



WEST BENGAL STATE UNIVERSITY

Berunanpukuria, Malikapur Barasat

24 Parganas (North), Kolkata - 700 126

Phone : (033) 2524 1975 / 1976 / 1978 / 1979 Fax : (033) 2524 1977

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DEPARTMENT OF SOCIOLOGY

**4-year Undergraduate Programme of Sociology under NEP 2020
(Course Structure)**

HONOURS WITH RESEARCH

Sem 1 An Introduction to Sociology(SOCDSC101T)

Sem 2 Introducing Indian Society- I(SOCDSC202T)

Sem 3 Introducing Sociological Theory(SOCDSC303T)

Sem 4 Introducing Indian Society- II(SOCDSC404T)

Politics and Society(SOCDSC405T)

Gender and Society(SOCDSC406T)

Indian Sociological Thought – I(SOCDSC407T)

Sem 5 Social Stratification(SOCDSC508T)

Sociology of Religion(SOCDSC509T)

Sociology of Kinship(SOCDSC510T)

Social Research Methods – I(SOCDSC511T)

Sem 6 Indian Sociological Thought – II(SOCDSC612T)

Social Research Methods – II(SOCDSC613T)



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Sociological Thinkers – I(SOCDSC614T)

Writing Academic Papers/Research Proposals(SOCDSC615T)

Sem 7 Economic Sociology(SOCDSC716T)

Social Problems(SOCDSC717T)

Special Minor A - Sociology of Work(SOCSMC701T)

Special Minor B - Society and Environment(SOCSMC702T)

Sem 8 Sociological Thinkers – II(SOCDSC818T)

Research Project

MAJOR+HONOURS

Sem 1 DS 1 An Introduction to Sociology(SOCDSC101T)

Sem 2 Introducing Indian Society- I(SOCDSC202T)

Sem 3 Introducing Sociological Theory(SOCDSC303T)

Sem 4 Introducing Indian Society- II(SOCDSC404T)

Politics and Society(SOCDSC405T)

Gender and Society(SOCDSC406T)

Indian Sociological Thought – I(SOCDSC407T)



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Phone : (033) 2524 1975 / 1976 / 1978 / 1979 Fax : (033) 2524 1977

Sem 5 Social Stratification(SOCDSC508T)

Sociology of Religion(SOCDSC509T)

Sociology of Kinship(SOCDSC510T)

Social Research Methods – I(SOCDSC511T)

Sem 6 Indian Sociological Thought – II(SOCDSC612T)

Social Research Methods – II(SOCDSC613T)

Sociological Thinkers – I(SOCDSC614T)

Writing Academic Papers/Research Proposals(SOCDSC615T)

Sem 7 Economic Sociology(SOCDSC716T)

Social Problems(SOCDSC717T)

Special Minor A - Sociology of Work (SOCSMC701T)

Special Minor B - Society and Environment (SOCSMC702T)

(Special Minor Courses from the two different disciplines either Minor Discipline – 1 or Minor Discipline – 2. SMA and SMB are thus meant for those students who have opted Sociology as a Minor discipline).

Sem 8 Sociological Thinkers – II(SOCDSC818T)

Sociology of Social Movements(SOCDSC819T)

Population Studies(SOCDSC820T)

Sociology of Environment(SOCDSC821T)



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**Department of Sociology
Undergraduate Syllabus
MAJOR (Non-Lab Based Course)**

**Discipline Specific Core Course (DS-1)
Credits – 5 (75 hours)**

Semester – I

**AN INTRODUCTION TO SOCIOLOGY
Paper Code – SOCDSC101T**

Course Objectives:

The course serves as a gateway to the systematic study of human society, social interaction, and the underlying structures that shape individual lives. The course introduces students to the basic tools, grammar and concepts required to read the 'social' in everyday spaces, to develop a 'sociological imagination' in order to link the personal with the social.

