *Social systems*. Amerind.
9. Ritzer, G. (2016). *Modern sociological theory* (7th Edition). Rawat Publications

9. Schutz, A. (1967). *The Phenomenology of the social world*. Evanston, Ill: Northwestern University Press.

SOC-O-554

GENDER AND SOCIETY IN INDIA

Semester: Second Semester

Course Level: 500

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes (CLOs)

The students will be able to

- CLO1:** Acquire knowledge to explain how gender shapes the media, violence, sexuality, intimacy, education, the economy, the family, religion, and government.
- CLO2:** Analyze and identify the gender bias and discrimination present in everyday social structure and can solve problems that arise when different notions of gender or sexuality collide in homes, workplaces and communities.
- CLO3:** Able to translate history from a gendered lens, achieve an understanding of women's history and that of the LGBT+ people.
- CLO4:** Critically engage with concepts on gender and sexuality, patriarchy, heteronormativity, and gender normativity.

Course Contents:

Unit I: Social Construction of Gender

Gender as a sociological category: public vs. private dichotomy, nature vs. culture debate; gender roles -stereotypes; Patriarchy, Masculinity & Concepts of Masculinity; Politics of Body, Construction of Sexuality, Gender Socialization.

Unit II: Feminist Thoughts

Waves of Feminism, Radicals, Marxist – Socialists, Liberal Feminism, Post-modernist; Black Feminism. Dalit feminism, Ecofeminism, Intersectionality theory, Feminist Epistemology, Feminist movements.

Unit III: Critical Issues in Gender

Emergence of Women studies, Family as a Gendered Institution, Reproduction of Patriarchy in Everyday life.

Work, Stereotyping of jobs, Glass ceiling, Relative deprivation, Discrimination and exploitation.

Gender Budgeting: Education, Health.

Representations of Gender: Media, Literature and Art, Contemporary Sexuality Politics, Gender and Development, Personal Laws, Customary Law

Unit IV: Gender Issues in India

Violence at home, workplace and public spaces. Dowry Deaths, Rape and its Consequences, Narratives on the Culture of Rape, Honor Killings in India- Feminist Perspective, Women and Prostitution in India, Gender, Communalism and Religion, Gender and Caste.

Teaching Learning Strategies

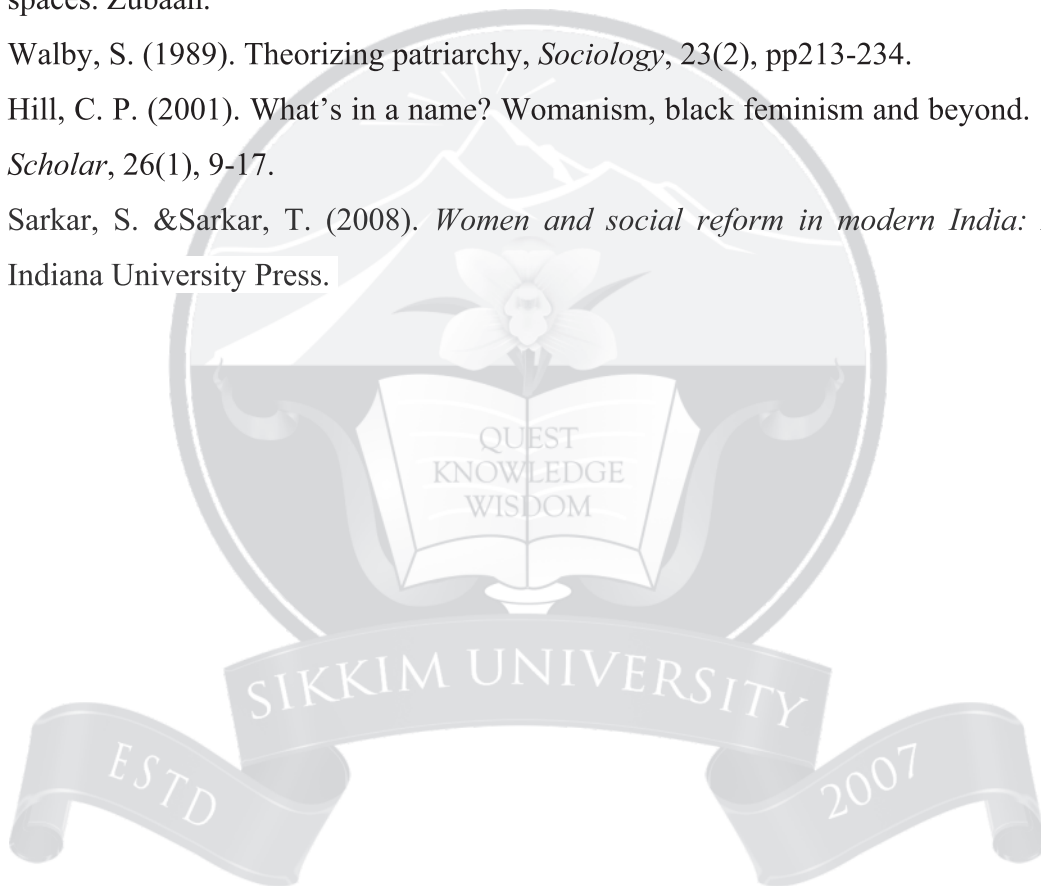
- Lecture and library visit
- Group discussions/debate on changing dynamics of gender
- Review of articles and books
- Gender in everyday life – Discussion/Presentation
- Movie screening and critical reflection.

Course Assessment Framework:

Evaluation Methods	CLO1	CLO2	CLO3	CLO4
Class Test	Y	Y	Y	Y
Paper Presentation	Y	Y		Y
Books/Articles review		Y	Y	
Movie Review	Y	Y	Y	
Group Discussions and Report Writing	Y	Y		Y
Summative Evaluation	CLO1	CLO2	CLO3	CLO4
End Semester Examination	Y	Y	Y	Y

Suggested Readings:

1. Bhagwat, V. (2004). *Feminist social thought*. Rawat.
2. Chakravarty, U. (2018). Gendering caste through a feminist Lense.Sage.
3. Chodhuri, M. (2004). *Feminism in India*. Women Unlimited.
4. Geetha, V. (2007). *Patriarchy*, Stree.
5. Kimmel, M. (2008). *The Gendered society*. Oxford university press.
6. Rahman, M. & Stevi, J. (2011). The trouble with nature. In *Gender and sexuality: Sociological approaches*.pp15-26. Polity Press.
7. Pilot, S. &Prabhu, L. (Eds.), (2012). The fear that stalks gender-based violence in public spaces. Zubaan.
8. Walby, S. (1989). Theorizing patriarchy, *Sociology*, 23(2), pp213-234.
9. Hill, C. P. (2001). What's in a name? Womanism, black feminism and beyond. *The Black Scholar*, 26(1), 9-17.
10. Sarkar, S. &Sarkar, T. (2008). *Women and social reform in modern India: A reader*. Indiana University Press.



SOC-S-555

STUDENT ASPIRATIONS AND CAPABILITIES PROJECT

Semester: Second Semester

Course Level: 500

Total Marks: 50

L+T+P: 1+1+0 = 2 Credits

Lecture + Tutorial + Practical: 30 Hrs

Course Learning Outcomes (CLOs):

On successful completion of the course, students should be able to:

CLO1: Possess a deep understanding of the world of work in its diversity.

CLO2: Comprehend the local culture and knowledge systems through their interactions with various resource persons.

CLO3: Develop an empathic understanding of the experiences and challenges faced by inspiring individuals in various spheres of life.

CLO4: Apply the knowledge gained in their approach to their individual lives.

Teaching Learning Strategies

- Active learning
- Flipped classroom
- Effective class discussions
- Case-based learning
- Effective lecturing
- Group work

Course Assessment Framework:

Formative Evaluation	CLO1	CLO2	CLO3	CLO4
Guest lectures	Y	Y	Y	-
Engagement with various life histories/biographies	Y	Y	Y	Y
Journal/report writing projects	Y	Y	Y	Y

SOC-S-556

SOCIAL IMPACT ASSESSMENT**Semester: Second Semester****Course Level: 500****Total Marks: 50****L+T+P: 1+0+1 = 2 Credits****Lecture + Tutorial + Practical: 30 Hrs****Course Learning Outcomes (CLOs):**

The students on the completion of the course will be able to:

CLO1: Comprehend the significance of social impact assessment

CLO2: Develop ability to critically evaluate the impacts of any development projects/other activities on social life of community

CLO3: Recommend steps and measures to mitigate adverse impacts

Course Contents:**Unit 1: Social Impact Assessment- An Introduction:**

Conceptualising Development
Perspectives of Development
Development Projects: Public, Private
What is Social Impact Assessment?
Identifying gaps in SIA
Tools and techniques for Social Impact Assessment
Format of SIA

Unit 2: Case Study: SIA of one Development Project

Assessment Report
Writing SIA report

Teaching Learning Strategies

- Lecture-cum interaction
- Critical discussion on case studies of SIA
- Assignment and presentation
- Fieldwork, data collection and writing SIA report

Course Assessment Framework:

Formative Evaluation	CLO1	CLO2	CLO3
Sessional (Subjective)	Y	Y	Y
Term Paper/ Tutorial assignment/ seminar Presentation		Y	Y
Books/Articles review		Y	Y
Group Discussions		Y	Y
Field visit followed by submission of a Field report		Y	Y
Summative Evaluation/ End Term Examination	Y	Y	Y

Suggested Readings:

1. Barrow, C.J.(2000).*Social impact assessment: An introduction*. Routledge.
2. Rabel J. B. (2015).*A community guide to social impact assessment*. Social Ecology Press; 4th edition
3. Burdge. J.R. (2004).*The concepts, process, and methods of social impact assessment*. Society and Natural Resources Press.
4. Goldman, L.R.(2000). *Social impact analysis*. Routledge.

