

SOCIOLOGY

M.A. SYLLABUS

**2 YEAR MASTER DEGREE PROGRAMME IN
SOCIOLOGY (NEP 2020)**

**UNIVERSITY OF CALCUTTA
2026**

PREFATORY NOTES

1. This syllabus comes into effect from the 2026-27 academic session.
2. It will be of 80 Credits comprising 20 courses (15 Core and 5 Electives) of 4 credits each. A course of 4 credits will be of 50 marks each.
3. It offers 15 - Core Courses and 5 - Electives courses (DCEC and SEC).
 - i. For the first two semesters (Sem 1 & II) only core courses will be offered. The Core Courses include the compulsory papers that have been modified to suit the contemporary demands of Sociology.
 - ii Discipline Centric Elective Courses (DCEC) and Skill Enhancement Courses (SEC) will be offered in Semesters III & IV. The Department may offer more electives if faculty strength and infrastructure improve.
 - iii) For Practicum, Dissertation; Fieldwork and Report Writing will be offered in 4th Semester and will be of 4 credits each.
 - iv) Internship and subject chosen under MOOCs should align with discipline of Sociology
 - v) Students will have to opt two DCEC courses and only one SEC course (Indian Knowledge System/ Academic Writing) in the 3rd Semester.
 - vi) Students will have to opt two DCEC courses in the 4th Semester
4. The syllabus has scope for evaluation through continuous Internal Assessment of 20 marks and End-Semester Test of 30 marks.
5. Concerned PG Bord of Studies will recommend the following for approval of the higher authorities:
 - i) Pattern of question with marks distribution
 - ii) Modalities for holding Internal Assessment
 - iii) Modalities for submission of Dissertation / Project
 - iv) Modalities for holding viva-voce examination
6. Viva Voce for the courses Dissertation; Fieldwork and Report Writing will be conducted in presence of external examiners recommended by PG BOS and duly approved by university authority
7. All the other examination rules will be as per University of Calcutta Notification no (CSR/72/2026)
8. All other rules including grade points will be as per with the university rules/norms.

COURSE STRUCTURE FOR TWO-YEAR MASTER DEGREE PROGRAMME IN
SOCIOLOGY UNDER NEP 2020
UNIVERSITY OF CALCUTTA

SEMESTER I						
COURSE TYPE	COURSE CODE	NO OF CREDITS	COURSE NAME	IA	END SEM EXAM	TOTAL MARKS
CC	SOC411	4	WESTERN SOCIOLOGICAL THOUGHT	20	30	50
	SOC412	4	INDIAN SOCIOLOGICAL THOUGHT	20	30	50
	SOC413	4	SOCIAL ANTHROPOLOGICAL PERSPECTIVES	20	30	50
	SOC414	4	SCIENCE, TECHNOLOGY AND SOCIETY	20	30	50
	SOC415	4	GENDER AND SOCIETY	20	30	50
TOTAL CREDITS		20		100	150	250
SEMESTER II						
CC	SOC421	4	INDIA: IDEA, RESISTANCE AND CHALLENGES	20	30	50
	SOC422	4	CONTEMPORARY SOCIOLOGICAL THEORY	20	30	50
	SOC423	4	ECONOMIC SOCIOLOGY	20	30	50
	SOC424	4	HEALTH, ILLNESS AND MEDICINE	20	30	50
	SOC425	4	SOCIAL PROBLEMS IN INDIA	20	30	50
TOTAL CREDITS		20		100	150	250
SEMESTER III						
CC	SOC511	4	RESEARCH METHOD I	20	30	50
	SOC512	4	SOCIAL PSYCHOLOGICAL PERSPECTIVES	20	30	50
	SOC513A	4	INDUSTRIAL SOCIOLOGY	20	30	50

DCEC	SOC514A	4	AGEING, CARE AND SOCIETY	20	30	50
	SOC515A	4	RURAL SOCIOLOGY	20	30	50
	SOC516A	4	MOOCs			50
SEC	SOC516A	4	ACADEMIC WRITING	20	30	50
	SOC517A	4	INDIAN KNOWLEDGE SYSTEM	20	30	50
TOTAL CREDITS		20		100	150	250
SEMESTER IV						
CC	SOC521	4	RESEARCH METHOD II	20	30	50
	SOC522	4	DISSERTATION		50	50
	SOC523	4	FIELDWORK AND REPORT WRITING		50	50
DCEC	SOC524A	4	URBAN SOCIOLOGY	20	30	50
	SOC525A	4	ENVIRONMENTAL SOCIOLOGY	20	30	50
	SOC526A	4	MEDIA & CULTURE	20	30	50
	SOC527A	4	INTERNSHIP	20	30	50
TOTAL CREDITS		20		60	190	250

CC: CORE COURSE (COMPULSORY)

DCEC: DISCIPLINE CENTRIC ELECTIVE COURSE

SEC: SKILL ENHANCEMENT COURSE

SEMESTER I

CC: WESTERN SOCIOLOGICAL THOUGHT

Course Objective:

The course is intended to analyse the work of classical thinkers and their contribution in the field of Sociology that would equip the students with theoretical insights to the social scenario around. It will also provide a foundation of the development and the concepts for future application.

Course outcomes: By the end of the course students will be able to

- understand the development of sociological thought
- interpret and compare classical sociological perspectives
- apply sociological concepts to analyse social phenomena
- develop analytical and critical thinking ability

UNIT I: Karl Marx and C Wright Mills (10 hrs)

- a) Karl Marx: Transition from Pre-Capitalist to Capitalist Social Formations; Capitalism and Commodity Production; Surplus Value and Alienation, Commodity Fetishism; Class and Class Struggle; Religion ; Contemporary trends in Marxism
- b) C Wright Mills: The Sociological Imagination; The Power Elite; White Collar; Mass society & the Public

UNIT II: Emile Durkheim and Max Weber (12hrs)

- a) Emile Durkheim: Methodology; Social Fact; Social Solidarity and Social Integration; Sacred and Profane
- b) Max Weber: Methodology of Social Sciences; Theory of Social Action; Rationality and the Disenchantment of the world; Protestant Ethics and Capitalism

UNIT III Vilfredo Pareto and Georg Simmel (12hrs)

- a) Vilfredo Pareto: Sociology as logico-experimental Science; Logical and non-logical action; Residue and Derivation; The Circulation of Elites
- b) Georg Simmel: Forms of Sociation; Sociology of Marginality; Critique of Objective culture; Fashion; The Metropolis and Mental life; Secrecy as form of social relation

UNIT IV: Karl Manheim and Thorstein Veblen (11hrs)

- a) Karl Manheim: Sociology of Knowledge; Ideology and Utopia
- b) Thorstein Veblen: Theory of Leisure Class and Conspicuous Consumption

Readings:

1. Abraham, J.H. & Morgan, 1985, *Sociological Thought from Comte to Sorokin*, Wyndham Hall Press
2. Adams, B.N. & Sydie R.A. 2000, *Sociological Theory*, Pine Forge Press.
3. Aron, Raymond, 1981, *Main Currents in Sociological Thought*, Vol. I & II, Penguin.
4. Bottomore, T. 1985. *Theories of Modern Capitalism*. London: Unwin Hyman Ltd.
5. Calhoun, Craig et al. 2002: *Contemporary Sociological theory*, Blackwell Publishers Ltd.
6. Collins, Randal. *Three Sociological Traditions*, Oxford University Press.
7. Coser, L.A. 1977, *Masters of Sociological Thought : Ideas in historical and social context* (2nd ed.). Harcourt Brace Jovanovich.
8. Durkheim, E. 1961, *The Elementary Forms of Religious Life* (5 th edition). Collier Books
9. -----, 1982, *The Rules of Sociological Method*. Macmillan.
- 10.-----, 1993, *The Division of Labour in Society*. The Free Press
- 11.-----, 1997, *Suicide*. Routledge and Kegan Paul.
- 12.Giddens, Anthony 1994, *Capitalism and Modern Social Theory*, Cambridge University Press.
- 13.Lukes, Steven. 1973. *Durkheim: Life and Works: A Critical Study*, Stanford University Press.
- 14.Mills, C.W 1951. *White Collar: The American middle classes*. Oxford University Press
- 15.-----, 1956. *The power elite*. Oxford University Press
- 16.-----, 1959. *The sociological imagination*. Oxford University Press
- 17.Morrison Ken, 1995. *Marx, Durkheim, Weber – formation of Modern Social Thought*. Sage Publication.
- 18.Nisbet, R. A. 1976. *The Sociological Tradition*. London: Heinemann.
- 19.Ritzer George, 2000, *Sociological Theory*, Mc.Graw Hill, 5th edition.
- 20.Simmel, G. 1950. *The sociology of Georg Simmel* (K. H. Wolff, Trans. & Ed.). Free Press. (Original work published 1908)
- 21.------(1971). *On individuality and social forms: Selected writings* (D. N. Levine, Ed.). University of Chicago Press.
- 22.Tucker, K.N. *Classical Social Theory*. 2002. Blackwell Publication.
- 23.Turner, B.S *The Blackwell companion to social theory* 2nd ed.). Blackwell Publishers.
- 24.Zetlin Irvin. 1981, *Ideology and the Development Sociological Theory* 2nd ed.). Prentice-Hall.
- 25.Weber, M. 1949, *Methodology of the Social Sciences*. New York: The Free Press.
- 26.-----, 2002. *The Protestant Ethic and the Spirit of Capitalism*. Blackwell Publishers.

CC: Indian Sociological Thought

Course Objective:

The course highlights the context of origin of Indian sociology. It gives importance to institutional development of sociology with special emphasis to different universities. Students can have ideas about the confluence of sociology with related disciplines. It also incorporates contemporary discussions regarding Indian society including the role of women sociologists.

Course Outcomes: By the end of the course students will be able to

- engage in structuring the evolutionary context of Indian Sociology.
- have a proper conception of different schools of thought of Indian Sociology.
- link contemporary discussions with practical situation of India as a whole.
- understand gendered version which can also be a part of their thought process.

UNIT 1: Emergence of Sociology in India: (6hrs)

- a) Transition of society from 19th Century to 20th Century,
- b) Indian Intelligentsia and Western culture.