Course Outline:

1. Sociology: Discipline and Perspective (25hrs.)

- 1.1. Emergence of Sociology
- 1.2 Sociology and Common Sense, Sociological Imagination
- 1.3 Sociology and Social Anthropology: Relationships

2. Some Basic Concepts (35hrs.)

- 2.1 Individual and Social Groups
- 2.2 Culture: Concepts and Meaning, Subculture, Counterculture, Cultural Lag
- 2.3 Socialization: Concept, Processes and Agencies
- 2.4 Social Processes: Integrative and Disintegrative
- 2.5 Social Control: Types and Agencies
- 2.6 Social Change: Concept and Theories (Linear and Cyclical)



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Course Outcomes:

By the end of the course, the students will be able to develop a “sociological imagination”—the ability to connect personal experiences to larger social structures and historical forces. In addition, they are expected to define and explain fundamental social units, including social groups, institutions (family, religion, education), culture, and social stratification. The application of these concepts will, in turn, provide them with the opportunity to connect local and global contexts to understand the specific complexities of any society. the students learn to apply the sociological perspective in understanding how the society shapes individual lives.

Reading Reference:

- Mills, C.W. 1959. *The Sociological Imagination*, Oxford: Oxford University Press, pp. 3-11
- Bauman, Z. and May, T. 1990. *Sociology and Common Sense*. In 'Thinking Sociologically.' Oxford: Basil Blackwell Publishers Limited, pp. 5-11
- Inkeles. A. 1964. *What is Sociology? An Introduction to the Discipline and Profession*. London: Prentice Hall.
- Young, K. and Mack, R.W. 1962. *Systematic Sociology, Text, and Readings*. New Delhi: Affiliated East West Press Ltd
- Giddens, A., and Sutton, P.W. 2013. *Sociology* (Seventh Edition). Cambridge: Polity Press.
- Bottomore, T.B. 1962. *Sociology*. London: George Allen and Unwin.
- Fulcher, J. and Scott, J. 2007. *Sociology* (Third Ed). Oxford: Oxford University Press.
- Haralambos, M. 1998. *Sociology: Themes and Perspectives*. New Delhi: Oxford University Press.
- Gisbert, P. 2010. *Fundamentals of Sociology*. New Delhi: Orient BlackSwan.
- Henslin, J. M., et al. 2015. *Sociology: A Down-to-Earth Approach*. AU: Pearson Higher Education.
- Jayaram, N. 1987. *Introductory Sociology*. New Delhi: Macmillan.
- Macionis, J. 1996. *Sociology*. New Jersey: Prentice Hall.
- McIntyre, L. J. 2011. *The Practical Skeptic: Core Concepts in Sociology*. New York: McGraw-Hill
- Bardis, P. D. 1959. 'Theories of Social Change,' *The Indian Journal of Political Science*, Vol. 20, No. 4: 283-290



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Semester – II

Discipline Specific Core Course (DS-2)

Credits – 5 (75 Hours)

INTRODUCING INDIAN SOCIETY – I

Paper Code – SOCDSC202T

Course Objectives:

The course introduces students to the study of the distinctive structures and lived realities of Indian society through key institutions such as caste, village, family, and tribe. It offers a conceptual grounding to understand how these forms organize social life, shape identities, and mediate relations of power and belonging.

Course Outline:

1. Caste (20hrs.)

- 1.1. Caste: Concept, Features
- 1.2 Critique of Caste system
- 1.3 Caste Mobility: Sanskritization, Westernization
- 1.4 Disintegration of the Caste System

2. Village (10hrs)

- 2.1 Structure and Change
- 2.2 Agrarian Class Structure

3. Family (15hrs.)

- 3.1 Traditional joint family
- 3.2 Disintegration debate

4. Tribe (15 hrs)

- 4.1 Problems of definition: The term, Tribes as indigenous, Adivasi consciousness
- 4.2 Tribal Problems



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Course Outcome:

This course will enable the students to view India not just as a geographical entity, but as a diverse, multi-layered social construct shaped by unique historical and cultural forces. The course lays the foundation of deconstructing the Indian social institutions by critically examining the foundational units of Indian society – such as the caste system, tribes, joint family, and village community – and how they have evolved from tradition to modernity. The course, supported by an interdisciplinary approach, facilitates learning and reflecting about the multiple – and contextual – socio-cultural registers of Indian society.