SOC-V-557

CYBER SECURITY

Semester: Second Semester

Course Level: 500

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes (CLOs):

CLO1: Students after completing this will be able to understand the basic terminologies related to cyber security and current cyber security threat landscape.

CLO2: They will also develop understanding about Cyberwarfare and the necessity to strengthen the cyber security of end user machines, critical IT and national critical infrastructure.

CLO3: After completion of the course, students will have complete understanding of the cyber-attacks that target computers, mobiles and persons. They will also develop understanding about the type and nature of cybercrimes and as to how to report these crimes through the prescribed legal and Government channels.

CLO4: Students will understand the main components of a cyber-security plan.

Course Contents:**Unit -I**

Cyber security terminologies- Cyberspace, attack, threat, risk, vulnerability, exploitation, hacker., Non-state actors, Cyber terrorism, Critical IT and National Critical Infrastructure, Cyberwarfare, Case Studies.

Unit – II

Cybercrimes targeting Computer systems and Mobiles- data diddling attacks, spyware, virus, Trojans, ransom ware, data breach., Online scams and frauds- email scams, Phishing, Online job fraud, Online sextortion, Debit/ credit card fraud, Online payment fraud, Cyberbullying, illegal trades, drug trafficking, human trafficking., Social Media Scams & Frauds- impersonation, identity theft, job scams, misinformation, fake news cybercrime against persons - cyber grooming, child pornography, cyber stalking, Social Engineering attacks, Cyber Police stations, Crime reporting procedure, Case studies.

Unit – III

Cybercrime and legal landscape around the world, IT Act 2000 and its amendments. Limitations of IT Act, 2000. Cybercrime and punishments, Cyber Laws and Legal and ethical aspects related to new technologies- AI/ML, IoT, Blockchain, Darknet and Social media, Cyber Laws of other countries, Case Studies.

Unit – IV

Defining data, meta-data, non- personal data. Data protection, Data privacy and data security, Personal Data Protection Bill and its compliance, Data protection principles, Big data security issues and challenges, Data protection regulations of other countries-

General Data Protection Regulations(GDPR),2016 Personal Information Protection and Electronic Documents Act (PIPEDA). Social media- data privacy and security issues. National cyber security policy and strategy.

Teaching Learning Strategies

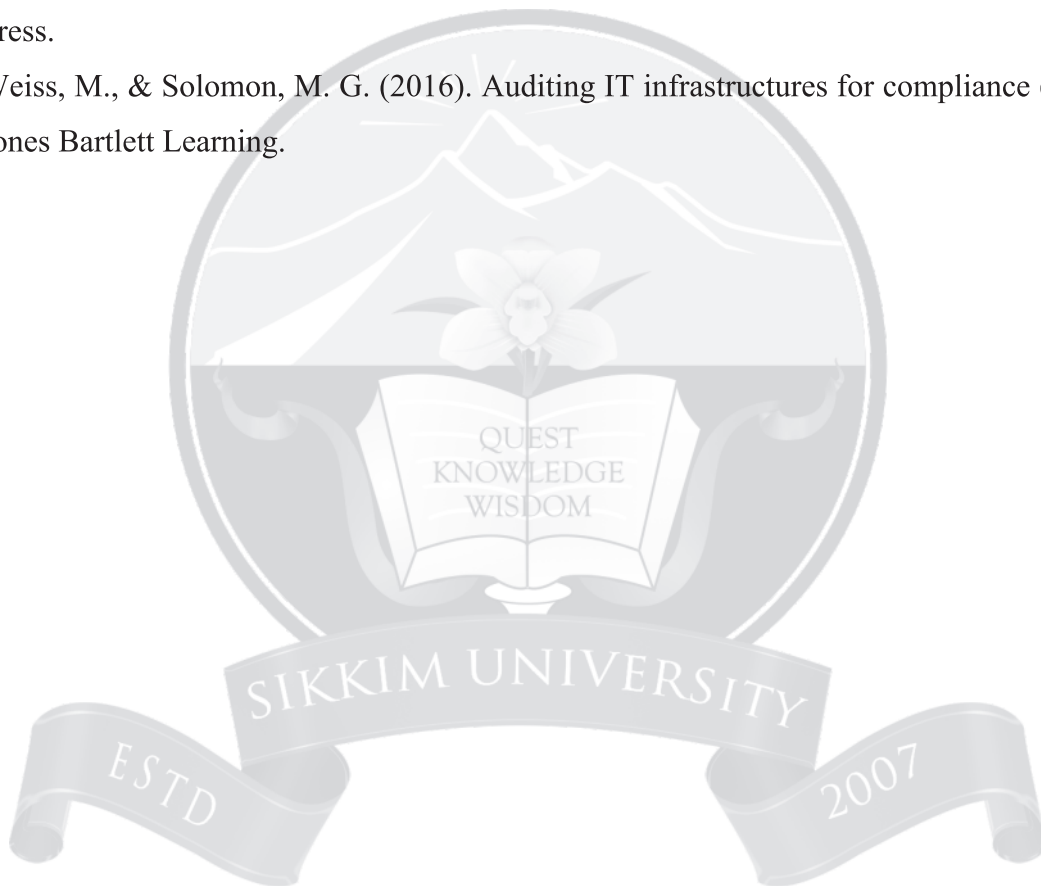
- Lecture and Interactive Discussions
- Practical Workshops and hands-on exercises
- Individual and Group Projects
- Online Resources and Discussion

Course Assessment Framework:

Formative Evaluation	CLO1	CLO2	CLO3	CLO4
Class Test	Y	Y	Y	Y
Seminar Paper preparation/ Presentation	Y	Y	Y	Y
Books/Articles review	Y	Y	Y	Y
Exercise classes/hands-on cyber security	Y	Y	Y	Y
Group Discussions	Y	Y	Y	Y
Summative Evaluation	CLO1	CLO2	CLO3	CLO4
End Semester Examination	Y	Y	Y	Y

Suggested Readings:

1. Belapure, S., & Godbole, N. (2011). *Cyber security: Understanding cybercrimes, computer forensics and legal perspectives*. Wiley India Pvt. Ltd.
2. Denning, D. F. (1998). *Information warfare and security*. Addison Wesley.
3. KragBrothy, W. (2008). *Information security governance: Guidance for information security managers* (1st Ed.). Wiley.
4. Oliver, H. A. (2015). *Security in the digital age: Social media security threats and vulnerabilities*. Create Space Independent Publishing Platform.
5. Venkataramanan, N., & Shriram, A. (2017). *Data privacy principles and practice*. CRC Press.
6. Weiss, M., & Solomon, M. G. (2016). *Auditing IT infrastructures for compliance* (2nd Ed.). Jones Bartlett Learning.



SOC-C-601**THEORETICAL PERSPECTIVES II****Semester: Third Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****Course Learning Outcomes (CLOs):**

On completion of the course, students are expected to:

CLO1: Develop understanding of knowledge of contemporary theoretical discourse in Sociology and its relevance.

CLO2: Apply theoretical discourse in understanding and interpreting social processes and reality

CLO3: Critically appraise structure- agency relationship and relate it with the societal crisis of the contemporary world.

Course Contents:**Unit I: Critical Social Theory:**

Frankfurt School: Theodor Adorno- Culture Industry;

Jurgen Habermas: Lifeworld and System, Theory of Communicative Action

Unit II: Post Marxism

Antonio Gramsci: Hegemony;

Louis Althusser: Structural Marxism

Unit III: Structuralism, Post-structuralism & Postmodernism

Levi-Strauss: Structuralism: An overview

Derrida (Deconstruction);

Foucault: Death of Subject

Baudrillard (Simulcra, simulation, hyperreality);

Unit IV: Contemporary Trends in Sociological Theorising

Anthony Giddens: Structuration Theory

Pierre Bourdieu: Habitus, Capital and Field; Reflexive Sociology

Teaching Learning Strategies

- Lecture-cum interaction
- Critical Reflection and writing
- Group discussion / debates on application of Sociological Theory
- Book Review, assignment and presentation
- Guided readings and discussions on original texts
- Video Lecture followed by discussion

Course Assessment Framework:

Evaluation Methods	CLO-1	CLO-2	CLO-3
Sessional (Subjective)	Y	Y	Y
Term Paper/ Tutorial assignment/ seminar Presentation	Y	Y	Y
Books/Articles review	Y	Y	
Group Discussions		Y	Y
Summative Evaluation/ End Term Examination	Y	Y	Y

Suggested Readings:

1. Adorno, T. & Horkheimer, M. (1944). The culture industry: Enlightenment as mass deception. In T. Adorno and M. Horkheimer. (1972). *Dialectics of Enlightenment*. Translated by John Cumming. Herder and Herder.
2. Bourdieu, Pierre, & Loic Wacquant. (1992). *An invitation to reflexive sociology*. Polity Press
3. Bourdieu, P. (1990). *The logic of practice*. Polity Press.
4. Calhoun, C. et al. (Ed.). (2012). *Contemporary sociological theory*, Wiley- Blackwell.
5. Craib, Ian. (1984). *Modern social theory: From Parsons to Habermas*. St. Martin's Press.
6. Elliot, A. (2014). *Contemporary social theory: An introduction*. Routledge.
7. Giddens, A. (2014). *Social theory and modern sociology*. Rawat Publications
8. Giddens, A. (1976). *New rules of sociological theory*. Hutchinson.
9. Habermas, J. (1984). *The theory of communicative action* (vol I&II). Cambridge: Polity Press.
10. Anderson, P. (1998). *The origins of postmodernity*. Verso.
11. Turner, J.H. (2004). *The structure of sociological theory*. Rawat Publications

SOC-O-602

QUANTITATIVE SOCIAL RESEARCH**Semester: Third Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****Course Learning Outcomes (CLOs):**

After completion of the course the students will be able to

CLO1: Comprehend the salience of quantification in social science research.