UNIT II: School of thought (15hrs)

- a) Bombay school – Ghurye , Srinivas
- b) Calcutta school – B.K. Sarkar
- c) Lucknow school – Radhakamal Mukerjee; D.P. Mukherji

UNIT III: Confluence of Sociology, Anthropology and History in Indian Sociology (15 hrs)

- a) N.K. Bose,
- b) Surajit Sinha
- c) B.R. Ambedkar

UNIT IV: Contemporary Discourses (9 hrs.)

- a) Women Sociologists in India
- b) Debates
- c) Recent Context

Readings:

1. Bandyopadhyay B., 1984, *The Political Ideas of Benoy Kumar Sarkar* K.P. Bagchi
2. Bandyopadhyay B. and Chattopadhyay K, 2022, *Founders of Sociology in India* ,
Levant
3. Bhattacharyya S.K., 1990, *The Role of Benoy Kumar Sarkar*, University of Burdwan,
1990
4. Dhanagare. D. N.,1993, *Themes and Perspectives in Indian Sociology* , Rawat
Publication,
5. Madan T, N, 1996, *Pathways*, Oxford University Press
6. Momin A.R , 1996, *The Legacy of G.S. Ghurye*, Popular Prakashan,
7. Mukherjee R, 1979, *The Sociology of Indian Sociology* Allied,
8. Mukhopadhyay A. K., 2015, *The Bengali Intellectual Tradition* K P Bagchi &
Company,
9. Nagla. B.K, 2012, *Indian Sociological Thought*, Rawat Publications
10. Pramanik S.K, 2020 2nd Edition *The Sociology of G. S. Ghurye* , Rawat ,
11. Singh Y. 1986, *Indian Sociology* Sage,
12. Related articles

CC: SOCIAL-ANTHROPOLOGICAL PERSPECTIVES

Course Objective:

This course provides an introduction to social anthropology, with a focus on understanding some of the key conceptual and methodological underpinnings of the discipline. The course acquaints the students with how the social, cultural, political and religious institutions have been assessed through social-anthropological lens in varied contexts. The course also aims to make the students aware about its contemporary practical implications.

Course Outcomes: By the end of the course students will be able to

- explain the basic concepts, approaches and scope of social anthropology and analyse them
- analyse socio-cultural institutions, religion, economy, and political organization from anthropological perspectives
- apply the knowledge in the understanding of society and culture in the contemporary local and global contexts.

UNIT I: Introduction to social-anthropology (10 hrs)

- a) Meaning, nature and scope; history and development; relationship with other disciplines
- b) Fieldwork traditions and methodological practices

UNIT II: Social and economic institutions (13 hrs)

- a) Network of kinship, marriage and family
- b) Economic organization – systems of production, distribution, consumption and exchange

UNIT III: Political and religious institutions (12 hrs)

- a) Political organizations – conceptual foundations – cultural contexts
- b) Religion and society – anthropological approaches to the study of religion

UNIT IV: Social anthropology in practice (10hrs)

- a) Contemporary issues
- b) Emerging trends

Readings:

1. Asad, T. (Ed.) (1973). *Anthropology and the Colonial Encounter*. Ithaca.
2. Banks, M. & Morphy, H. (Eds) (1997). *Rethinking Visual Anthropology*. Yale.
3. Beattie, J. (1966). *Other Cultures*. Taylor and Francis.
4. Doshi, S.L. (2001). *Social Anthropology*. Rawat.
5. Dube, S.C. (1993). *Understanding Change: Anthropological and Sociological Perspectives*. Vikas Publishing House.
6. Ember, C.R. and Ember, M. (1981). *Cultural Anthropology*. Prentice-Hall.
7. Engelke, M. (2017). *Think Like an Anthropologist*. Pelican.
8. Keesing, R. (1984). *Cultural Anthropology: A Contemporary Perspective*. Holt, Rinehart and Winston.
9. Monaghan, J. (2000). *Social and Cultural Anthropology: A Very Short Introduction*. Oxford University Press.
10. Pink, S., et al., (2015). *Digital Ethnography: Principles and Practice*. Sage publications.
11. Pocock, D. (1975). *Understanding Social Anthropology*. Hodder and Stoughton.
12. Pritchard, E.E.E. (1940). *The Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People*. Oxford University Press.

CC: SCIENCE, TECHNOLOGY AND SOCIETY

Course Objective:

The focus of the course is connected to the perspective that analyse science and technology as socially embedded practices. Students can have knowledge about the sociological approaches for studying science and technology in the context of contemporary society. It includes the intersection of power, identity, and global inequalities with aspects of science.

Course Outcomes: By the end of the course students will be able to

- have an idea of significance of studying science and technology in sociology.
- establish the link between indigenous Knowledge and technology with their understanding.
- conceptualise issues like E-Governance and Surveillance Society in practical application.
- understand contemporary trend of applying technology in society with an understanding on ethical consideration in the context of technology.

UNIT I: Fundamental Concepts (10hrs)

- a) Definition of Science (Non-rational Knowledge, Relativism, Rationalism)
- b) Historical Development of Science with special reference to the Enlightenment and Positivism.
- c) Definition of Technology
- d) History of Technological Development; Indigenous Knowledge and Technology
- e) Technology and Social Change; The Idea of Risk Society.

UNIT II: Theoretical Perspectives (8hrs)

- a) Thomas Kuhn (Paradigm Shift)
- b) Karl Popper (Philosophy of Science & Falsification).

UNIT III: Virtual Community (12hrs)

- a) Definition and Features of Virtual Community
- b) Importance of Internet in Everyday Life
- c) Digital Divide

UNIT IV: Contemporary Issues (15hrs)

- a) Media: Nature and Significances.
- b) Cyber Crime.
- c) E-Governance and Surveillance Society
- d) Artificial Intelligence and Transhumanism
- e) Ethical considerations in emerging technologies (implications of biotechnology and Intellectual Property Rights).

Readings:

1. Ashis Nandy. (1988). *Science, hegemony and violence: A requiem for modernity*. Oxford University Press.
2. Bauchspies, Wendy. K *et al.* *Science, Technology, and Society: A Sociological Approach*. Blackwell Publishing
3. Barnes, B. (1974). *Scientific knowledge and sociological theory*. Routledge & Kegan Paul.
4. Bijker, W. E., Hughes, T. P., & Pinch, T. J. (Eds.). (1987). *The social construction of technological systems: New directions in the sociology and history of technology*. MIT Press.
5. Bloor, D. (1991). *Knowledge and social imagery* (2nd ed.). University of Chicago Press.
6. Bostrom, Nick. 2005. 'A History of Transhumanist Thought', *Journal of Evolution and Technology*. Vol. 14 (1).
7. Davis, Kingsley. 2003. *Human Society*. Surjeet Publications.
8. Fox. Robert. 1996. *Technological Change: Methods and Themes in the History of Technology*. Routledge
9. Giddens, Anthony. 1990. *The Consequences of Modernity*. Polity Press
10. Ghernaouti, Solange. 2013. *Cyber Power: Crime, Conflict and Security in Cyberspace*. EPFL Press
11. Kuhn, T. S. (2012). *The structure of scientific revolutions* (50th anniversary ed.). University of Chicago Press
12. MacKenzie, D., & Wajcman, J. (Eds.). (1999). *The social shaping of technology* (2nd ed.). Open University Press
13. Merton, R. K. (1973). *The sociology of science: Theoretical and empirical investigations*. University of Chicago Press.
14. Mike Michael. *Reconnecting Culture, Technology and Nature*. Routledge.
15. Mosco, Vincent. 2004. *The Digital Sublime: Myth, Power and Cyberspace*. MIT Press.
16. Shiv Visvanathan. (1997). *A carnival for science: Essays on science, technology and development*. Oxford University Press.
17. Tony Bilton Tony *et al.* 2008. *Introductory Sociology*. Macmillan.
18. Yearley, S. (2005). *Making sense of science: Understanding the social study of science*. SAGE.
19. Walker, Mark. 2003. *Science and Ideology: A Comparative History*. Routledge

CC : GENDER AND SOCIETY

Course Objective:

The course examines how gender is socially constructed, institutionally maintained and personally experienced. It draws on theories and intersectionality to understand gender as a dynamic social structure rather than a natural fixed fact. It encourages students to analyse gender from sociological perspectives and apply this knowledge to gain a nuanced understanding of the reality.

Course Outcomes: By the end of the course students will be able to

- understand the concepts of sex, gender, gender identity, gender roles through the sociological lens.
- interpret gender issues employing major sociological perspectives
- assess how institutions shape gender relation and gender identities
- analyse the intersectionality of gender with caste, class, sexuality and other social categories

UNIT I: Understanding gender: (15 hrs)

- a) Distinguishing sex, gender and sexuality
- b) Theoretical perspectives
- c) The social construction of gender
- d) The body as social
- e) Masculinities

UNIT II: Feminist epistemology and Intersectionality: (9 hrs)

- a) Feminist methodology as critique of positivism
- b) Gender with caste, class, race and sexuality
- c) Multiple identities and overlapping oppression

UNIT III: Gender, Power and Institutions: (12hrs)

- a) Family and kinship
- b) Education and labour market
- c) State, law and Citizenship
- d) Media and culture
- e) Religion and gender norms

UNIT IV: Work and economy: (9 hrs)

- a) Gendered division of labour
- b) Informal sector and feminization of labour
- c) Wage gaps and workplace discrimination
- d) Care economy

Readings:

1. Aulette, J. R., & Wittner, J. (2018). *Gendered worlds* (4th ed.). Oxford University Press.
2. Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. Routledge
3. -----, (2004). *Undoing gender*. Routledge.
4. Bourdieu, P. (2001). *Masculine domination*. Stanford University Press.
5. Chakravarti, U. (2003). *Gendering caste: Through a feminist lens*. Stree.
6. Collins, P. H., & Bilge, S. (2020). *Intersectionality* (2nd ed.). Polity Press.
7. Connell, R. W. (1987). *Gender and power: Society, the person and sexual politics*. Stanford University Press.
8. -----, (2005). *Masculinities* (2nd ed.). University of California Press.
9. Davis, A. Y. (1983). *Women, race, & class*. Vintage Books.
10. de Beauvoir, S. (2011). *The second sex* (C. Borde & S. Malovany-Chevallier, Trans.). Vintage Books. (Original work published 1949)
11. Hochschild, A. R., & Machung, A. (2012). *The second shift: Working families and the revolution at home* (Rev. ed.). Penguin Books.
12. Irudayam, A., Mangubhai, J. P., & Lee, J. G. (2011). *Dalit women speak out: Caste, class and gender violence in India*. National Campaign on Dalit Human Rights.
13. Kimberlé Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241–1299.
14. Kimmel, M. S. (2020). *The gendered society* (7th ed.). Oxford University Press.
15. Lorber, J. (1994). *Paradoxes of gender*. Yale University Press.
16. Menon, N. (2012). *Seeing like a feminist*. Zubaan.
17. Oakley, A. (1972). *Sex, gender and society*. Temple Smith
18. Reger, J. (Ed.). (2015). *Gender and sexuality in society: Contemporary issues and controversies*. Oxford University Press
19. Turner, B. S. (1984). *The body and society: Explorations in social theory*. Blackwell.
20. Wade, L., & Ferree, M. M. (2019). *Gender: Ideas, interactions, institutions* (2nd ed.). W. W. Norton & Company.
21. West, C., & Zimmerman, D. H. (1987). *Doing gender*. *Gender & Society*, 1(2), 125–151.