Reading Reference:

- A. R. Desai. 1948. *Social Background of Indian Nationalism*. Bombay: Popular Prakashan. Bengali Translation: Bharatiya Jatiatabader Samajik Patabhumi
- Mandelbaum, D.G. 1970. *Society in India*. Bombay: Popular Prakashan.
- Sharma, K.L. 1997. *Social Stratification in India*. New Delhi: Sage Publications.
- Sharma, K.L. 2006. *Social Stratification and Mobility*. Jaipur: Rawat Publications
- Srinivas, M.N. and A.M.Shah. 1960. 'The Myth of Self Sufficiency of the India Village,' *Economic Weekly*, Vol 12, No. 37: 1375-1378
- Dhanagare, D.N., 1991, 'The Model of Agrarian Classes in India, in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp. 271-275
- Srinivas, M. N. 1987. *The Dominant Caste and Other Essays*, Delhi: Oxford University Press, Pp. 20-59
- Srinivas, M.N. (ed.). 1996. *Caste: Its Twentieth Century Avatar*. Delhi: Viking, Penguin India
- Srinivas, M.N. 1966. *Social Change in Modern India*. Bombay: Allied Publishers.
- Oberoi, P. (ed). 1993. *Family, Kinship and Marriage in India*. Delhi: Oxford University Press.
- Rajni Kothari (ed.). 1970. *Caste in Indian Politics*. New Delhi: Orient Longman.
- Ahuja, R. 1993. *Indian Social System*. Jaipur: Rawat Publications.
- Dube, S.C. 2005. *Indian Society*. New Delhi: National Book Trust.
- Oommen, T.K. 1984. *Social structure and politics: studies in independent India*. Delhi: Hindustan Pub.
- Singh, Y. 2003. *Culture Change in India Identity and Globalization*. Jaipur: Rawat Publications.
- Singh, Y. 1978. *Essays on Modernization in India*. New Delhi: Manohar.
- Singh, Y. 1993. *Social Change in India: Crisis and Resilience*. Delhi: Har-Anand Publications.
- Singh, Y. 1986. *The Modernization of Indian Tradition*. Jaipur: Rawat Publications.



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- Xaxa, V. 1999. 'Tribes as Indigenous People of India', *Economic and Political Weekly*, 34(51), 3589–3595
- Ministry of Tribal Affairs, Govt. of India. 2005. 'Draft National Policy on Tribals,' *Australian Indigenous Law Reporter*, Vol. 9, No. 2:103-108
- Sarkar, S., S.Mishra, H.Dayal and D. Nathan. 2006. 'Development and Deprivation of Scheduled Tribes', *Economic and Political Weekly*, Vol. 41, No. 46: 4824-4827
- Karve, I. 1953. 'Introduction' in *Kinship Organization in India*. Bombay Asia Publishing House, pp. 8-14
- Mandelbaum, D. G. 1948. 'The Family in India,' *South-western Journal of Anthropology*, 4(2), 123–139.
- Shah, A. M. 1968. 'Changes in the Indian Family: An Examination of Some Assumptions.' *Economic and Political Weekly*, Vol. 3, no. 1/2: 127–34
- Shah, A.M. 1996. 'Is the Joint Household Disintegrating?' *Economic and Political Weekly*, Vol. 31, No. 9: 537-542

Semester – III

Discipline Specific Core Course (DS-3)

Credits – 5 (75 Hours)

INTRODUCING SOCIOLOGICAL THEORY

Paper Code – SOCDSC303T

Course Objective:

Offering a foundational understanding of how different frameworks interpret and explain social life the course maps the diverse theoretical traditions that constitute Sociological theory. It familiarizes students with key approaches such as functionalism, conflict theory, interactionism, and feminist thought, along with their intellectual roots. Engaging with these frameworks, the course enables students to move between different ways of seeing the social, cultivating a more attentive and critical sensibility toward the discipline of Sociology.

Course Outline:

1. Plurality of Sociological Perspective (10hrs.)

2. Functionalism (20hrs.)

2.1 Intellectual roots: Auguste Comte, Emile Durkheim (basic idea)

2.2 Analytical Functionalism: Talcott Parsons

2.3 Empirical Functionalism: Robert K. Merton



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3. Conflict Perspective (10hrs.)