CLO2: Demonstrate knowledge by practical application of statistical reasoning.

CLO3: Acquire competency as well as recognize pitfalls in using statistical methodology and carry out effective research work.

CLO4: Develop skill to solve the problems using Excel and SPSS to conduct statistical analysis.

Course Contents:**Unit I: Quantitative research**

Concepts, Applications, limitations

Unit II: Quantitative methods and survey research

Survey techniques

Hypothesis formulation

Research design

Sampling design

Questionnaire construction, interview schedule

Measurement and Scaling

Reliability and Validity

Unit III: Statistics in social research

Measures of central tendency: Mean, median, mode

Measures of Dispersion: Standard/Quartile Deviation

Correlational Analysis: Tests of Significance and Covariance

Unit IV: Analyzing Secondary Sources and Statistical Software

Methods and use of macro-statistics,

Analysis of secondary sources/Large survey data (Census, NSSO, NFHS)

Application of Computers in Social Science Research (MS-Excel, SPSS)

Teaching Learning Strategies

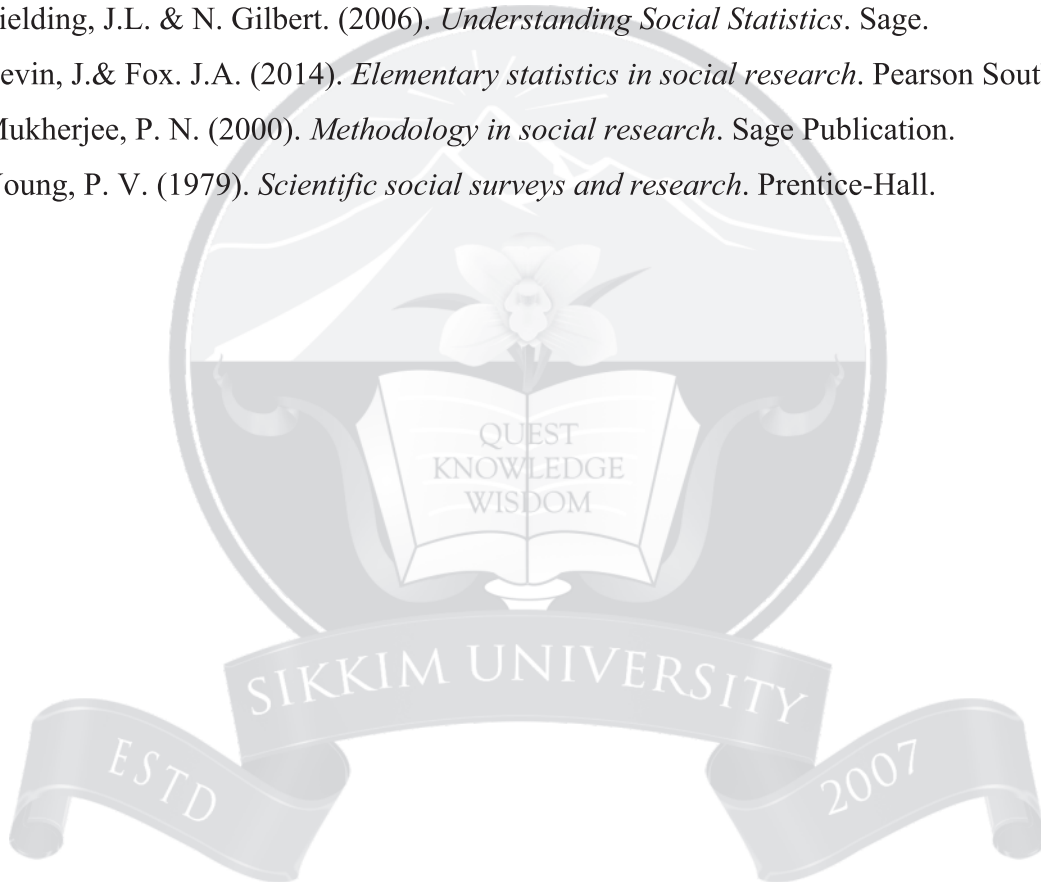
- Lecture and Interactive Discussions
- Practical Workshops and hands-on exercises on SPSS, Zotero
- Individual and Group Projects
- Online Resources and Discussion

Course Assessment Framework

Formative Evaluation	CLO1	CLO2	CLO3	CLO4
Class Test	Y	Y	Y	Y
Seminar Paper preparation/ Presentation	Y	Y	Y	Y
Books/Articles review	Y		Y	
Exercise classes/hands-on data analysis	Y	Y	Y	Y
Group Discussions	Y	Y	Y	Y
Summative Evaluation	CLO1	CLO2	CLO3	CLO4
End Semester Examination	Y	Y	Y	Y

Suggested Readings:

1. Agresti, A. & Finlay, B. (2009). *Statistical methods for the social sciences*. Pearson.
2. Argyrous, G. (1997). *Statistics for social research*. Macmillan Press Ltd.
3. Bernard, H. R. (2000). *Social research methods – Qualitative and quantitative approaches*. Sage Publications.
4. Bryman, A. (1988). *Quality and quantity in social research*. Routledge.
5. Earl, B. (2013). *The Practice of social research*, 13th International Edition, Wadsworth Publishing.
6. Field, A. P. (2013). *Discovering statistics using IBM SPSS statistics*. Sage.
7. Fielding, J.L. & N. Gilbert. (2006). *Understanding Social Statistics*. Sage.
8. Levin, J. & Fox, J.A. (2014). *Elementary statistics in social research*. Pearson South Asia.
9. Mukherjee, P. N. (2000). *Methodology in social research*. Sage Publication.
10. Young, P. V. (1979). *Scientific social surveys and research*. Prentice-Hall.



SOC-E-603**CULTURE, PERSONALITY AND SOCIETY****Semester: Third Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****Course Learning Outcomes (CLOs):**

Students will be able to:

CLO1: Acquire a broad understanding of the theoretical framework of culture and personality.

CLO2: Able to report about the differing schools of thought, their major ideas and contributions of different scholars germane to the field.

Course Content:**Unit I: Personality and Society (Psychoanalytical Perspective)**

Personality (Conceptual understanding); Talcott Parson (Theory of Personality system) S. Freud (The development of personality); Erich Fromm (Personality and society)

Unit II: Interactionist Perspective on Personality

G. H Mead (The individual self); E. Goffman (The presentation of self); George C Homans (The social self)

Unit III: Personality, Society and Culture

R. Linton (The cultural background of personality); Eric H. Erickson (Childhood and society); C. Geertz (Cultural symbols and the identity formation); M. Mead (The national character); Debate on Structure and Agency (Transcendental self)

Unit IV: Personality and Social Structure: The Indian Context

Sudhir Kakar (Indian childhood); Ashis Nandy (The intimate enemy).

Teaching Learning Strategies

- Lecture followed by discussion and debate.
- Review of articles and books followed by presentation
- Movie screening and critical reflection

Course Assessment Framework

Formative Evaluation	CLO1	CLO2
Class Test	Y	Y
Seminar Paper preparation/ Presentation	Y	Y
Books/Articles review	Y	Y
Group Discussions	Y	Y
Summative Evaluation	CLO1	CLO2
End Semester Examination	Y	Y

Suggested Readings:

1. Carstairs, M. (1957). *The twice born: A study of a community of high-caste hindus*. The Hogarth Press.
2. Erickson, E. H. (1950). *Childhood and society*. W. W. Norton & Co., Inc.
3. Fromm, E. (1970). *The crisis of psychoanalysis*. Penguin.
4. Geertz, C. (1973). *Interpretation of culture*. Basic Books.
5. Goffman, E. (1959). *The presentation of self in everyday life*. Anchor Books.
6. Hall C, S. & Lindzey, G. (1985). The relevance of Freudian psychology and related viewpoints for the social sciences. *Handbook of Social Psychology vol. I*. Academic Press.
7. Homans, G.C. (1961). *Social behaviour: Its elementary forms*. Routledge & Kegan Paul.
8. Kakar, S. (1979). *Indian childhood: Cultural ideas and social reality*. Oxford University Press.
9. Linton, R. (1949). *The cultural background of personality*. Routledge & Kegan Paul.
10. Mead, G.H. (1938). *Mind, Self and Society*. University of Chicago Press.

SOC-E-604**SOCIAL MOVEMENTS IN INDIA****Semester: Third Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****Course Learning Outcomes (CLOs):**

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

CLO1: Distinguish the different conceptual/theoretical perspectives in the sociology of social movements and relate them to specific historical and empirical contexts.

CLO2: Make comparative studies of different movements in terms of nature, ideology and types.

CLO3: Critically analyze the nature of mobilization of contemporary social movements.

Course Contents:**Unit I: Conceptualizing social movements**

Concepts; Typologies; Theories

Unit II: Indian Society: Themes and contexts

Nation-state, political autonomy, self-determination and statehood; State, market and social movements; Development, displacement and collective mobilization

Unit III: Types of social movements in India

Working class; Peasant/Farmers; Tribal; Dalit/Backward Classes; Ethnic Identity; Environment; Women; Queer; Students

Unit IV: Contemporary trends

Media and social movements; Information technology and social movements; Global and transnational networks of social movements; New sites of production and people's resistance in India.