SEMESTER II

CC: India: Ideas, Resistance and Challenges

Course Objective:

The course aims to analyse the pattern of traditional Indian society with respect to economy, class, caste and mobility. The course is also connected to modern Indian situation with respect to nationalism, nation building, caste, religion and gender. The discussion also includes the process of social change specially linked with Indian society like modernization.

Course Outcomes: By the end of the course students will be able to

- have knowledge of Indian society from the ancient to the contemporary period.
- compare the societal structure between traditional and modern India focussing on institutional basis.
- understand contemporary discourse of caste, nationalism and regionalism in relation to practical context.
- reinterpret institutional aspects for critical analysis of our country holistically.

UNIT I: Approaches to the Study of India: (7hrs)

- a) Marxian view
- b) Weberian view
- c) Perspectives: Field view and Book View

UNIT II: Society and Economy in Pre-Colonial and Colonial India: (15hrs)

- a) Economy in Pre - Colonial India – Property, Land Ownership, Market and Exchange
- b) Agrarian Structure and relations in Pre - Colonial India, Feudalism: Nature and debate
- c) Class and social mobility in pre-colonial and colonial India;
- d) Orientalists Understanding: Caste and jajmani system in pre-independent era.

UNIT III: Nationalism, Caste and Social Justice (12hrs)

- a) Pluralism and Nation-building in India, Nationalism
- b) Caste in modern India: Economy, Polity, Religion and Other social groups
- c) Positive Discrimination

UNIT IV: Social Change: Mechanisms (11hrs)

- a) Social Change in Modern India: Westernization and Modernization
- b) Religious Institutions: Re-interpreted.
- c) Regionalism: Ethnic and Linguistic Assertions

Readings:

1. Beteille, A. 1977. *Studies in Agrarian Social Structure*, Oxford University Press.
2. Beteille, Andre. *Caste: Old & New*. Asia Publishing House, 1969
3. Bloch, M. 2013, *Feudal Society*, Vol I&II, Routledge.
4. Chattopadhyay, B.D. 2009, *A Social History of Early India*, Pearson Education India.
- 5 Das, Veena. 2003, *The Oxford India Companion to Sociology and Social Anthropology*, Vol I &II, Oxford University Press
6. Desai, A.R. 1994, *Rural Sociology in India*, Popular Prakashan.
7. Desai, A.R. 2000, *Essays on State and Society*. Sangam Books Ltd
8. Desai, N. and V.Patel, *Indian Women: Change and Challenge in the International Decade. 1975–1985*. Popular Prakashan.
9. Dirks, Nicholas, B. 2011, *Castes of Mind: Colonialism and the Making of Modern India*, Princeton University Press.
10. Dumont, Louis. 1980. *Homo Hierchicus: The Caste System and its Implication*, University of Chicago Press.
11. Jha, D.N. (Ed), 2002, *The Feudal Order – State, Society and Ideology in Early Medieval India* ,Manohar.
12. Kapadia, K.M. 1990, *Family and Marriage in India*, Oxford University Press.
13. Roychaudhuri, Tapan and IrfanHabib (Ed), 1984, *The Cambridge Economic History of India* , Orient Longman in association with Cambridge University Press ,
14. Shah, A.M 1998, *The Family in India: Critical Essays*, Orient Blakswan.
15. Sharma, R.S , 2007, *Material Culture and Social Formation in Ancient India* , Macmillan India Limited
16. Sharma, Urshula, 1999, *Caste*, Open University Press.
17. Singer, M and B. S. Cohn (Ed), 1970, *Structure and Change in Indian Society*, Transaction Publishers
18. Singh, Yogendra. 1986, *Indian Sociology*. Vistaar Publications,
19. Singh, Yogendra. 1973, *Modernization of Indian Tradition* Oriental Press, 1973
20. Srinivas, M.N. 1980, *India: Social Structure*, Transaction Publishers.
- 21.Srinivas, M.N. 1962, *Caste in Modern India and Other Essays*. Asia Publishing House,
22. Srinivas, M.N. 1966.*Social Change in Modern India*. University of California Press,
23. Sunar, Lufti, 2014, *Marx and Weber on Oriental Societies*, Ashgate.

24. Thapar, Romila, 1978, *Ancient Indian Social History: Some Interpretations*, Orient Blackswan
25. Uberoi, P. 1994. *Family, Kinship and Marriage in India*, Oxford University Press.

CC: CONTEMPORARY SOCIOLOGICAL THEORY

Course Objective:

This course will acquaint the students to the contemporary sociological theories and the perspectives of the varied theorists aligned with each framework. This will allow the students to make critical comparisons between the various frameworks and contextualising them in various social settings.

Course Outcomes: By the end of the course students will be able to

- understand the key features of the contemporary sociological theories and contributions of major theoretical perspectives and theorists and its relevance in assessing the society through these lenses.
- to make critical comparisons between the various frameworks and contextualising them in various social settings.

UNIT I: Functionalism and Conflict (10hrs)

- a) Functionalism and Neo Functionalism: Arguments
- b) Conflict theory: Arguments

UNIT II: Interpretivism (11hrs)

- a) Interactionist Perspective: Mead and Dewey: An overview; Blumer and Kuhn
- b) Symbolic Interactionism and Phenomenology: Husserl, Schultz, Goffman
- c) Ethnomethodology: Introduction-Garfinkel

UNIT III: Structuralism, Post-structuralism and Critical theory (12hrs)

- a) Structuralism: Levi-Strauss: An overview; Althusser;
- b) Post-Structuralism: Derrida, Foucault
- c) Critical Social Theory: Frankfurt School

UNIT IV: Post-modernism and Feminism (12hrs)

- a) Reflexive Modernity: Giddens, Beck
- b) Post Modernity: Bauman, P. Bourdieu, Baudrillard
- c) Feminist Social Theories: Different Orientations: Liberal, Radical, Socialist & Post-Modernist

Readings:

1. Abrahamson, M. (1978). *Functionalism*. Prentice Hall.
2. Adams, B.N. & Sydie. (2001). *R.A. Sociological Theory*. Sage.
3. Best, S., & Kellner, D. (1991). *Post Modern Theory: Critical Interrogations*. Guilford Press.
4. Bottomore, T. (1984). *The Frankfurt School*. University of Michigan.
5. Giddens, A. (2013). *The Constitution of Society: Outline of the Theory of Structuration*. University of California Press.
6. Giddens, A. & Turner, J.H. (1988). *Social Theory Today*. Stanford University Press.
7. Monzelis, N. (2003). *Sociological Theory: What Went Wrong?* Routledge.
8. Ritzer, G. (2007). *Modern Sociological Theory*. McGraw-Hill Education
9. Scott, A., & Laura D.E. (2011). *Sociological Theory in Contemporary Era*. Sage
19. Smelser, N. J. 2013 *Sociological Theory - A Contemporary View: How to Read, Criticize and Do Theory*. Quid Pro Books.
10. Stanley, L (Ed). 2013. *Feminist Praxis - Research Theory, Epistemology in Feminist Sociology*. Routledge.
11. Swingeood, A. 1991. *A Short history of Sociological Thought*. Macmillan Education.
12. Wallace, R.A. & Wolf, A. (2005). *Sociological Theories*. Prentice Hall
- 13.. Worsley, P. & Brown, R. (1991). *New Modern Sociology Readings*. Penguin Books.

CC : ECONOMIC SOCIOLOGY

Course Objective:

The aim of the course is to give exposure to the students regarding several socio-economic understanding with respect to concepts, method and application in the practical context. They can also have an access to learn about the classical theories of economic sociology for better comprehension. They can interpret contemporary economic situation with the acquired knowledge also.

Course Outcomes: By the end of the course students will be able to

- have ideas on sociological approach of studying economy with appropriate theoretical framework.
- know different forms of exchange along with theoretical perspective.
- understand the interplay between culture and economy and gain a crucial understanding in the focus of embeddedness.
- apply their theoretical knowledge of global contemporary issues in practical context like micro finance.

UNIT I: Perspective in Economic Sociology (10 hrs.)