- 3.1 Intellectual roots: Karl Marx and Max Weber (basic idea)
- 2.1 Ralf Dahrendorf
- 2.2 Georg Simmel and Lewis Coser

3. Interactionism (10hrs.)

- 3.1 G. H. Mead
- 3.2 Herbert Blumer
- 3.3 Erving Goffman

4. Feminist Perspective (10hrs.)

- 4.1 Liberal feminism
- 4.2 Radical feminism
- 4.3 Marxist feminism

Course Outcome:

The central outcome is for students to understand how “the social” is scientifically conceptualized and how these abstract ideas explain real-world interactions. This course introduces the students to the relationship between theory and perspectives. In addition, it provides a foundation for sociological theories that are a part of papers in the subsequent semesters. This paper enables the students to develop critical thinking skills and help them to learn how to read, interpret and critique original works of various thinkers.

Reading Reference:

- Baert, P. and Carreira da Silva, F. 2010. *Social Theory in the Twentieth Century and Beyond*. Cambridge: Polity Press.
- Bottomore, T. and Nisbet, R. 2004. *A History of Sociological Analysis*. Jaipur: Rawat Publications.
- Bottomore, T. 2002. *The Frankfurt School and its Critics*. London: Routledge
- Collins, R. 1994. *Four Sociological Traditions*. New York: Oxford University Press.
- Ritzer, G. 2021. *Modern Sociological Theory*. Jaipur: Rawat Publications.
- Seidman, S. 2011. *Contested Knowledge: Social Theory Today*. Singapore: Wiley-Blackwell
- Thompson, K. and Tunstall, J. 1989. *Sociological Perspectives: Selected Readings*. London: Penguin Books Ltd.
- Turner, J. 1995. *The Structure of Sociological Theory*. Jaipur: Rawat Publications



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- Wallace, A. R. and Wolf, A. 1990. *Contemporary Sociological Theory: Expanding the Classical Tradition*. New Delhi: PHI Learning.
- Humm, M. 1995. *The Dictionary of Feminist Theory*. Edinburgh: Edinburgh University Press.
- Tong, R. 2009. *Feminist Thought: A More Comprehensive Introduction*. Colorado: Westview Press

Semester – IV

Discipline Specific Core Course (DS-4)
Credits – 5 (75 Hours)

INTRODUCING INDIAN SOCIETY - II **Paper Code – SOCDSC404T**

Course Objective:

The course moves through the labyrinth of thoughts and approaches that have sought to interpret social realities of the Indian sub-continent while remaining attentive to their limits and silences. Turning to moments of resistance, mobilization, and debates around the nation, its communities and identities, the course invites students to situate lived experience within broader histories of power cultivating a more reflective disposition.

Course Outline:

1. Ideas on Indian Society (20 hrs.)

- 1.1. Rabindranath Tagore, Mahatma Gandhi, and B.R. Ambedkar
- 1.2. Indological (G. S. Ghurye) and Ethnographic Approaches (M. N Srinivas, A. Béteille)

2. Resistance and Mobilization (20 hrs.)

- 2.1. Dalit Movement
- 2.2 Women's Movement
- 2.3 Peasant Movement

3. Challenges to State and Society (20 hrs.)

- 3.1. Communalism
- 3.2. Secularism
- 3.3. Nationalism



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Course Outcome:

This course will provide the students with a comprehensive understanding of the structural and cultural complexities of India. The course also enables the students to understand Indological and Ethnographic approaches used to study India and how historical processes have shaped the nation's terrain. By the end of the course, the learners will be able to develop the ability to critically evaluate contemporary concerns such as communalism, secularism, and nationalism. The learners are also sensitized to the challenges faced by the marginalized sections and the impact of movements that resist inequality.