Teaching Learning Strategies

- Interactive lectures
- Case studies of prominent social movements in India for in-depth analysis
- Field visits and guest speakers from social movement organizations
- Screening relevant movies and documentaries
- Individual and Group Projects/Presentations

Course Assessment Framework:

Formative Evaluation	CLO1	CLO2	CLO3
Class Test	Y	Y	Y
Seminar Paper preparation/ Presentation	Y	Y	Y
Books/Articles review	Y		Y
Field Visit	Y	Y	Y
Movie screening and Group Discussion/Group Discussions	Y	Y	Y
Summative Evaluation	CLO1	CLO2	CLO3
End Semester Examination	Y	Y	Y

Suggested Readings:

1. Banks, J.A. (1972). *The Sociology of social movements*. Macmillan.
2. Dhanagare, D. N. (1983). *Peasant movements in India 1920-1950*. Oxford University Press.
3. Karna, M. N. (Ed.). (1998). *Social movements in north-east India*. Indus Publishing House.
4. Menon, N. (Ed.). (2001). *Gender and politics in India*. Oxford University Press.
5. Omvedt, G. (1993). *Reinventing revolution: New social movements and the social tradition in India*. Routledge.
6. Oommen, T.K. (Ed.). (2009). *Social movements: Issues in identity*. Oxford University Press.
7. Ray, R. & M. Katzenstein. (2005). (Eds). *Social movements in India: Poverty, power and politics*. Cambridge University Press.

8. Rao, M.S.A. (Ed.). (1979). *Social movements in India- (Vol. I & II)*. Manohar Publication.
9. Shah, G. (Ed.). (2002). *Social movements and the state*. Sage.
10. Singh, R. (2006). *Social movements: Old and new*. Sage.

SOC-E-605**ECONOMY AND SOCIETY IN INDIA**

Semester: Third Semester Course Level: 600 Total Marks: 100

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes (CLOs):

At the end of the course, the students will be able to:

CLO1: Understand the conceptual and theoretical perspectives of economic sociology.

CLO2: Comprehend the history of planning and policies in India.

CLO3: Develop capacities to analyses the reforms related to land and labour.

CLO4: Argue critically about the intersections of economy and other aspects of Society

Course Contents:**Unit I: Introduction**

Emergence of Economic sociology
Production, Distribution, Exchange
Classical and Contemporary theories

Unit II: The Indian State and Economy: An historical account

Colonization and Underdevelopment
Development of post-colonial economy
Planning in India - inclusive and exclusive policy.
Mode of production debates

Unit III: Indian Experience in Agriculture and Industry

Land reform, labor and changing agrarian structure
Commercialization of agriculture and its impact
Post-colonial industrial policy

Changing dimensions of industrial relations

Unit IV: Recent Issues in the Political Economy of India

Economic liberalization since 1990s

State, Market and Society Relationship

Neoliberalism, Privatization and Consumerism

Global trade, Migration and Cultural Issues

Teaching Learning Strategies

- Lecture-cum- Discussion
- Individual and Group Projects
- Promote Critical Thinking
- Book reviews
- Individual and Group Presentations

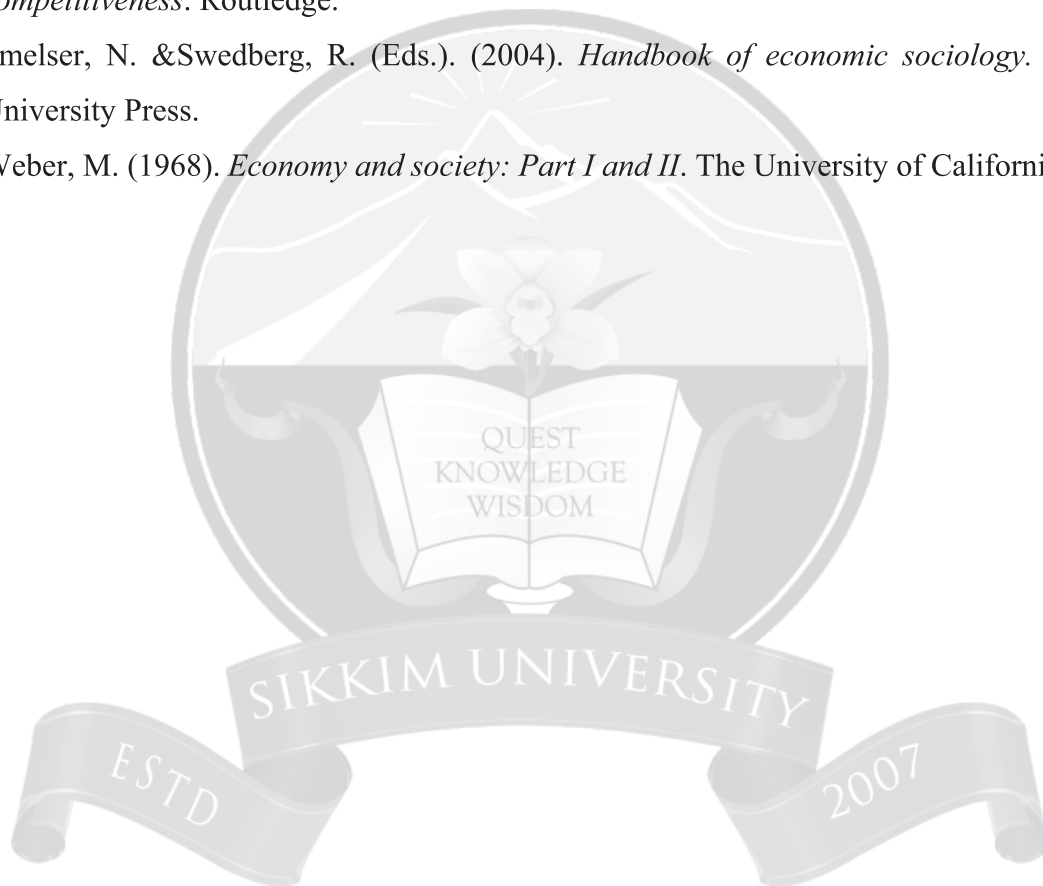
Course Assessment Framework:

Formative Evaluation	CLO1	CLO2	CLO3	CLO4
Class Test	Y	Y	Y	Y
Term Paper/Presentation/Group Discussion	Y	Y	Y	Y
Books/Articles review	Y		Y	Y
Summative Evaluation	CLO1	CLO2	CLO3	CLO4
End Semester Examination	Y	Y	Y	Y

Suggested Readings:

1. Bagchi, A. (1999). *India's institutions under neo-liberal regime*. Sage Publications.
2. Breckenridge, C. (Ed.). (1995). *Consuming modernity: Public culture in contemporary India*. Oxford University Press.
3. Das, V. (Ed.). (2003). *The oxford Indian companion to sociology and social anthropology*. Oxford University Press.

4. Dreze, J. & Sen, A. (1995). *India: Economic development and social opportunity*. Oxford University Press.
5. Granovetter, M. & Swedberg, R. (Eds.). (2011). *The sociology of economic life*. West view Press.
6. Harris, R. L & Seid, M. (2000). *Critical perspectives on globalization and neoliberalism in the developing countries*. Brill Academic Publishers.
7. Jodhka, S.S. (2022). *Agrarian change in India: Readings on the economy, polity and society*. Orient BlackSwan.
8. Nanda, N. (2022). *India's industrial policy and performance: Growth, competition and competitiveness*. Routledge.
9. Smelser, N. & Swedberg, R. (Eds.). (2004). *Handbook of economic sociology*. Princeton University Press.
10. Weber, M. (1968). *Economy and society: Part I and II*. The University of California Press.



SOC-E-606

SOCIOLOGY OF EDUCATION

Semester: Third Semester

Course Level: 600

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes (CLOs):

On successful completion of the course, students should be able to:

CLO1: Elaborate on various theoretical frameworks prominent in sociology of education

CLO2: Identify the main issues and concerns in the field of sociology of education.

CLO3: Discuss the contemporary issues relevant to education in Indian society

Course Contents**Unit I: Foundations**

Democracy and education

Morality, social order, and schools

Education, class and social mobility

Unit II: Schooling practices

School as an organization

School cultures

Construction of knowledge

Unit III: Critical perspectives

Social and cultural reproduction of inequality

Ideology, power, and resistance

Alternatives in education

Unit IV: Education and society in India

Education, inequality, and exclusion

Educational spaces as sites of contestation

State, market, and education

Privatization and digitization of education

Teaching Learning Strategies

- Active learning
- Effective class discussions
- Case-based learning
- Effective lecturing

- Group work

Course Assessment Framework:

Formative Evaluation	CLO1	CLO2	CLO3
Written assignment	Y	Y	Y
Presentations	Y	Y	Y
Group discussions/classroom interactions	Y	Y	Y
Open book tests	Y	Y	Y
Summative Evaluation	CLO1	CLO2	CLO3
End Semester Examination	Y	Y	Y

Suggested Readings:

1. Apple, M. W. (1995). *Education and power*. Routledge.
2. Bernstein, B. (1971). On the classification and framing of educational knowledge. In M. Young (Ed.). *Knowledge and control*. (pp. 363-392). Collier MacMillan.
3. Blackledge, D. & Hunt, B. (2017). *Sociological interpretations of education*. Routledge. (Original work published 1985)
4. Bourdieu, P. (2018). Cultural reproduction and social reproduction. In R. Brown (Ed.). *Knowledge, education and cultural change: Papers in the sociology of education* (pp. 71-112). Tavistock. (Original work published 1985)
5. Collins, R. (1971). Functional and conflict theories of educational stratification. *American Sociological Review*, 36, 1002-49.
6. Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*. Free Press.
7. Durkheim, E. (1956). *Education and sociology*, Free Press.
8. Friere, P. (1970). *Pedagogy of the oppressed*. Penguin.
9. Nambissan, G. B. & Rao, S. R. (Eds.). (2013). *Sociology of education in India: Changing contours and emerging concerns*. OUP.
10. Woods, Peter. (1983). *Sociology and the school: An interactionist viewpoint*. Routledge and Kegan Paul.