- a) Formalism and Substantivism
- b) Sociological Approaches to the study of Economy: -----i) Functionalist ii) Marxist iii) Weberian iv) New Economic Sociology

UNIT II: Forms of Exchange (12 hrs)

- a) Reciprocity and Gift
- b) Perspectives on Exchange: Malinowski; Mauss and Levi Strauss
- c) Money – i) Structural perspective ii) Cultural perspective

Unit III: Economy and Culture (12hrs)

- a) Culture and Economy: social capital and embeddedness
- b) Culture and practical reason

Unit IV: Contemporary Issues in Economic Sociology (11hrs)

- a) Development in the Neoliberal Age
- b) Formal and Informal Economy
- c) Microfinance

Readings:

1. Bourdieu, P., 2005, *The social structures of the economy*. Cambridge: Polity Press.
2. Dodd, N. ,1994. *The sociology of money: economics, reason and contemporary society*. Cambridge: Polity Press.
3. Dube, S C: 2012, *The Kamar*, Oxford University Press. Chapter 2, the Economic Life.
4. Granovetter, Mark: 1985, *Economic Action and Social Structure* in Granovetter and Swedberg (ed): *The Sociology of Economic Life*, Westview Press American journal of sociology, Journals.uchicago.edu
5. Granovetter, M. (1992). *The embedded firm*. In *The sociology of economic life*. Westview Press.
6. Harrison, David, 1988, *Sociology of Modernisation and Development*, London, Unwin Hyman - Business & Economics
7. Haynes, Jeffrey, 2008, *Development Studies*, Polity.
8. LeClaire and Schneider (ed), 1968, *Economic Anthropology*. Rinehart and Winston
- 8.Mair, Lucy: 1965, *An Introduction to Social Anthropology* Clarendon Press,
9. Mahmud, S. , 2003, *Actually how empowering is Microcredit?* In *Development and Change*, 34(4): 577-605
10. Mauss, M., 1970, *The gift: forms and functions of exchange in archaic societies*. London: Cohen & West.
11. Parry, J. (1986). *The gift, the Indian gift and the 'Indian Gift'*. *Man*, 21 (3): 453-473
12. Polese, A, Borbála K, Drini I, and Jeremy M. , 2017, Looking at the 'sharing' economies concept through the prism of informality. *Cambridge Journal of Regions, Economy and Society*, 10(2): 365-378
13. Polanyi, K. (2001). *The great transformation: The political and economic origins of our time*. Beacon Press.
14. Schumpeter, J. A. (2008). *Capitalism, socialism and democracy*. Harper Perennial.
- 15.Sen, Sunanda. 2007. *Globalization and Development*. National Book Trust, 2007/2011.
16. Smelser, N. J., & Swedberg, R. (Eds.). (1994). *The handbook of economic sociology*. Princeton University Press.
- 17.Swedberg, Richard, 2007, *Principles of Economic Sociology*, NJ, Princeton University Press
18. Zelizer, V. (1994). *The social meaning of money: pin money, pay checks, poor relief, and other Currencies*. Princeton: Princeton University Press.

CC : HEALTH, ILLNESS AND MEDICINE

Course Objective:

Sociology of Health and Medicine introduces a novel way of looking at the social construction of health which otherwise has been overlooked in the discourse on medicine and health care in general. The course encourages students to examine health through a socio-cultural lens by seeking to develop an understanding of how health is shaped not just by biology but also by culture, economy and polity and enables them to apply this knowledge to the social reality.

Course Outcomes: By the end of the course students will be able to

- understand the concepts related to health from a sociological perspective
- analyse health and illness using major sociological perspectives
- examine the social determinants of health
- understand medicine as an institution of social control
- assess the organization of healthcare institutions, the role of healthcare professionals and doctor-patient relationship

UNIT I: Introduction and Approaches: (9 hrs)

- a) Defining health, illness, sickness, diseases, healing, hygiene and health
- b) Dimensions and social determinants of health
- c) Social Epidemiology: Approaches

UNIT II: Perspectives on Sociology of Health: (15hrs)

- a) The Sick Role
- b) Marxist/Political economy
- c) Interactionists perspective
- d) Feminist perspective
- e) Medical Gaze
- f) The Doctor and Patient: Relational perspective

UNIT III: Medicine as an institution of social control: (12 hrs)

- a) Medicalization and de-medicalization
- b) Health and social structure
- c) Medical ethics

UNIT IV: Healthcare system in India: (9 hrs)

- a) Digital health in India
- b) Indigenous systems of medicine and alternative practices
- c) National health policy and programmes

Readings:

1. Annandale, E. 2014. *The sociology of health and medicine: A critical introduction* (2nd ed.). Polity Press
2. Bird, C. E., Conrad, P., Fremont, A. M., & Timmermans, S. (Eds.). 2010. *Handbook of medical sociology* (6th ed.). Vanderbilt University Press.
3. Chandani, Ambika. 1985. "*The Medical Profession – A Sociological Exploration*", New Delhi , Jainsons Publications
4. Cockerham, W. C. 2021. *Medical sociology* (15th ed.). Routledge.
5. -----, 2021. *Social causes of health and disease* (3rd ed.). Polity Press.
6. -----, (Ed.). 2021. *The Wiley Blackwell companion to medical sociology* (2nd ed.). Wiley-Blackwell.
7. Conrad, P. 2007. *The medicalization of society: On the transformation of human conditions into treatable disorders*. Johns Hopkins University Press.
8. Conrad, P., & Barker, K. K. (Eds.). 2010. *The sociology of health and illness: Critical perspectives* (8th ed.). Worth Publishers.
9. Foucault, M. 1973. *The birth of the clinic: An archaeology of medical perception* (A. M. Sheridan Smith, Trans.). Vintage Books. (Original work published 1963)
10. Freeman, H.E. 1979, "*Handbook of Medical Sociology*", New Jersey, Prentice-Hall
11. Lupton, D. 2012. *Medicine as culture: Illness, disease and the body* (3rd ed.). SAGE Publications.
12. -----, 2017. *Digital health: Critical and cross-disciplinary perspectives*. Routledge.
13. Marmot, M., & Wilkinson, R. G. (Eds.). 2005. *Social determinants of health* (2nd ed.). Oxford University Press.
14. Nettleton, S. 2022. *The sociology of health and illness* (5th ed.). Polity Press
15. Rosengren, William, R, 1980 "*Sociology of Medicine*", London , Harper & Row Publishers.
16. Schwatz, Howard. 1994. *Dominant issues in medical sociology*. New York McGrawHill.
17. Scrambler, Graham and Paul Higgs. 1988 *Modernity medicine and health: Medical sociology towards 2000* London: Routledge
18. Shilling, C. 2020. *The body and social theory* (5th ed.). SAGE Publications
19. Turner, B. S. 1995. *Medical power and social knowledge* (2nd ed.). SAGE Publications.
20. Weitz, R. 2020. *The sociology of health, illness, and health care: A critical approach* (8th ed.). Cengage Learning
21. White, K. (2009). *An introduction to the sociology of health and illness* (2nd ed.). SAGE Publications.
22. Williams, S. J., Gabe, J., & Davis, P. (Eds.). (2000). *Health, medicine and society: Key theories, future agendas*. Routledge

CC : SOCIAL PROBLEMS IN INDIA

Course Objective:

This course is expected to make the students aware about the theoretical as well as the contextual scenario of social problems that are prevalent in India. Looking at these issues through varied vantage points, it would enable the students to articulate novel solutions or policy recommendations towards effectively managing them.

Course Outcomes: By the end of the course students will be able to

- gain theoretical understanding of social problems
- examine the historical, social, cultural, economic and political factors that contribute the emergence and persistence of social problems in India.
- evaluate the role of individual, community, legal measures and civil society organisations in addressing the social problems in India.
- enable them to formulate novel solutions or policy recommendations towards effectively managing them.

UNIT I: Social Problem and Social Disorganization (12 hrs)

- a) Meaning, Nature, Causes, Importance
- b) Social Disorganization Versus Social Problems

UNIT II: Theoretical approaches to social problems (12 hrs)

- a) Social Disorganization Approach
- b) Approaches - Cultural Lag; Value Conflict; Personal Deviation; Anomie

UNIT III: Emerging social Problems (11hrs)

- a) Poverty and destitution
- b) Media addiction
- c) Youth unrest, crime and deviance

UNIT IV: Policy responses and social change (10hrs)

- a) Social policy in India
- b) Public policy implementation and challenges

Readings:

1. Denise, M. De. (Ed.) (2016). *Drug Abuse in Adolescence*. Springer Nature.
2. Ganguly, E. (2023). *Juvenile, Not Delinquent*. Speaking Tiger.
3. Henry, N. (2018). *The Ferment: Youth Unrest in India*. Pan Macmillan, India.
4. Horton, P.B. & Leslie, G. R. (1970). *The Sociology and Social Problems*. Appletin Century Crafts.
5. Jean Drèze & Sen, A. (2013). *An uncertain glory: India and its contradictions*. Princeton University Press.
6. Krishna, A. (2010). *One illness away: Why people become poor and how they escape poverty*. Oxford University Press.
7. Kumar, S. (2025). *Indian Youth in the Midst of Crisis and Challenges*. Routledge.
8. Madan, G.R. (1966). *Indian Social Problems*. Allied Publishers PVT. Limited.
9. Merton, R.K., & Nisbet, R.A. (Eds.) (1952). *Contemporary Social problems*. Prentice Hall.
10. Marshall, C., & Meter, R.F. (2004). *Sociology of Deviant Behaviour*. Wadsworth/Thomson Learning.
11. Noel, T. (1967). *A Sociological Approach to Social Problems*. Routledge.
12. Pandit, R. (2024). *Cyber Crime in India: Trends, Challenges, and Solutions*. Notion Press.
13. Pranab Bardhan (1984). *The political economy of development in India*. Oxford University Pres
14. Peter, W. (1972). *Problems of Modern Society*. Penguin.
15. Ram, A. (1992). *Social problems in India*. Rawat Publications.

SEMESTER III

CC: RESEARCH METHOD I

Course Objective: The course has a quantitative approach focusing on descriptive statistics. It includes frequency distribution and graphical application for presentation of data. The inferential part of statistics focuses on normal curve, estimation and logic of hypothesis application. Students can have proper ideas of appropriate measure of statistical application. It helps to develop quantitative understanding of sociological problem.