Reading References:

- Amal Mukhopadhyay (ed.) 1979. *Bengali Intellectual Tradition*. Calcutta: K.P. Bagchi and Company.
- B. K. Nagla. 2008. *Indian Sociological Thought*. Jaipur: Rawat Publications.
- Bela Dutta Gupta. 1972. *Sociology in India: an enquiry into sociological thinking and empirical social research in the nineteenth century with special reference to Bengal*. Calcutta: Progressive Publishers.
- Deshpande, S., 2003, *Contemporary India: A Sociological View*, New Delhi: Penguin Books
- Dhanagare, D. N. 1993. *Themes and Perspectives in Indian Sociology*. Rawat Publication, Jaipur.
- Sinha, D. 2010. *Rabindranather Palli Punargathan Prayash*. Kolkata: Paschimbanga Bangla Academy.
- Srinivas, M.N. 1996. *Village, Caste, Gender, and Method: essays in Indian Social Anthropology*. Delhi: Oxford University Press.
- Srinivas, M.N. 1989. *Caste in Modern India and other Essays*. Mumbai: Media Promoters & Pub.
- Srinivas, M.N. (ed.) 1996. *Caste. Its Twentieth Century Avatar*. Delhi: Penguin.
- Madan, T.N., 1997. *Modern Myths, Locked Minds*, Delhi: Oxford University Press
- Menon, N., (ed.) 1999. *Gender and Politics in India*. New Delhi: Oxford University Press.



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- Uberoi, P., Nandini Sundar and Satish Deshpande (ed). 2007. *Anthropology in the East: Founders of Indian Sociology and Anthropology*. Delhi: Permanent Black.
- Mishra, P.K. et al (eds). 2007. *M.N. Srinivas: The Man and his Works*. Rawat.
- Radcliffe Brown, A.R., 1976. *Structure and Function in Primitive Society*, Free Press.
- Mukherjee, R. 1979. *Sociology of Indian Sociology*. Bombay: Allied Publishers.
- Ritzer, G. 1996. *Modern Sociological Theory*, McGraw Hill.
- Robey, D. 1973. *Structuralism: An Introduction*, Oxford: Clarendon Press
- Shah, G., 2001. *Dalit Identity and Politics*, New Delhi: Sage
- Bhattacharyya, S.K. 1990. *Indian Sociology – The Role of Benoy Kumar Sarkar*. The University of Burdwan.
- Pramanick, S. 1994. *Sociology of G. S. Ghurye*. Jaipur: Rawat Publications.
- Ganguly, R. 2011. *Ambedkar: Ekti Samajtattik Porjalochona*. New Delhi: Pearson.
- Singh, Y. 1986. *Indian Sociology*, VistarPub.

Discipline Specific Core Course (DS-5)

Semester – IV

Credits – 5 (75 Hours)

POLITICS AND SOCIETY **Paper Code – SOCDSC405T**

Course Objective:

This course attempts to introduce the students to the sociological dimensions of politics. Attending to the dispersed and everyday nature of power, it introduces the students to the ideas such as political culture and socialization, elite, ruling class and political parties as the sites through which individuals come to inhabit the ‘political’.

Course Outline:

1. Political Culture and Political Socialization(20 hrs.)

1.1 Meaning and Dimensions of Political Culture

1.2 Meaning and types of Political Socialization

1.3 Agencies of Political Socialization and their role



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2. Basic Concepts(20 hrs.)

2.1 Power and Authority

2.2 Elites and the Ruling Classes

3. Political Parties, Pressure Groups, and Local Structures of Power(20 hrs.)

3.1 Political Parties: Structure and Functions

3.2 Local Governance: Panchayat System

Course Outcome:

This course aims to bridge the gap between social structures and political systems. It is basically designed to help students to understand how power operates within a social context. By the end of the course, the students will be able to understand and appreciate the diversity of ways in which politics operates historically and spatially to generate a more expansive notion of the realm of the political. This course will also help the learners develop the ability to comprehend the embeddedness of political and social in each other.

Reading References:

- Almond, G.A. & Verba, S. 1989. *The Civic Culture: Political Attitudes and Democracy in Five Nations*, New Delhi: Sage Publications. Pp. 11-19.
- Dr. Kanwalpreet. "Political Socialization" (M-10) in e-PGPathshala. Available at: https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000029PE/P001793/M025659/ET/1513672978PoliticalSocialisation-text.pdf
- Weber, M. 1978. *Economy and Society: An Outline of Interpretative Sociology*, Berkeley: University of California Press: Pp. 53-54; 212-30; 241-54.
- Bottomore, T.B. 1993. *Elites and Society*. (2nd Ed.). London: Routledge: 15-34
- Mukhopadhyay, A. K. 1994. *Political Sociology*. Kolkata: K.P. Bagchi
- Eisenstadt, S.N. 1971. *Political Sociology: A Reader*. New York: Basic Books
- Pathy, J. 1980. "Panchayati Raj and Decentralization of Political Power", *Social Scientist*, 8 (9): 36-41