SOC-E-607

SOCIOLOGY OF RELIGION**Semester: Third Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****Course Learning Outcomes (CLOs):**

On successful completion of the course, students should be able to:

CLO1: Examine and demonstrate the relation of religion with other social institutions, societal aspects and practices.

CLO2: Comprehend and distinguish the sociological understanding of religion from common sense. Further it will equip them to analyze various sociological factors which contribute in making diverse religious forms and practices.

CLO3: Develop an interconnection of religion with larger structural factors by relating with their everyday life

Course Contents:**Unit-I: Introducing Sociology of Religion**

Sacred and Profane

Magic, Religion and Science

Collective Representation

Church, Sect and Cult

Unit-II: Sociological Approaches to Religion

Emile Durkheim

Max Weber

Karl Marx

Clifford Geertz

Unit-III: Religious Practices

Witchcraft

Rituals

Sacrifice

Festivity

Unit-IV: Contemporary Issues and Debates

Religion, Politics and State

Religion, Nation and Nationalism

Religion and Civil Society

Religion, Media and Globalization

Teaching Learning Strategies

- Classroom teaching and discussion
- Reading, writing and sharing of ideas and knowledge
- Movie screening and discussion
- Group project and presentation
- Diary writing
- Workshop
- Panel discussion
- Invited lecture
- Seminar
- Field visit
- Visit to Museum, archive, library

Course Assessment Framework:

Formative Evaluation	CLO1	CLO2	CLO3
Article/Essay writing	Y	Y	Y
Paper presentations/seminars	Y	Y	Y
Group discussions	Y	Y	Y
Open book exams	Y	Y	Y
Review of articles and books	Y	Y	Y
Class tests	Y	Y	Y
Summative Evaluation	CLO1	CLO2	CLO3
End Semester Examination	Y	Y	Y

Suggested Readings:

1. Beteille, A.(2002). *Sociology: Essays on approach and method*.Oxford University Press.
2. Bielo, J. S.(2015). *Anthropology of religion: The basics*.Routledge.
3. Durkheim, E.(1915). *The elementary forms of religious life*. Allen and Unwin.
4. Geertz, C.(1973). *The interpretation of cultures*.Basic Books.
5. Kelkar, G. & Dev Nathan. (2020). *Witch hunts: Culture, patriarchy and structural*

- transformation*. Cambridge University Press.
6. Madan, T.N. (Ed.) (2004). *India's religions: Perspectives from sociology and history*. OUP.
 7. Malinowski, B. (1948). *Magic, science and religion and other essays*. Mass. Beacon Press.
 8. Robinson, R. (Ed.) (2004). *Sociology of religion in India*. Sage.
 9. Stein, R. L. & Philip L Stein. (2017). *The anthropology of religion, magic, and witchcraft*. Routledge.
 10. Weber, M. (1963). *The sociology of religion*. Beacon Press.

SOC-E-608**SOCIOLOGY OF GLOBALIZATION****Semester: Third Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****Course Learning Outcomes (CLOs):**

On completion of the course, students are expected to:

CLO1: Comprehend the concept of globalization, socio-cultural context and its emergence

CLO2: Critically evaluate various perspectives and relate it to everyday happenings around the world.

CLO3: Apply the knowledge of the globalization process in connecting the global happenings to local issues.

CLO4: Critically appraise the economic, social-cultural, political to ecological implication of globalization.

Course Contents:**Unit I: Conceptualizing globalization**

Understanding globalization- Historical and Social context,

Perspectives on Modernity and Globalization:

Arjun Appadurai- Ethnoscapes, Mediascapes and Global Cultural Flow;

Anthony Giddens- Postmodern or Late-Modern? The Consequences of

Modernity;

Bauman Z: Post modernity, Liquid modernity,

Amartya Sen: Balanced View of Globalisation

Unit II: Structuring the Global Economy

Before and After Bretton Woods, End of Bretton Woods,
Global Agencies: (IMF, World Bank and World Trade Organization),
Global Economic: Foreign investment policies, financial globalization, Multinational Corporations (MNCs)

Unit III: Political Implications of Globalization

Nation-state and its demises; Sovereignty vs. Imperialism;
Global Integration vs. Localism;
Global citizen vs. Disenfranchisement

Unit IV: Debate on Globalization and impact on Culture

Cultural Imperialism; Consumerism and the role of Media;
McDonaldization and Corporate Culture;
Cultural Homogenization vs. Cultural Hybridization;
Global Terrorism; Global-inequalities; Blurring Rural-Urban divide,
Global Tourism

Teaching Learning Strategies

- Lecture-cum interaction
- Critical Reflection/ writing on Globalisation discourse
- Debates and discussion on Impact of Globalisation
- Book/ article Review, assignment and presentation
- Video Lecture/ movie screening followed by discussion

Course Assessment Framework:

Formative Evaluation	CLO-1	CLO-2	CLO-3	CLO-4
Sessional (Subjective)	Y	Y	Y	Y
Term Paper/ Tutorial assignment/ seminar Presentation	Y	Y	Y	Y
Books/Articles review	Y	Y		Y
Group Discussions			Y	Y
Summative Evaluation/ End Term Examination	Y	Y	Y	Y

Suggested Readings:

1. Appadurai, A. (1997). *Modernity at large: Cultural dimensions of globalization*. OUP
2. Giddens, A. (1990). *The consequences of modernity*, Stanford University Press
3. Bauman, Z. (1998). *Globalization: The human consequences*. Polity Press.
4. Dasgupta, S. et.al. (eds). (2006). *Globalization and after*. Sage.
5. Modi, I. (ed). (2012). *Modernisation, globalisation and social transformation*. Rawat Publications.
6. Palanithurai & Ramesh. R. (2008). *Globalisation issues at the grassroots*. Rawat Publications.
7. Pathak, A. (2006). *Modernity, globalization and identity*. Aakar Books.
8. Ritzer, G. (2015). *The McDonaldization of society*, Sage
9. Somayaji, S. (eds.) (2006). *Sociology of globalisation: Perspectives from India*. Rawat Publications.
10. Ghosh, B. (2010). Cultural globalisation in contemporary India: From homogeneity to plurality, *Socialist Perspective*, Volume 38, Issue 1, pp 1-20.

SOC-E-609

SOCIOLOGY OF WORK**Semester: Third Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****Course Learning Outcomes (CLOs):**

On successful completion of the course, students should be able to:

CLO1: Explain the socio-historical changes of work.

CLO2: Discuss the various concepts and theories of sociology of work.

CLO3: Identify the main concerns and issues with relation to work in contemporary society

Course Contents:**Unit I: Introduction**

Pre-industrial to industrial work transitions

Capitalism and alienation; Work and labor

Bureaucratization and professionalization

Unit II: Time, skill, and technology

Time and work

Technology, deskilling and automation

Developing new skills

Unit III: Forms of (un)employment

Employment, unemployment, and underemployment

Informal labor

Unpaid labor and domestic work

Unit IV: Contemporary and future concerns

Liberal governmentality, individualization, and flexibility

Innovation and rise of the “enterprise” culture

Future of work

Teaching Learning Strategies

- Active learning
- Effective class discussions

- Case-based learning
- Effective lecturing
- Group work

Course Assessment Framework:

Formative Evaluation	CLO1	CLO2	CLO3
Written assignment	Y	Y	Y
Presentations	Y	Y	Y
Group discussions/classroom interactions	Y	Y	Y
Open book tests	Y	Y	Y
Summative Evaluation	CLO1	CLO2	CLO3
End Semester Examination	Y	Y	Y

Suggested Readings:

1. Beck, U. (P. Camiller Trans.). (2000). *The brave new world of work*. Polity Press.
2. Breman, J. (1996). *Footloose labour: Working in India's informal economy*. Cambridge University Press.
3. Gooptu, N. (Ed.). (2013). *Enterprise culture in neoliberal India: Studies in youth, class, work and media*. Routledge.
4. Hariss-White, B. (2003). *India working: Essays on society and economy*. Cambridge University Press.
5. Mollona, M., De Neve, G., & Parry, J. (2009). *Industrial work and life: An anthropological reader*. Routledge.
6. Standing, G. (2011). *The precariat: The new dangerous class*. Bloomsbury Academic.
7. Suzman, J. (2021). *Work: A deep history from the stone age to the age of robots*. Penguin.
8. Thompson, E. P. (1967). Time, work discipline and industrial capitalism. *Past and Present*. 38: 56-97
9. Upadhy, C. & Vasavi, A.R. (Eds). (2008). *In an outpost of the global economy: Work and workers in India's information technology industry*. Routledge.
10. Volti, R. (2012). *An introduction to the sociology of work and occupations*. Sage.

SOC-S-610

RESEARCH PROPOSAL WRITING

Semester: Third Semester

Course Level: 600

Total Marks: 50

L+T+P: 1+0+1 = 2 Credits

Lecture + Tutorial + Practical: 30 Hrs

Course Learning Outcomes (CLOs):

On successful completion of the course, students should be able to:

CLO1: Review relevant literature to identify the research gaps.

CLO2: Identify research problems and formulate relevant research questions.

CLO3: Develop a research proposal for dissertation with some knowledge of methodological issues and selection of data collection tools and techniques.