Course Outcomes: By the end of the course students will be able to

- understand the appropriate application of Statistical technique
- conceptualize the basic concepts of statistics
- discuss the problems of chi square and T test for dealing with multiple variables and situations
- develop a quantitative orientation

UNIT I: Quantitative Research: (6 hrs)

- a) Meaning, nature and type
- b) Meaning and Significance of Social Statistics
- c) Foundation of Statistical Analysis

UNIT II: Basic statistics: (18 hrs)

- a) Review of Descriptive Statistics –Types of Distribution – Frequency Distribution and Graphical Representation
- b) Different Measures of Central Tendency: Criteria for the Choice of average
- c) Different Measures of Dispersion

UNIT III: Normal curve and Inferential Statistics: (11 hrs)

- a) Normal Curve
- b) Inferential Statistics: Statistical Estimation, Probability and Logic of Hypothesis Testing and Type I & Type II Error

UNIT IV: Test of significance and Correlation: (10 hrs)

- a) Nominal Level Tests of Significance: One and Two Sample Chi Square Tests, Interval Level Tests of Significance: Z test and T test
- b) Correlation: Pearson R & Spearman's Rho; Regression

Readings:

1. Babbie, Earl. 2008, The basics of social research, USA: Thomson Wadsworth.
2. Bailey, K. 1994, Methods of social research, Simon and Schuster, 4th ed, The Free Press, New York.
3. Bryman, Alan. 2004, Quantity and Quality in Social Research, New York: Routledge.
4. Bryman, Alan. 2012, Social research methods, New Delhi: Oxford University Press.
5. Cresswell, John. W. 2009, Research design: Qualitative, quantitative & mixed methods approaches, California: Sage Publications Inc.
6. Elifson, K.W, Runyon. R.P, Haber, A, 1990, Fundamentals of Social Statistics, McGraw Hill.
7. Fielding, J. L, Gilbert, G.N. 2000, Understanding Social Statistics, Sage.
8. Goode, W. E. & P. K. Hatt. 1952, Methods in Social Research, New York: McGraw Hill.
9. Kalof L. and Dietz T., 2009, Introduction to Social Statistics: The Logic of Statistical Reasoning, Wiley Blackwell
10. Leonard W.M., 1996, Basic Social Science , Stipes Publishing Company
11. Lynch M. , 2013, Using Statistics in Social Research, Springer
12. McTavish, D.G. &Loether, H.J. 2015, Social research: An evolving process, Pearson India Education Pvt Ltd.
13. Mueller, J.H., Schuessler K.H, Costner H.L., 1977, Statistical Reasoning in Sociology.
14. Nachmias, D. &Nachmias, C. 1981, Research methods in the social sciences, New York: St. Martin's Press.
15. Neuman, W.L. 2004. Basics of social research: Qualitative and quantitative approaches, Pearson
16. Salkind, N.J. 2000, Statistics for People Who Hate Statistics, Sage.Seale, Clive (Ed). 2004, Social research methods: A reader, London: Routledge.
17. Singleton, R. & Straits, B.C. 2017, Approaches to social research, Oxford University Press.
18. Sirkin, R.M. 1995, Statistics for Social Statistics, Sage.

CC: SOCIAL PSYCHOLOGICAL PERSPECTIVES

Course Objective: The course will help to analyse the application of psychology in contemporary situation. In the changing perception of world this will be helpful to understand the surroundings and managing impressions. The students can connect their own issues in relation to identity. This course can be aid to a better life for the future generation.

Course Outcomes: By the end of the course students will be able to

- understand the nature of interaction and perception
- analyse the attitudes of others
- discuss the role of media in social behaviour
- focus on social relationships for better social life
- illustrate the basic concept of counselling

UNIT I: Social Psychology – nature and scope: (9 hrs)

- a) Emergence of Social Psychology
- b) Development of Social Psychology in India: Contribution of Girindrashekhar Bose
- c) Social Psychology in Digital Society

UNIT II: Perception, Cognition and Attitude: (12 hrs)

- a) Perception and Cognition, Cognitive Dissonance, Communication and Social Interaction
- b) Attitudes and Attitude Change
- c) Conformity, Compliance and Obedience
- d) Persuasion and Everyday Applications

UNIT III: Managing Impression: (12 hrs)

- a) Impression Management
- b) Social Identity and Identity Construction
- c) Stigma and Discrimination
- d) Aggression
- e) Media and Social Behaviour

UNIT IV: Relationship, Mental Health and Counselling (12 hrs)

- a) Social Relationships --- Types and Determinants
- b) Attraction, Intimacy and Belongingness
- c) Mental Health, Well-being and Public
- d) Gender based counselling

Readings:

1. Ann O'Hanlon, Peter Coleman -2018 *Aging and Development: Social and Emotional Perspectives*. Routledge
2. Barrett, Daniel W. 2015. *Social Psychology: Core Concepts and Emerging Trends*. SAGE Publications
3. Baron, R. & Bryne, D. 2006, *Social Psychology*, Prentice Hall/ Pearson Education.
4. Bushman, B. J. (Ed.). (2017). *Aggression and violence: A social psychological perspective*. Routledge.
5. Correll, S. J. (Ed.). (2007). *Social psychology of gender* (Vol. 24). Emerald Group Publishing Limited.
6. Datan, N. & Lohman, N. 1980, *Transition of Ageing*, Academic Press.
7. Dryden, W. 1994, *Developing the Practice of Counseling*, Sage.
8. Fiske, S. T., Gilbert, D. T., & Lindzey, G. (Eds.). (2010). *Handbook of social psychology* (5th ed., Vols. 1–2). John Wiley & Sons
9. Handel, G. (Ed.). (2011). *Childhood socialization*. Transaction Publishers.
10. Heatherton, T. F., Kleck, R. E., Hebl, M. R., & Hull, J. G. (Eds.). (2003). *The social psychology of stigma*. Guilford Press
11. Hess, T. M., Strough, J. N., & Löckenhoff, C. E. (Eds.). (2015). *Aging and decision making: Empirical and applied perspectives*. Academic Press
12. Hollander, E. P., & Hunt, R. G. (Eds.). (1976). *Current perspectives in social psychology*. Oxford University Press.
13. Jones, A. 1963, *Principles of Guidance*, McGraw Hill.
14. Klaus Warner Schaie, Jon Hendricks- 2000 *The Evolution of the Aging Self: The Societal Impact on the Aging Process*. Springer.
15. Krahé, B. (2013). *The social psychology of aggression* (2nd ed.). Psychology Press.
16. Major, B., Dovidio, J. F., & Link, B. G. (Eds.). (2017). *The Oxford handbook of stigma, discrimination, and health*. Oxford University Press
17. Meadows, S. (2009). *The child as social person*. Psychology Press.
18. Peel, E., & Harding, R. (Eds.). (2017). *Ageing and sexualities: Interdisciplinary perspectives*. Routledge
19. Pryor, J. B., & Bos, A. E. R. (Eds.). (2016). *Social psychological perspectives on stigma: Advances in theory and research*. Routledge
20. Rosenthal, H. 1993, *Encyclopedia of Counseling*, Accelerated Development.
21. Rudman Laurie A. , Peter Glick – 2008. *The Social Psychology of Gender: How Power and Intimacy Shape Gender Relations*. The Guilford Press
22. Sharp, S. & Cowie, H. 1998, *Counseling and Supporting*, Sage.
23. Underwood, M. K., & Rosen, L. H. (2013). *Social development: Relationships in infancy, childhood, and adolescence*. Guilford Press
24. Warters, J. 1964, *Techniques of Counseling*, McGraw Hill.
25. Woodhead, E. L., & Yochim, B. P. (Eds.). (2024). *Psychology of aging: A biopsychosocial perspective* (2nd ed.). Springer Publishing Company

DCEC: INDUSTRIAL SOCIOLOGY

Course Objective: Students can have ideas on classical to modern orientation of industrial sociology. New entry of technology in work sphere changes the society as a whole. Students can interpret the industrial society with Indian context focussing on silk, film and health industries. Focus of understanding can be linked with Participation of women in industry. Students can have a holistic idea about Indian industrial scenario.

Course Outcomes: By the end of the course students will be able to

- use the theoretical understanding of industry in practical life
- understand the nature of effect from technological application on industrial connection
- define the role of CSR in Indian context
- analyse the current situation of film, health and tourism industry for developing the economy

UNIT I: Classical Sociological Tradition on Industrial Dimension :(7hrs)

- a) Classical Sociological Tradition
- b) Division of Labour, Bureaucracy, Production
- c) Work and Work Ethics; The Post-modern view of work

UNIT II: Advanced Industrial Society: (12 hrs)

- a) Ralf Dahrendorf, Braverman and Daniel Bell
- b) Technology and Consciousness: Robert Blauner; Peter Berger
- c) New technology at work place.

UNIT III: Present Scenario of Industrialization in India: (12 hrs)

- a) Small scale industry & entrepreneurship in India
- b) Corporate Social Responsibility: Current situation of India

UNIT IV- Contemporary Industries in India: (14 hrs)

- a) Participation of women in Industry, Wage disparity, Security and Welfare measures
- b) Flexible Specialisation; Process of Learning; Industrial cluster;
- c) General profile of other industries: Health, Tourism and Film

Readings:

1. Bell, D. (1973). *The coming of post-industrial society: A venture in social forecasting*. Basic Books
2. Berger, P. L., Berger, B., & Kellner, H. (1973). *The homeless mind: Modernization and consciousness*. Random House
3. Blauner, R. (1964). *Alienation and freedom: The factory worker and his*

- industry*. University of Chicago Press.
4. Cadène, P., & Holmström, M. (Eds.). (1998). *Decentralized production in India: Industrial districts, flexible specialization and employment*. SAGE Publications.
 5. Edgell S.: *The Sociology of Work*, 2012 2nd Edition, Sage.
 6. Grint, K. (2005). *The sociology of work* (3rd ed.). Polity Press
 7. Holmström, M. (1984). *Industry and inequality: The social anthropology of Indian labour*. Cambridge University Press
 8. Hyman, R. (1975). *The sociology of industrial relations*. Macmillan
 9. Miller, D. C., & Form, W. H. (1951). *Industry and society*. Harper & Brothers.
 10. Rao, K. S. (2017). *Do we care? India's health system*. Oxford University Press
 11. Schneider, E. V. (1957). *Industrial sociology: The social relations of industry and the community*. McGraw-Hill
 12. Strangleman, T., & Warren, T. (2008). *Work and society: Sociological approaches, themes and methods*. Routledge.
 13. Watson, T. J. (2008). *The sociology of work* (4th ed.). Routledge.

DCEC: AGEING, CARE AND SOCIETY

Course Objective:

The course aims to develop an understanding of the process of ageing and organization of care by examining the influence of non-biological determinants like social structure, culture, economy, polity and technology and aims to provide with a sociological understanding of ageing and care.