CLO4: Acquaint themselves with reference writing, endnote/footnote and bibliography

Course Contents:

Identification of research problems

Review of literature and identification of research gaps

Framing research questions and objectives

Research methodology

Teaching Learning Strategies

- Literature review
- Developing interview schedule
- Pilot Study
- Presentation

Course Assessment Framework:

Formative Evaluation	CLO1	CLO2	CLO3	CLO4
Review of Literature	Y	Y	-	Y
Developing Research Proposal	Y	Y	Y	Y
Presentation	Y	Y	Y	Y

Suggested Readings

1. American Psychological Association. (2019). *Publication Manual of the American Psychological Association (7th Edition)*. American Psychological Association.
2. Becker, H. S. (2007). *Writing for social scientists (2nd Edition)*. University of Chicago Press.
3. Eco, Umberto. (2015). *How to write a thesis*. The MIT Press. (Original work published 1985)

SOC-S-611**PROFESSIONAL COMMUNICATION****Semester: Third Semester****Course Level: 600****Total Marks: 50****L+T+P: 1+0+1 = 2 Credits****Lecture + Tutorial + Practical: 30 Hrs****Course Learning Outcomes (CLOs):**

CLO1: The learner will be able to communicate effectively and appropriately in real-life situations

CLO2: The learner will gain confidence in communicating effectively in both formal and non-formal situations.

CLO3: The learner will be able to write and communicate in informal and formal settings.

CLO4: The learner will learn skills used in real life situations through debate, group discussion, making presentations and emotion management

Course Contents:**Unit 1: Basics of professional communication**

Introduction to professional Communication

Essentials of grammar and vocabulary

Professional writing skills- Techniques for effective reading- skimming and scanning

Professional writing skills- letters, memos, circulars, notices, minutes, email etiquettes, netiquettes.

Unit 2: Professional communication skills

Professional communication barriers

Public speaking- Group discussion, interpersonal strategies, making presentations, Interview strategies

Body language and voice modulation, Emotion management, stress management.

Teaching Learning Strategies

- Lecture
- Assignment and presentation
- Discussion

Course Assessment Framework:

Formative Evaluation	CLO1	CLO2	CLO3	CLO4
Sessional	Y	Y	Y	Y
Assignment and Presentation	Y	Y		
Group Discussions			Y	Y
Summative evaluation/ End Term	Y		Y	

Suggested Readings

1. Board of editors. (2016). Fluency in english- A course book for engineering students. Orient blackswanpvt. ltd,
2. Green, D. (2014). Contemporary english grammar - Structures and composition. Macmillan.
3. Kumar, S.& Pushpa lata. (2013.) Communication Skills. Oxford university press.
4. Quintanill, K.M. & Wahl, T.S. (2011). Business and professional communication: Keys for workplace excellence .Sage publication.
5. Raman, M.& Sharma, S. (2015) Technical communication: Principles and practice. Oxford university press.
6. Rizvi, A.M. (2015). Effective technical communication. McGraw hill.
7. Swan, M. (2016). Practical english usage: Guide to problems in english. Oxford university press.

SOC-R-651

DISSERTATION

Semester: Fourth Semester

Course Level: 600

Total Marks: 200

L+T+P: 0+2+6 = 8 Credits Lecture:0Hrs + Tutorial: 60 Hrs+ Practical:120

Course Learning Outcomes (CLOs):

On successful completion of the course, students should be able to:

CLO1: Design research and develop a well-planned research proposal.

CLO2: Identify relevant data collection methods and develop field strategies.

CLO3: Organize, code, categorize and analyze/interpret data.

CLO4: Write research with academic rigor.

Teaching Learning Strategies

- Active learning
- Digital learning
- Effective class discussions
- Case-based learning
- Experiential learning
- Group work
- Team-based learning

Course Assessment Framework:

Formative Evaluation	CLO1	CLO2	CLO3	CLO4
Research Designing	Y	Y	-	Y
Fieldwork	-	Y	Y	-
Data entry and interpretation	Y	-	Y	-
Presentation	Y	Y	Y	Y
Summative Evaluation	CLO1	CLO2	CLO3	CLO4
Dissertation writing	Y	Y	Y	Y
Viva-voce	Y	Y	Y	Y

SOC-E-652
SOCIOLOGY OF DEVELOPMENT

Semester: Fourth Semester

Course Level: 600

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes:

On completion of the course, students are expected to

CLO1: Comprehend the way development is conceptualized and contested,

CLO2: Critically evaluate major shift in development discourse and relate with empirical situations.

CLO3: Assess the economic, social-cultural, political and ecological implication of development in Indian context

Course Contents:

Unit 1: Sociology of Development: An Introduction

Conceptualising Development and Underdevelopment

Historical context

Paradigm shift in Development Approach

Unit II: Perspectives in Development

Marxian perspective

Dependency Perspective/ World system theory;

Neoliberalism

Ecological Perspectives and 20th century debates

Alternative Development approach (Gandhi, E.F. Schumacher, Feminist approach)

Unit III: Indian Experiences with Development: Journey so far

Developmental state: Capitalist, socialist, mixed economy,

Planned Economy: Phases, Policies and Programmes

New Economic Policy

Development and its consequences: Gender and Development, Development Induced

Displacement, Agrarian crisis and Corporatization

Unit IV: Contemporary Social Issues and Debates of Development in India

Development and its critique

Marginalities

Development vis-a vis Socio- Cultural aspects

Regional Disparities

Teaching Learning Strategies

- Lecture-cum interaction
- Critical Reflection/ writing on Development discourse
- Debates, group discussion, individual and group projects
- Book Review, assignment and presentation
- Movie screening and discussion

Course Assessment Framework:

Formative Evaluation	CLO-1	CLO-2	CLO-3
Sessional (Subjective)	Y	Y	Y
Term Paper/Tutorial assignment/ seminar Presentation		Y	Y
Books/Articles review		Y	Y
Group Discussions			Y
Summative Evaluation End Term Examination	Y	Y	Y

Suggested Readings:

1. Chakravarti, A. (2003). *Transition and development in India*. Routledge.
2. Chew, S., & Denemark, R. A. (Eds.). (1996). *The development of underdevelopment: Essays in honor of Andre Gunder Frank*. Sage Publications.
3. Crewe, E., & Axelby, R. (2013). *Anthropology of development: Culture, morality and politics in a Globalised World*. Cambridge University Press.
4. Desai, V., & Potter, R. (Eds.). (2002). *The companion to development studies*. Arnold Publishers.
5. Escobar, A. (2011). *Encountering development: The making and unmaking of the third world*. Princeton University Press.
6. Frank, A. G. (1967). Sociology of development and underdevelopment of sociology. *Catalyst*, 3, pp 20-73.
7. Kohli, A. (2012). *Poverty amid plenty in the new India*. Cambridge University Press.
8. Ludden, D. (1992). India's development regime. In N. Dirks (Ed.), *Colonialism and Culture*. University of Michigan Press.

9. Nathan, D., & Xaxa, V. (Eds.). (2014). *Social exclusion and adverse inclusion: Development and deprivation of Adivasis in India*. Oxford University Press.
10. Srivatsan, R. (Ed.). (2012). *History of development thought*. Routledge.

SOC-E-653**POLITICAL SOCIOLOGY****Semester: Fourth Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****Course Learning Outcomes (CLOs):**

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

CLO1: Understand and comprehend politics and power with the help of concepts and approaches and their relevance to the present times.

CLO2: Demonstrate criticality and analyze the complex relationship between politics and society.

CLO3: Develop reflexive understanding and will be able to understand how political decisions have implications in our lives.

Course Contents:**Unit I: Introducing Political Sociology:**

Political Sociology: Emergence, Approaches and Nature

Approaches to study of State and Power: Marx, Weber, Foucault

Ideologies: Liberalism, Socialism, Nationalism, Secularism and Neoliberalism

Unit II: Key Concepts:

Power and Authority

State, Democracy and Citizenship

Rights, Justice and Civil Society

Governmentality and Citizenship

Unit III: State and Society in India:

Diversity, Indian Nation-State and Nation-building project

Social Inequality, Protective Discrimination and Inclusive Policies

Decentralization of Power and Panchayat Raj Institutions

Politics of the Governed

Unit IV: Contemporary Debates in Indian Polity and Society:

Nation and Nationalism

Social Justice and Politics of Representation

Identity Politics, Communalism and Mobilization

Constitutionalism

Teaching Learning Strategies

- Classroom teaching and discussion
- Reading, writing and sharing of ideas and knowledge
- Movie screening and discussion
- Group project and presentation
- Diary writing
- Workshop
- Panel discussion
- Invited lecture
- Seminar
- Field visit
- Visit to Museum, archive, library

Course Assessment Framework:

Formative Evaluation	CLO1	CLO2	CLO3
Article/Essay writing	Y	Y	Y
Paper presentations/seminars	Y	Y	Y
Group discussions	Y	Y	Y
Open book exams	Y	Y	Y
Review of articles and books	Y	Y	Y
Class tests	Y	Y	Y

Summative Evaluation	CLO1	CLO2	CLO3
End Semester Examination	Y	Y	Y

Suggested Readings:

1. Bhargava, R. & Acharya, A. (Eds.).(2008). *Political theory: An introduction*. Pearson Education.
2. Rabinow, P.(Ed.).(1991). *The Foucault reader*. Penguin Books.
3. Gerth, H. & Mills, C.W. (Eds.).(1958). *From Max Weber: Essays in sociology*. Oxford University Press.
4. Gupta, D.(2004). *Political sociology in India: Contemporary trends*. Orient Blackswan.
5. Jaffrelot, C.(1998). *Religion, caste, and politics in India*. Primus Books.
6. Jayal, N. G. & Mehta, P. B.(Eds.).(2010). *The Oxford companion to politics in India*. Oxford University Press.
7. Kaviraj, S.(Eds.).(2000). *Politics in India*. Oxford University Press.
8. Kohli, A. (1990). *India's democracy: An analysis of changing state-society relations*. Princeton University.
9. Kothari, R. (1979). *Politics in India*. Orient Longman.
10. Marx, K. (1954). *The eighteenth brumaire of Louis Bonaparte*. Progress Publishers.