Course Outcomes: By the end of the course, students will be able to

- understand ageing as a socio-cultural process
- apply sociological theories of ageing to analyze the lived experience
- evaluate different forms of care and develop an understanding of care practices
- understand emerging developments in the ageing discourse

UNIT I: Introducing Social Gerontology (6 hrs)

- a) Emergence of Sociology of Ageing: Scope, Significance and Trends; Age as a social contract
- b) Population Ageing, Theory of Demographic Transition, Population Ageing – World, Asia and India, Socio-economic and Health Implications of Population Ageing in India,

UNIT II: Perspectives (15 hrs)

- a) Structural-Functional and Conflict perspective; Symbolic Interactionism; Phenomenology, Ethnomethodology; Life-course
- b) Ageing, aged and ageism in different societies
- c) Gender and Ageing
- d) Family; Living arrangement; Intergenerational relationship
- e) Work: Social, economic, psychological issues of retirement

UNIT III: Sociology of Elder care and care work (9 hrs)

- a) Elderly and Caregivers; Forms of care; Quality of Life in Old Age – Meaning and Changing dimensions.
- b) Elder Abuse – Definition, Forms, Crime against elderly, Maintenance and Welfare of Parents and Senior Citizens Act and its legal application to prevent elder abuse
- c) National Policies and Welfare of the Elderly: Constitutional provisions, Government schemes and services, National policy on older persons, National Programme for Health Care of the Elderly (NPHCE), RRTC, e study platforms

UNIT IV: Emerging Discourses of Ageing (15 hrs)

- a) Environmental Gerontology
- b) Gerontechnology
- c) Ageing in place
- d) Ageing well-Active and Productive Ageing
- e) Third Age
- f) Age-Friendly cities

Readings:

1. Atechley, R.C. 1972, *The Social Forces in Latter life*. Belmont California, Wadsworth.
2. Bond John et al. 1993, *An Introduction to Social Gerontology*. Sage Publications.
3. -----, 2007. *Ageing in Society*, Sage.
4. Borgalta. EF. 1980 , *Ageing and Society*. Sage Publication.
5. Calasanti, T. M. 2001. *Gender, Social Inequalities and Aging*, Rowman Altamira.
6. Chen, Martha. 1998. *Widows in India*, New Delhi, Sage.
7. Cohen, Lawrence. 2000. *No Ageing in India*, University of California Press.
8. Connidis, I. A. 2010. *Family Ties and Ageing*. Pine Forge Press.
9. Cox, H.G. 1984, *Later Life: The Realities of Ageing*. Prentice Hall.
10. Dhillon, P. K. 1992. *Psycho-Social Aspects of Ageing in India*, Concept Publishing Company
11. Kumar S. Vijaya. 1991. *Family Life and Socio-Economic Problems of the Aged*. Ashish Publishing
12. Kumudini, Dandekar. 1996. *The Elderly in India*, Sage.
13. Lamb, S. 2000. *White Saris and Sweet Mangoes: Aging, Gender and Body in North India*, University of California Press.
14. Marshall. V.W. 1986, *Later Life: The Social Psychology of Ageing*. Sage.
15. Mishra. S. 1987. *Social Adjustment in Old Ages*. B.R. Publishing Corporations.
16. Modi, Iswar. (ed.), 2001. *Ageing and Human Development*, Rawat Publications.
17. Peace, W.M.1990. *Researching Social Gerontology: Concepts, Methods and Issues*, Sage
18. Prakash, Indira Jai. (ed). 1991. *Quality Ageing: Collected Papers*, Varanasi, Association of Gerontology.
19. Sharma.M.L. and T.M. Dak. 1987. *Ageing in India*, Ajantha Publications New Delhi.
20. Soodan K. S. 1975. *Ageing in India*; Calcutta: T. K. Mukherjee Minerva Association.
21. Tattwamasi, P &RenuTyagi. 2015. *Caring for the Elderly: Gerontology in the Indian Context*. Sage.
22. Rajan, S.I& Gayathri Balagopal. 2017. *Elderly Care in India: Societal and State Responses*, Springer.
23. Shankardass, M &S.Irudaya Rajan, 2018. *Abuse and the Neglect of the Elderly in India*, Springer

DCEC: RURAL SOCIOLOGY

Course Objective:

This course will enable the students to understand the conceptual and historical development of rural sociology in India. It will further make the students aware about the nature and dynamics of rural society in India, analyze rural social institutions, and its contemporary transformations and develop practical research and fieldwork skills for understanding rural communities. Furthermore, the course will also assist in the examination of rural development policies and their sociological implications, in the context of India.

Course outcomes: By the end of this course students will be able to:

- understand the conceptual and historical development of rural sociology in India.
- critically assess and compare the varied techniques of engaging with the rural society.
- evaluate the contemporary rural issues and develop effective strategies for dealing with them.
- assess the rural development approaches relevant for India and build sustainable solutions for it.

UNIT I: Introduction to rural sociology (6 hrs)

- a) Rural Sociology as a discipline: Conceptual and historical development
- b) Agrarian social structure in India; agrarian question
- c) Rural-urban continuum and changing rurality

UNIT II: Techniques of rural studies (11 hrs)

- a) Village studies in India
- b) Practices of village study methods
- c) Participatory Rural Appraisal

UNIT III: Rural social structure (14 hrs)

- a) Rural economy and its transformation in India
- b) Local governance and Panchayati raj institutions
- c) Rural ecology and natural resource management
- d) Emerging rural issues

UNIT IV: Rural development in India (14 hrs)

- a) Approaches and perspectives to rural development in India
- b) Rural development policies and programmes in India
- c) Civil society and rural development
- d) Rural planning and management: Principles and practices

Readings:

1. Ashley, C, & Maxwell, S. (2001). *Rethinking Rural Development*. Blackwell.
2. Baiju, P.V. (2015). *NGO's and Participatory Development in India*. Concept Publishing Company Pvt Ltd., New Delhi.
3. Beteille, A. (1965). *Caste, class and power*. University of California Press.
4. Beteille, A. (2007). *The Study of Agrarian Systems: An Anthropological Approach*. Oxford.
5. Brass, T. (Ed.) (1995). *The New farmer's Movements in India*, Frank Cass.
6. Chitambar, J.B.(1973). *Introductory Rural Sociology*. John Wiley & Sons.
7. Desai, A.R. (1969). *Rural Sociology in India*. Popular Prakashan.
8. Desmarais, A.A. (2007). *Globalisation and the power of peasants*. Daanish Books.
9. Dreze, J. (2004). Democracy and Right to Food. *Economic and Political Weekly*, 39(17), 1723-1731.
10. Dhanagare, D. N. (1987). Green Revolution and Social Inequalities in Rural India. *Economic and Political Weekly*, 22(19/21), 137-144.
11. Frankel, F. (1971). *India's Green Revolution*. Oxford University Press.
12. Gupta, A. (1998). *Post-Colonial Developments: Agriculture in the Making of Modern India*. Duke University Press.
13. Gupta, D. (2005). Whither the Indian village: Culture and agriculture in 'rural' India. *Economic and Political Weekly*, 40(8), 751-758.
14. Himanshu., Jha, P., & Rodgers, R. (Eds.) (2016). *The changing village in India: Insights from longitudinal research*. Oxford University Press.
15. Jackson, C. (2003). Gender Analysis of Land: Beyond Land Rights for Women?, *Journal of Agrarian Change*, 3(4), 453-478.
16. Joshi P.C. (1976). *Land Reforms in India*. Allied Publisher.
17. Madan, V. (ed) 2002: *The village in India*, New Delhi: Oxford University Press.
18. Narayanasamy, N. (2012). *Participatory rural appraisal: Principles, Methods and Application*. Sage Publications India Pvt Ltd.
19. Omvedt, G. (1979). The Downtrodden among the Downtrodden: An Interview with a Dalit Agricultural Laborer. *The Labor of Women: Work and Family*, 4(4), 763-774.
20. Singla, P. (2007). *Women's Participation in Panchayati Raj*. Rawat Publications

SEC: ACADEMIC WRITING

Course Objective:

This course enables the students with the skills needed for developing advanced academic reading and writing strategies for critically engaging with relevant literature. It attempts to make the students aware about the ethical academic practices and enhance scholarly communication of their research.

Course Outcomes: By the end of the course students will be able to:

- critically read and evaluate sociological texts by identifying key themes, arguments and draw inferences.
- develop proficiency in academic writing conventions.
- apply the appropriate citation, references, paraphrasing techniques maintaining the ethical academic integrity.
- produce research-oriented academic documents.

UNIT I: Reading the academic text (12 hrs)

- a) Nature of academic reading
- b) Strategies for critical reading - Purpose and organization of literature reviews

UNIT II: Academic writing (13 hrs)

- a) Structuring of research papers
- b) Academic vocabulary and style

UNIT III: Ethical considerations (10 hrs)

- a) Citations, referencing
- b) Avoiding plagiarism

UNIT IV: Communicating research (10 hrs)

- a) Strategies and techniques of dissemination

References:

1. Babbie, E. (2016). *The practice of social research* (14th ed.). Cengage Learning.
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3. Becker, H. S. (2007). *Writing for Social Scientists* (2nd ed.). University of Chicago Press, Chicago.
4. Belcher, W.L. (2019). *Writing your journal article in twelve weeks: A guide to academic publishing success* (2nd ed.). The University of Chicago Press.
5. Coakley, E.G. (1989). Writing Feature Stories. *The Reading Teacher*, 43(3), 270-271.
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7. Henderson, E. (2015). *The Active Reader: Strategies for academic reading and writing*. Oxford University Press, Oxford.
8. Lackey, C. (1994). Social Science Fiction: Writing Sociological Short Stories to Learn about Social Issues. *Teaching Sociology*, 22(2), 166-173.
9. Murray, R. (2013, September 6). *Writing for an academic journal: 10 tips*. The Guardian (Higher Education Supplement).
10. Murray, R. (2013). 'It's not a hobby': re-conceptualizing the place of writing in academic work, *Higher Education*, 66(1), 79-91.
11. Pinker, S. (2014). Why Academics Stink at Writing, *The Chronicle of Higher Education*.
12. Van Dijck, J. (2006). Writing the Self: Of Diaries and Weblogs, in Sign Here!: *Handwriting in the Age of New Media*. In Neef, S. , van Dijck, J. and Ketelaar, E. (eds.), Amsterdam University Press, Amsterdam.

SEC: INDIAN KNOWLEDGE SYSTEM (IKS)

Course Objective:

This course examines Indian Knowledge Systems (IKS) in particular the indigenous knowledge from a sociological perspective, focusing on the production, transmission, contestation, and transformation of knowledge across diverse indigenous and local communities.

Course Outcomes: By the end of the course students will be able to

- identify the relationship between indigenous knowledge, social power, authority, and inequality.
- understand how traditional knowledge shapes cultural practices, collective identities, and social institutions.
- explore indigenous ecological knowledge, sustainable environmental development practices.
- engage contemporary debates on decolonizing knowledge, cognitive diversity, knowledge pluralism, and epistemic shifts
- situate Indian traditional knowledge systems within broader global discussions on indigenous knowledge traditions, modernization, and globalization.

UNIT I: Introduction to Indian Knowledge System: Approaches and Methods (8 hrs)

- a) Decoloniality
- b) Oral tradition
- c) Textual analysis

UNIT II: Indigenous Knowledge and Sociological Inquiry (15 hrs)

- a) Key Sociological figures in IKS
- b) Social Institutions, values, practices and transmission of knowledge in India
- c) Indigenous Worldviews, Identity and Social Organisation

UNIT III: Indigenous Knowledge Systems in Contemporary India (15 hrs)

- a) Indigenous Ecological Knowledge and biodiversity conservation
- b) Indigenous Knowledge, Health, and Well-being
- c) Indigenous, folk and tribal knowledge in regional development; Bridging tradition with modernity
- d) Indigenous Knowledge, Technology, and Policy Making

UNIT IV: Global relevance of Indian Knowledge Systems (7hrs)

- a) IKS and the Sustainable Development Goals (SDGs) in context of sustainability
- b) IKS and Inclusive Governance
- c) IKS and self-reliant development

Readings:

1. Agrawal, A. (2005). *Environmentality: Technologies of Government and the Making of Subjects*. Durham: Duke University Press.
2. Alonde, A. (1993). *Indigenous knowledge systems and sustainable development*. International Development Research Centre (IDRC). Ottawa, Canada
3. Battiste, M. (2002). *Indigenous Knowledge and Pedagogy in First Nations Education*. Ottawa: National Working Group on Education
4. Berger, P. L., & Luckmann, T. (1966). *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. New York: Anchor Books.
5. Berkes, F. (2018). *Sacred Ecology* (4th ed.). New York: Routledge.
6. Cajete, G. (2000). *Native Science: Natural Laws of Interdependence*. Santa Fe: Clear Light Publishers
7. Durie, M. (2005). *Indigenous Knowledge within a Global Knowledge System*. Higher Education Policy, 18(3), 301–312
8. Escobar, A. (1995). *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press.
9. Foucault, M. (1980). *Power/Knowledge: Selected Interviews and Other Writings*. New York: Pantheon
10. Gadgil, M., & Guha, R. (1992). *This fissured land: An ecological history of India*. New Delhi: Oxford University Press.
11. Guha, R. (2000). *Environmentalism: A global history*. New Delhi: Oxford University Press.
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- N.B. Dirks, 2013, GS Ghurye and the politics of Sociological Knowledge, *Sociological Bulletin*, Sage Publication.
13. Patel, Sujata, 2021, Sociology's Encounter with the decolonial: The Problematique of Indigenous Vs that of Coloniality, extraversion and Colonial Modernity, *Current Sociology*, 69 (3) pp, 372-388
14. Posey, D. A. (Ed.). (1999). *Cultural and Spiritual Values of Biodiversity*. Nairobi: UNEP.
15. Santos, B. de S. (2014). *Epistemologies of the South: Justice Against Epistemicide*. Boulder: Paradigm Publishers
16. Scott, J. C. (1998). *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University Press.
17. Sharma, V. C., & Varma, A. (Eds.). (2025). *Proceedings of the National Conference on Indian Knowledge Systems for Viksit Bharat 2047: Bridging traditions and futures for sustainable human settlements*. Springer Nature.
18. Shiva, V. (1988). *Staying Alive: Women, Ecology and Development*. New Delhi: Kali for Women.
19. ----- (1997). *Biopiracy: The Plunder of Nature and Knowledge*. Boston: South End Press.
20. Singh, Yogendra, 2005, Modernization of Indian Tradition, Social Change in India: an approach, P. 1-22
21. Smith, L. T. (2021, 3rd ed.). *Decolonizing Methodologies: Research and Indigenous Peoples*. London: Zed Books.
22. Srinivas, M. N., 1977, Social Change in Modern India, Orient Longman Limited, New Delhi
23. Tharakan, P. K. M. (Ed.). (2015). *Indigenous Knowledge Systems in India*. New Delhi: Sage Publications.

SEM IV

CC: RESEARCH METHOD II

Course Objective:

This course will enable the students to understand the foundational underpinnings of qualitative and mixed methods research. It will allow the students to develop and design their research based on these methodologies and effectively communicate their findings.

Course Outcomes: By the end of the course students will be able to:

- critically rationalize their research utilizing the major research paradigms, qualitative approaches, and mixed methods designs.
- formulate research questions and design appropriate qualitative or mixed methods studies aligned with research objectives.
- collect, organise, analyse and infer the data utilising appropriate analytical frameworks.
- communicate their research findings effectively.

UNIT I: Introduction to qualitative research (8 hrs)

- a) Meaning and nature of Qualitative social research; Quantitative-Qualitative divide; Paradigm wars
- b) Field research: Features; Strength and weakness

UNIT II: Approaches and methods (18 hrs)

- a) Qualitative approaches to enquiry: Unobtrusive research - Content analysis; Case Study; Discourse Analysis: Texts, Conversational and Narratives; Oral Histories, Life Histories and Experiential Methods
- b) Methods and Techniques of data collection – Interview; Focus Group Discussion; Participant observation

UNIT III: Qualitative data analysis (10 hrs)

- a) General strategies of qualitative data analysis; coding and concept formation
- b) Thematic; Narrative; secondary analysis of qualitative data

UNIT IV: Alternating paradigms (9 hrs)

- a) Intersectionality in Social Research
- b) Mixed Method: Nature and types

Readings:

1. Alasuutari, P., Bickman, L. & Brannen, J. (2008). *The Handbook of Social Research Methods*. Sage.
2. Babbie, E.R. (1990). *The Practice of Social Research Methods*. Wadsworth
3. Bryman A. (2016). *Quantity and Quality in Social research*. Sage Publications.
4. Creswell, J.W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd ed.). Sage Publications.
5. Gray, D.E. (2004). *Doing research in the real world*. Sage Publications.
6. Hesse-Biber, S., & Leavy, P. (Eds.) (2006). *Emergent Methods in Social Research*. Sage.
7. Krippendorff, K. (2004). *Content analysis: An introduction to its methodology* (2nd ed). Sage Publications.
8. Molly, A, Squire, C., & Tamboukou. (Eds.) (2009). *Doing Narrative Research*. Sage.
9. Rose, G. (2007). *Visual Methodologies*. Sage.
10. Teddlie, C., & Tashakkori, A. (2009). *Foundations of Mixed Methods Research: Integrating Quantitative and Qualitative Approaches in the Social and Behavioural Sciences*. Sage Publications.
11. Webb, E.J. (1966). *Unobtrusive Measures*. Rand McNally.
12. Woofit, R. (2005). *Conversation and Discourse analysis*. Sage Publications.
13. Yin, R. K. (2008). *Case study research: Design and methods*. Applied Social Research Methods Series, (4th ed). Sage Publications.

CC : DISSERTATION

Course Objective:

The Dissertation course aims to develop the ability of the students to conduct empirical research by applying theoretical knowledge, employing research methods, comparing the reviewed with the field, and developing analytical skills to examine a chosen topic of research. It prepares the students to identify the novelty of their work and contribute insights to the future academic research.

Course Outcomes:

After completing the dissertation, students will be able to:

- develop the ability to identify and formulate research problems
- review existing studies and identify gaps that can be addressed through further investigation
- apply appropriate research method considering the nature of the research problem
- analyse and will learn to critically examine
- develop skills in how to collect, interpret and analyse data
- be aware of ethical principles in research
- disseminate research findings through seminars, discussion and publication

Course Content:

The Dissertation course provides practical training in empirical research by guiding the students through the complete research process - from selecting a researchable topic to communicating research outcomes. Through the dissertation process, students will understand the relationship between theory and practice by engaging and critically reviewing existing scholarship, collecting and analysing data and strengthening their ability to address everyday issues and concerns.

Dissertation shall be carried out under the supervision of assigned faculty supervisor. The dissertation will be evaluated by the assigned faculty supervisor and an External examiner recommended by the PG Board of Studies and approved by the University. They will also conduct the viva-voce.

CC: FIELDWORK AND REPORT WRITING

Course Objective:

This course aims to endow students with the skills that will help them in becoming independent researchers or for any collaborative work. Its purpose is to develop a comprehensive understanding of fieldwork methods, through a sociological framework. The students will be able to learn through hands-on experience, of designing research, develop reflexivity and how to articulate them through academic standards and conventions.

Course Outcomes: By the end of the course students will be able to:

- critically assess the principles, methods of sociological fieldwork.
- design and systematically execute field-based research.
- organize and prepare structured research report for dissemination of findings.

Course Content:

The field work and report writing course would enable the students to acquire hands-on skills in designing and conducting students either independent and/or collaborative research. This would entail students participating in a short-term field work. The focus of the course is on enabling the students to develop the skills for selecting the appropriate methods, considering the practical and ethical issues while undertaking it and critically integrating the inferences with relevant theoretical knowledge. The course also emphasizes on the documentation of the field work in an organized and structured report, maintaining the academic standards.

The field work shall be carried out under the supervision of assigned faculty supervisor. It will be evaluated by the assigned faculty supervisor and an External examiner recommended by the PG Board of Studies and approved by the University. They will also conduct presentations and viva-voce.

DCEC: URBAN SOCIOLOGY

Course Objective: The course aims to sensitise students to the concepts, nature, scope and significance and perspectives of urban sociology. The course also enables them to critically examine contemporary urban trends, patterns, issues and concerns.