SOC-E-654

POPULATION AND SOCIETY IN INDIA

Semester: Fourth Semester

Course Level: 600

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes (CLOs):

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

- CLO1:** Demonstrate a knowledge of key concepts and different approaches to population studies.
- CLO2:** Recognise the relations between population and social groups and processes by linking population size, composition, and growth with fertility, mortality and migration.
- CLO3:** Undertake a sociological analysis of international and national population dynamics and population policies.
- CLO4:** Develop a critical orientation to public debates and policies regarding population.

Course Contents:**Unit I: Demography and Sociology**

Sociological Importance of Population Studies; Development of Population Studies; Sociology and Social Demography; Sources of Data and measurement techniques

Unit II: Theories and Perspectives

Population Theories: Pre-Malthusian Approach, Malthusian, Optimum Theory, Demographic Transition Theory, Marxian Approach to population, Foucauldian critique.

Unit III: Demographic Processes in India

Fertility- Trend, sociological analysis of fertility: religious and socio-cultural factors, regional Variation, Changing Perceptions of population control, Demographic transition and reproductive behavior in India, access to health Care, NHM

Mortality – Trend, socio-cultural determinants, regional variation, declining child sex ratio (foeticide, infanticide) - reasons and consequences

Migration- Trend and sociological analysis of migration; social factors and consequences of migration,

Unit IV: Population Policies in India

Population and Sustainable Development Goals, Demographic policies and programs in India; critical analysis of population policies; contemporary debates on population

Teaching Learning Strategies

- Interactive lectures
- Case studies on population dynamics and regional variations in India
- Data analysis exercises using population data and indicators
- Screening relevant movies and documentaries
- Individual and Group Projects/Presentations

Course Assessment Framework:

Formative Evaluation	CLO-1	CLO-2	CLO-3	CLO-4
Class Test	Y	Y	Y	Y
Seminar Paper preparation/ Presentation	Y	Y	Y	Y
Books/Articles review	Y	Y	Y	Y
Field Visit		Y	Y	
Movie screening and Group Discussions	Y	Y	Y	Y
Summative Evaluation	CLO1	CLO2	CLO3	CLO4
End Semester Examination	Y	Y	Y	Y

Suggested Readings:

1. Bhende, A & Tara, K. (1994). *Principles of population studies*. Himalayan Publishing House.
2. Bose, A. (1998). *From population to people*. B.R. Publishing Corporation.
3. Haq, E. (2007). *Sociology of population in India*. Macmillan India Ltd
4. Jejeebhoy, S. J. (2014). *Population and reproductive health in India*. OUP.
5. Majumdar, P.K. (2013). *India's Demography: Changing Demographic Scenario in India*. Rawat Publications

6. Patel, T. (1994). *Fertility behaviour population and society in Rajasthan*. Oxford University Press.
7. Premi, M.K. (2011). *India's changing population profile*. National Book Trust.
8. Rao, M. (2004). *From population control to reproductive health*. Sage.
9. Sharma, A.K. (2012). *Population and society*. Concept Publishing House.
10. Srinivasan, K. & Michael, U. (Eds.), (2001). *Population development nexus in India: Challenges for the new millenium*. Tata McGraw Hills.

SOC-E-655**ENVIRONMENT AND SOCIETY****Semester: Fourth Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****Course Learning Outcomes (CLOs):**

At the end of the course, students will be able to:

CLO1: Interpret basic conceptual and theoretical frameworks of environmental sociology.

CLO2: Understand the inter-relationship between environment and society.

CLO3: Comprehend and contextualise the causes and consequences of the degradation of natural resources.

CLO4: Critically examine various environmental issues, policies and movements.

Course Contents:**Unit I: Introduction**

The rise, decline, and resurgence of environmental sociology

Ecology and Environment

Ecology and Society

Cultural and Social Ecology

Realist-Constructivist Debate

Ecology and Imperialism

Unit II: Approaches to the study of environment

Debates on classical thinkers contributions

Phenomenological approach
 Ecofeminism
 Emerging theoretical perspectives
 Current discourse

Unit III: Natural Resources, Development and Environmental Degradation

Population, land, water, forest, mineral resources
 Technology, society and environment
 Politics of development, displacement, and relocation

Unit IV: Global Environmentalism and Environmental Movements

Global agreement on climate change
 National Policy on Environment
 Case study on a few environmental movements
 Environmental policy and sustainable development.

Teaching Learning Strategies

- Lecture-cum-interaction
- Individual and group projects
- Critical thinking
- Field visit
- Individual and group presentations
- Screening movies and discussions

Course Assessment Framework:

Formative Evaluation	CLO1	CLO2	CLO3	CLO4
Class Test	Y		Y	Y
Term Paper/Presentation	Y	Y	Y	Y
Movie screening and Group Discussion				Y
Books/Articles review	Y	Y	Y	Y
Summative Evaluation	CLO1	CLO2	CLO3	CLO4
End Semester	Y	Y	Y	Y

Suggested Readings:

1. Baviskar, A. (1995). *In the belly of the river: Tribal conflicts over development in the Narmada valley*. OUP.

2. Bell, M.M. (2009). *An Invitation to Environmental Sociology*.

Pine Forge Pres.

3. Dunlap, R.E.(2002). *Sociological theory and environment: Classical foundations and contemporary insights*. Rowman & Littlefield Publishers.

4. Evanoff, R. J. (2005). Reconciling realism and constructivism in environmental ethics. *Environmental values*, pp 61-81.

5. Frederick, H. B. (2000). Ecological modernization as social theory. *Geoforum* 31(1): pp 57-65.

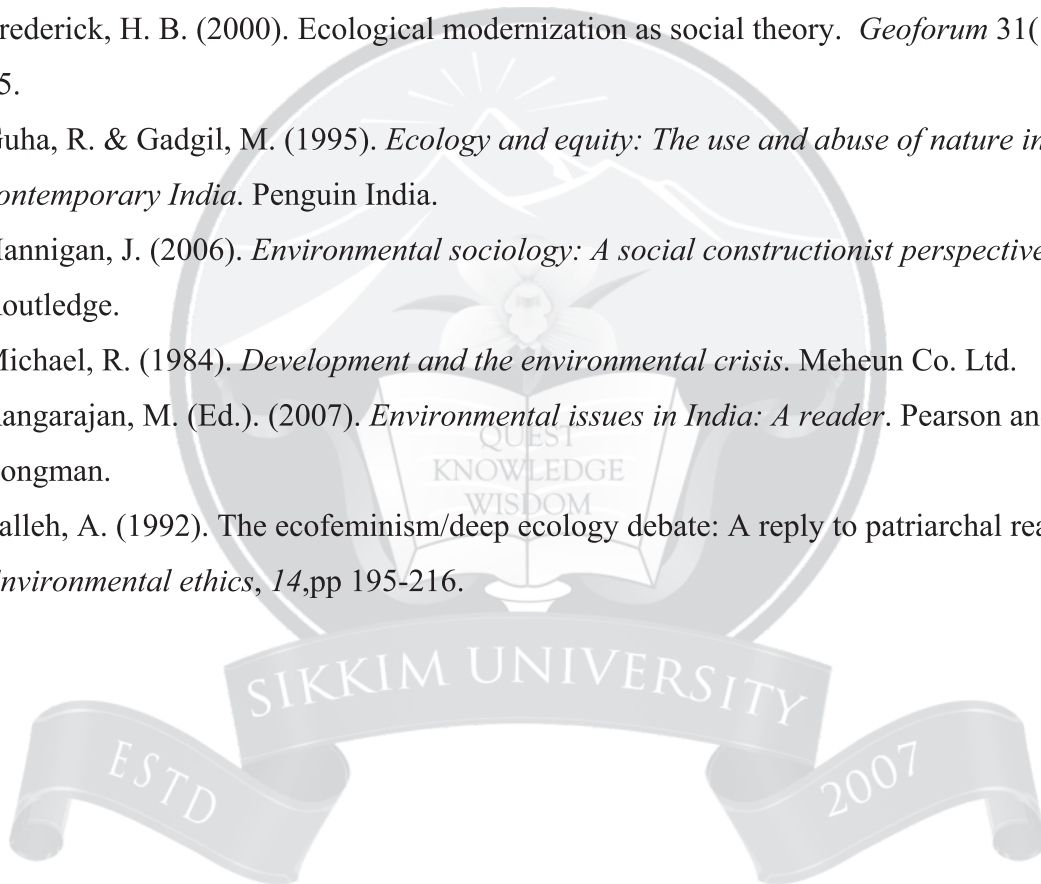
6. Guha, R. & Gadgil, M. (1995). *Ecology and equity: The use and abuse of nature in contemporary India*. Penguin India.

7. Hannigan, J. (2006). *Environmental sociology: A social constructionist perspective*. Routledge.

8. Michael, R. (1984). *Development and the environmental crisis*. Meheun Co. Ltd.

9. Rangarajan, M. (Ed.). (2007). *Environmental issues in India: A reader*. Pearson and Longman.

10. Salleh, A. (1992). The ecofeminism/deep ecology debate: A reply to patriarchal reason. *Environmental ethics*, 14, pp 195-216.



SOC-E-656

SIKKIMHISTORY, SOCIETY, CULTURE & POLITY

Semester: Fourth Semester

Course Level: 600

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes (CLOs):

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

CLO1: Identify the historical phases of socio-political transition of Sikkim.

CLO2: Locate the socio-cultural diversity, economy of Sikkim and the changing aspects.

CLO3: Engage critically and interrogate both historical and contemporary issues, related to ethnicity and identity formation in Sikkim.

CLO4: Evaluate the social impact and consequences of modernization, development and demographic transition and possess a nuanced understanding of the emerging sociological issues in Sikkim for further research.

Course Contents:**Unit I: Historical Background**

State formation in Sikkim;

Relationship with Bhutan, Tibet and Nepal

Changing forms of state in Sikkim (Theocracy, protectorate, democracy)

Unit II: Society, Culture and Economy

Social anthropological investigations [people, society, religion (religious organizations, religious conversions, role of monasteries), culture & customary laws]

Ecology and local knowledge systems

Land-labor relationship and the changing agrarian structure

Unit III: Issues of Ethnicity and Identity Post 1975

Indigeneity and migration

Politics of ethnic categorizations and cultural revivalism

Issues of citizenship and the Sikkimese identity

Unit IV: Modernization, Development and Contemporary Concerns

Modernization; “developmental” concerns; social problems and issues

Demographic changes and social consequences

Women's status and gender identity

Teaching Learning Strategies

- Active learning
- Flipped classroom
- Effective class discussions
- Case-based learning
- Effective lecturing
- Group work

Course Assessment Framework:

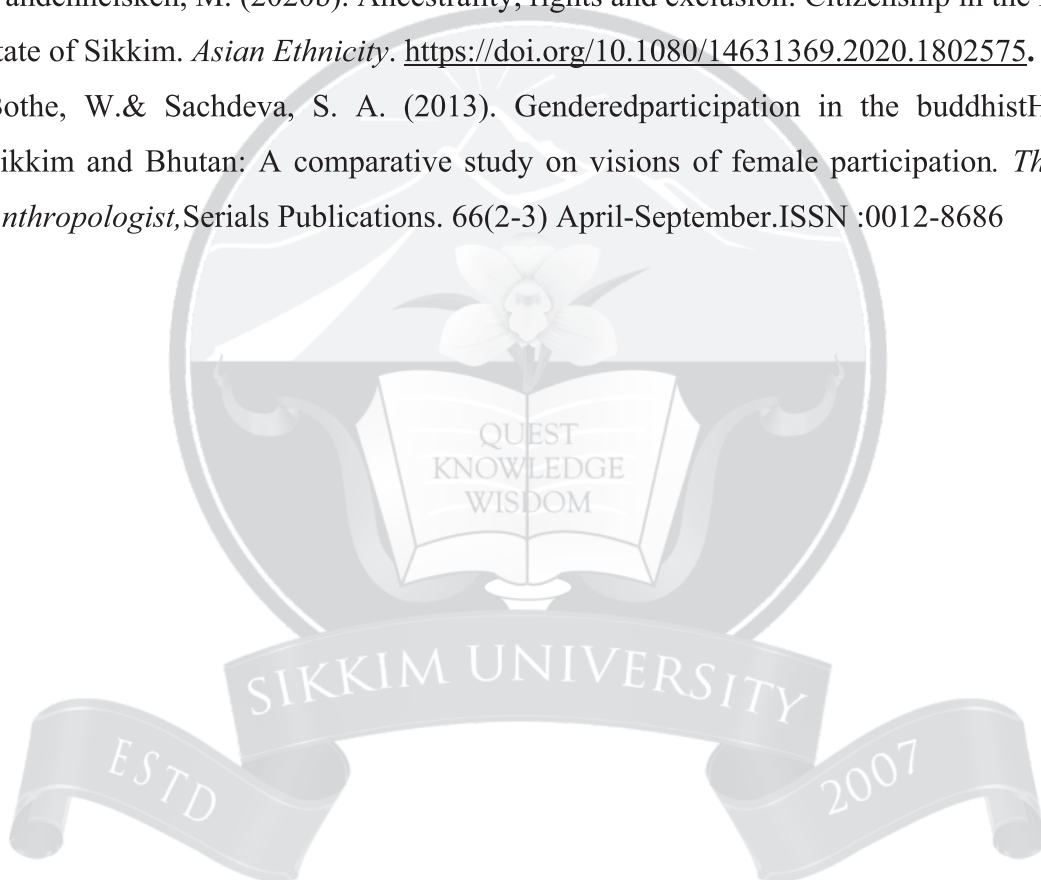
Formative Evaluation	CLO1	CLO2	CLO3	CLO4
Written assignment	Y	Y	Y	Y
Presentations	Y	Y	Y	Y
Group discussions/classroom interactions	Y	Y	Y	Y
Open book tests	Y	Y	Y	Y
Summative Evaluation	CLO1	CLO2	CLO3	CLO4
End Semester Examination	Y	Y	Y	Y

Suggested Readings:

1. Arora, V. (2007). Assertive identities, indigeneity, and the politics of recognition as a tribe: The Bhutias, the Lepchas and the Limbus of Sikkim. *Sociological Bulletin* 56 (2):pp. 195–220.
2. Basnet, L. B. (1974). *Sikkim: A short political history*. S. Chand & Co (Pvt) Ltd.
3. Bhasin, V. (1989). *Ecology, Culture and Change: Tribals of Sikkim Himalayas*. Inter-India.
4. Karlsson, B. G. & Subba, T. B. (2006). *Indigeneity in India*. Kegan Paul.
5. Lama, M.P. (2001). *Sikkim Human Development Report 2001*, Government of Sikkim: Social Science Press.
6. Mullard, S. (2011a). *Opening the hidden land: State formation and the construction of Sikkimese history*. Brill.
7. Rose, L. E. (1978). Modernizing a traditional administrative system: Sikkim 1890-1973. In J. G. Fisher (Ed.), *Himalaya anthropology: The Indo-Tibetan interface* (pp. 205-226).

Mouton Publishers.

8. Singh, K. S. (1993). *People of India: Sikkim, Volume XXXIX*. Anthropological Survey of India. Seagull.
9. Sinha, A.C. (1975). *Politics of Sikkim : A Sociological Study*, Thomson Press
10. Thapa, S. (2022). Ethnicity and protective policies in Sikkim: Consolidation and reconfiguration. *Contributions to Indian Sociology*.56(1).
<https://doi.org/10.1177/00699667221091380>
11. Vandenhelsken, M. (2009). Reification of ethnicity in Sikkim: ‘Tribalism’ in progress. *Bulletin of Tibetology*. 45(2).pp 161-194.
12. Vandenhelsken, M. (2020b). Ancestrality, rights and exclusion: Citizenship in the Indian state of Sikkim. *Asian Ethnicity*. <https://doi.org/10.1080/14631369.2020.1802575>.
13. Bothe, W.& Sachdeva, S. A. (2013). Gendered participation in the buddhist Himalayas, Sikkim and Bhutan: A comparative study on visions of female participation. *The Eastern Anthropologist*, Serials Publications. 66(2-3) April-September. ISSN :0012-8686



SOC-E-657

URBAN SOCIETY IN INDIA

Semester: Fourth Semester

Course Level: 600

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

Course Learning Outcomes (CLOs):

On completion of the course, students are expected to:

CLO1: Develop understanding of nature and scope of Urban Sociology

CLO2: Comprehend and apply the conceptual and theoretical perspectives of urban sociology.

CLO3: Get acquainted with the nature of urbanization and urban institutions in India.

CLO4: Critically appraise urban problems and policies.

Course Contents:**Unit I: Classical theories on urban society**

Introduction to urban sociology; Karl Marx; Emile Durkheim;
Max Weber; F. Tonnies; Georg Simmel;
Ecological approach (Park, Burgess, McKenzie);
Louis Wirth; Robert Redfield

Unit II: Urban India in history

Civilizational phase; Urbanization in ancient period;
Urbanization in the medieval period;
Urbanization in colonial period
Urbanization in the post-independence period

Unit III: Nature of urban society in India

Forces of modernization and Westernization; Globalization; Urban institutions (family, caste, kinship, neighborhood, ethnicity); Small town cultures

Unit IV: Urban problems and policies

Informal sector, slums and urban poor; Problems of housing; Urban environmental problems; Urban policies and programmes; Development programmes for the urban poor.

Teaching Learning Strategies

- Lecture-cum interaction
- Debates, group discussion, individual and group projects
- Book Review, assignment and presentation
- Movie screening and discussion

Course Assessment Framework:

Formative Evaluation	CLO1	CLO2	CLO3	CLO4
Sessional (Subjective)	Y	Y	Y	Y
Term Paper/ Tutorial assignment/ seminar Presentation/	Y	Y	Y	Y
Books/Articles review	Y	Y	Y	
Group Discussions		Y	Y	Y
Summative Evaluation/ End Term Examination	Y	Y	Y	Y

Suggested Readings:

1. Anderson, E. (2000). *Code of the street: Decency, violence, and the moral life of the inner city*. W. W. Norton.
2. Anderson, E. (2011). *The cosmopolitan canopy: Race and civility in everyday life*. W. W. Norton.
3. Champakalakshmi, R (1996) *Trade, Ideology and urbanization: South India 300 BC to AD 1300*. Oxford University Press.
4. Patel, S.& Kushal, D.(2009). *Urban studies*. Oxford University Press.
5. Ramachandran, R. (1991). *Urbanization and urban system in India*. Oxford University Press.
6. Rao, M.S.A. (ed.) (1992). *Urban sociology in India*. Orient Longman.
7. Roy, S.K.(1993). State, ideologies and urban poor in Third World, *Economic and Political Weekly*, Vol. XXVIII No. 49, Dec.4, pp. 2677-2681.

8. Roy, S. K. (2015). Colonized physical and mental space and conflicts in cities, in Sumita Choudhuri (ed.) *Facets of Urbanization*, Cambridge Scholars Publishing: 2
9. Shaw, A.(2007). (ed) *Indian Cities in Transition*. Orient Longman Pvt. Ltd.
10. Wirth, L. (1938). Urbanism as a way of life. *American Journal of Sociology*. 44, pp3–24.