Course Outcomes: By the end of the course, students will be able to

- understand the concepts and theories of urban sociology
- analyse the process of urbanization and its impact
- identify emerging urban trends and patterns
- explain the role of urban planning and governance in sustainable city development

UNIT I: Introducing Urban Sociology (8hrs)

- a) Understanding Urban Sociology, Origin and Development of Urban Sociology; Basic Concepts
- b) Urbanization in India: History and Processes
- c) Cities: Origin and the Growth of cities in the west and the third world; Typology of Cities:

UNIT II: Urban Theory –An overview; Simmel, Louis Wirth; Chicago school; Urban land use models; Manuel Castell; Henry Lefebvre, David Harvey (15 hrs)

UNIT III: a) Urban Trends and patterns in India: (11hrs)

- a) Culture and lifestyle: shopping mall; food and cuisine; consumer culture; e-governance Services
- b) Migration, Diversity and Multiculturalism
- c) Urban sprawl and suburbanization; Gentrification

;
UNIT IV: Emerging discourses (11 hrs)

- a) Urban Governance and Urban Planning
- b) Changing urban space: Some cases;
- c) Smart cities and Digital Urbanism
- d) Entangled Urbanism
- e) Subaltern Urbanization

Readings:

1. Abrahamson, Mark. 2013. *Urban Sociology: A Global Introduction*, Cambridge University Press.
2. Chattopadhyay, S. 2005. *Representing Calcutta: Modernity, Nationalism and the Colonial Uncanny*. Psychology Press.
3. Desai Renu & Romola Desai (eds), 2012, *Urbanizing Citizenship: Contested Spaces in Indian Cities*, Sage.
4. Flanagan, William. 2010. *Urban Sociology*. Rowman & Littlefield Publishers.
5. Gupta, Narayani. 2004. The Indian City. In Veena Das (ed.), *Handbook of Indian Sociology*, OUP
6. Hutnyk, John. 1996. *The rumour of Calcutta*, Zed Books.
7. Jayapalan, N 2002. *Urban Sociology*. Atlantic Publishers.
8. Kosambi, Meera. 1994. *Urbanization and Urban Development in India*, ICSSR.
9. Lefebvre, Henri et al. 1996. *Writings on cities*. Wiley.
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11. Morris, R., 2013. *Urban Sociology*, Routledge.
12. Paddison, Ronnan. (2001). *Handbook of Urban Studies*, India: Sage.
13. Patel, Sujata and Deb, Kushal. Ed. 2006. *Urban Studies*. Oxford University Press.
14. Patel S & Jim Masselos. 2005. *Bombay and Mumbai: The city in Transition*, Oxford University Press.
15. Ramchandran, R. 1988. *Urbanization and Urban Systems in India*, Oxford University Press.
16. Rao, M.S.A (ed) 1992. *Urban Sociology in India*, Orient Longman.
17. Saunders Peter. 2007. *Social Theory and Urban Question*. Routledge.
18. Simmel, Georg. 1961. *Metropolis and Mental Life*, University of Chicago Press.
19. Srivastava, S. (2015). *Entangled urbanism: Slum, gated community, and shopping mall in Delhi and Gurgaon*. Oxford University Press
20. V. Dupont, E. Tarlow and D. Vidal, 2000. *Urban Space and Human Destinies*, Manohar Publication.
21. Weiner, Myron. 2003. Migration. In Veena Das (ed.), *The Oxford India Companion to Sociology and Social Anthropology*, Vol.I. Delhi: Oxford University Press.
22. Wirth, L. 1991. *Urbanism as a Way of Life*. Irvington.
23. Zukin, S. 1995. *Cultures of Cities*, Oxford: Blackwell

DCEC: ENVIRONMENTAL SOCIOLOGY

Course Objective:

This course aims to make the students evaluate the relationship between society and environment, and assess them through the major theoretical perspectives in Environmental Sociology. The course studies the environmental inequalities and environmental justice in both global and Indian contexts. Furthermore, it will assist the students to critically evaluate the issues of environmental governance, public policy, and social movements in India.

Course Outcomes: By the end of the course the students will be able to:

- explain key concepts and theoretical approaches in Environmental Sociology.
- critically analyze environmental issues using sociological theories and methods.
- evaluate the role of varied social, political, government and civil society institutions relevant for environmental governance.
- examine Indian environmental movements, policies, and sustainable development initiatives and propose solutions

UNIT I: Introduction to environmental sociology (8 hrs)

- a) Nature–society relationship
- b) Ecology, environment, and society
- c) Rise of environment sociology

UNIT II: Environmental Perspectives and Ideologies (15 hrs)

- a) Understanding the environment: Theoretical approaches and discourse
- b) Environment and social inequalities
- c) Indian perspectives on environment

UNIT III: Environmental issues and social change in India (8 hrs)

- a) Contemporary environmental issues
- b) Environmentalism in India

UNIT IV: Environment, governance and politics (14 hrs)

- a) Global environmental discourse - issues on climate change; environmental equity and justice
- b) Global environmental governance and Sustainable Development Goals
- c) Environmental laws and policies

Readings:

1. Barbosa, L.C. (2009). Theories in Environmental Sociology. In Kenneth A. Gould and Tammy L. L. (Ed.), *Twenty Lessons in Environmental Sociology*. Oxford University Press.
2. Bell, M. M., Ashwood, L.L., Leslie, I.S., & Schlachter, L.H. (2020). *An Invitation to Environmental Sociology*. Sage Publication.
3. Baviskar, A. (1995). *In the belly of the river: tribal conflicts over development in the Narmada Valley*. Oxford University Press.
4. Buttel, F. H. Environmental Sociology: A New Paradigm. *The American Sociologist*, 13(4), 252-256.
5. Dubash, N.K. (Ed.) (2019). *India in a Warming World: Integrating Climate Change and Development*. Oxford University Press.
6. Dunlap, R. E. & Catton, W. R. (1979). Environmental Sociology. *Annual Review of Sociology*, 5, 243-273.
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8. Gadgil, M. & Guha, R. (1995). *Ecology and Equity: The use and abuse of nature in contemporary India*. Routledge.
9. Giddens, A. (2009). *The Politics of Climate Change*. Cambridge University Press.
10. Gould, K.A., & Lewis, T.L. (2020). *Twenty lessons in environmental sociology*. Oxford University Press.
11. Grove, R.H., Sangwan, S., & Damodaran, V. (Eds.) (1998). *Nature and the orient: The Environmental History of South and Southeast Asia*. Oxford University Press.
12. Guha, R. (2014). *Environmentalism: A Global History*. Penguin Books Limited.
13. Guha, R. (1991). *The Unquiet Woods: ecological change and peasant resistance in the Himalaya*. Oxford University Press.
14. Guha, R. & Martinez-Alier, J. (1997). *Varieties of Environmentalism: Essays north and south*. Routledge.
15. Hannigan, J. (2014). *Environmental Sociology* (3rd ed.). Routledge.
16. Mukerjee, R. (2014). *Social Ecology*. D.K. Print World Ltd.
17. Robinson, M. (2018). *Climate justice: Hope, resilience, and the fight for a sustainable future*. Bloomsbury Publishing.
18. Shiva, V. (1988). *Staying alive: Women, ecology and development*. Zed Books.
19. Shiva, V. (2006). *Earth Democracy: Justice, sustainability and peace*. Zed Books.
20. Stuart, D. (2021). *What is environmental sociology?* Polity Press.

DCEC: MEDIA AND CULTURE

Course Objective: The students will have the opportunity to study day to day trivial details of life. The issues like youth, life styles, food preferences can be analysed with proper examples for the understanding of students. Media can be studied as an industrial set up. The nature of audience can be analysed in connection to audience reception approach. It will help the students to understand mediated life.

Course Outcomes: By the end of the course students will be able to

- focus on the study of popular culture
- discuss the semiological approach
- interpret the role of advertisement
- identify the connection between theorizing media and practical implication of its impact with Media visit

UNIT 1: Popular Culture: (8 hrs)

- a) Popular culture: Film, Music
- b) Youth and values
- c) Leisure

UNIT II: Culture, Globalization and Dimensions: (12 hrs)

- a) Multiculturalism, Cultural Globalization and issues
- b) Consumerism, Food Preferences, Life style, Fashions and Entertainments
- c) Visual culture

UNIT III: Perspectives and Practice of Media: (13 hrs)

- a) Theoretical perspective of media studies:
 - I. Cultural studies, ii. Public sphere iii. Semiotics iv. Feminist theory
- b) Media as an Industry
- c) Media and Identity

UNIT IV: Impact of Media: (12 hrs)

- a) Audience reception
- b) Impact of social media
- c) Advertisement

Readings:

1. Appadurai, A. (1986), *The social life of things: commodities in cultural perspective*, Cambridge University Press,.
2. Appadurai, Arjun. (1996), *Modernity at Large: The Cultural Dimensions of Globalisation*, Oxford University Press,
3. Benjamin, W. (1969), *The Work of Art in the age of Mechanical Reproduction*. Illuminations. New York; Schocken Books
4. Campbell R., (1997), *Media and Culture*, Bedford/St. Martin's
5. Curran, J. & M. Gurevitch (Eds.). (2005) *Mass Media and Society*. London: Hodder Arnold,
6. Danesi M., (2009), *Dictionary of Media and Communications*, Routledge
7. Hall, S. (1980) 'Cultural Studies: two paradigms', *Media, Culture and Society* 2, 57-72
8. Herman, E.S. (Ed.), (1998) *Global Media: The New Missionaries of Corporate Capitalism*. New Delhi: Madhyam Books
9. Kohli, V. (2003.) *The Indian Media Business*. London: Sage,
10. Marris, P. and S. Thornham (Eds.). (1999) *Media Studies: A Reader*. Edinburgh: Edinburgh University Press,
11. Storey, J (Ed.). (1996). *What is Cultural Studies: A Reader*. London: Arnold,
12. Thomas, P.N. (Eds.). (2004) *Who Owns the Media*. London: Zed Books,.
13. Uberoi, Patricia. (2006), *Freedom and destiny: gender, family, and popular culture in India*. Oxford University Press,.
14. Williams, R. (1962) *Communications*. Penguin: Harmondsworth