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Discipline Specific Core Course (DS-6) Semester – IV Credits – 5 (75 Hours)

GENDER AND SOCIETY Paper Code – SOCDSC406T

Course Objective:

The course examines gender as a dynamic social construct rather than a fixed trait, shaped by institutions, norms, and everyday practices. It covers core concepts like patriarchy, masculinity, and femininity, focusing on how these categories create social hierarchies that impact labour and the body. Also, viewing gender as a space for resistance and negotiation, the course highlights the potential for social transformation.

Course Outline:

1. Gender as a Social Construct(15hrs.)

- 1.1. Gender, Sex, Sexuality
- 1.2. Construction of Masculinity and Femininity

2. Understanding Patriarchy (15 hrs.)

- 2.1 What is Patriarchy; Sexism; Androcentrism
- 2.2 Public-Private Dichotomy

3. Differences and Inequalities (15 hrs.)

- 3.1 Gendered Division of Labour
- 3.2 Gender and Disability

4. Resistance and Movements(15 hrs.)

- 4.1 Women's Movement in India



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Course Outcome:

This course aims to challenge common-sense notions of gender by providing a scientific and critical framework. By the end of the course, the learners are expected to have a transformed understanding social identity and structural inequality. Additionally, the learners will also develop an understanding of concepts such as sex and gender by problematizing commonsensical notions of gender. Learners gain a professional vocabulary including terms like patriarchy, gender stereotypes, hegemonic masculinity, and heteronormativity. They will be able to identify and compare various schools of feminist thought, such as Liberal, Marxist, Radical and Socialist feminism.

Reading References

- Eckert, P.& McConnell-Ginet, S. 2003. “Sex and Gender” in *Language and Gender*. Cambridge: Cambridge University Press. Pp. 10-15
- Ortner Sherry, B. 1974. “Is male to female as nature is to culture?” In M.Z. Rosaldo and L. Lamphere (eds.) *Women, Culture, and Society*. Stanford: Stanford University Press. Pp. 67- 87
- Halberstam, J. 1998. “An Introduction to Female Masculinity: Masculinity without Men” in *Female Masculinity*. London: Duke University Press (Also Delhi: Zubaan 2012 Reprint) (pp. 1-43).
- Walby, S. 2002. “Gender, Class and Stratification: Towards a new approach” in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge (pp. 93-96).
- Ghai, A. 2002. ‘Disabled Women: An Excluded Agenda of Indian Feminism’. *Hypatia: Feminism and Disability (Part 2)*, pp. 49-66
- Kumar, R. 1999. “From Chipko to Sati: The Contemporary Indian Women’s Movement” In Nivedita Menon (ed.) *Gender and Politics in India*. New Delhi: Oxford University Press [pp. 342-369].
- Sen Chaudhuri, R. “Women’s Movement” in Biswajit Ghosh (ed.) *Social Movements: Concepts, Experiences and Concerns*. New Delhi: Sage Publications [pp. 209-228]



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Discipline Specific Core Course (DS-7)
Semester – IV
Credits – 5 (75 Hours)

INDIAN SOCIOLOGICAL THOUGHT - I
Paper Code – SOCDSC407T

Course Objective:

The course turns to a formative moment in the making of Indian sociological thought, where the very question of how to study Indian society remained open and contested. Engaging with early sociological reflections, it traces how concerns around caste, race, personality, ecology, and the tension between tradition and modernity were worked through in relation to a society in transition.

Course Outline:

1. G. S. Ghurye (10hrs.)

1.1 Caste and Race

2. Benoy Kumar Sarkar (20hrs.)

2.1 Concept of Sociology

2.2 Personality, Society and Social Progress

3. Radhakamal Mukerjee (10hrs.)

3.1 Social Ecology

4. D. P. Mukerji(20hrs.)

4.1 Tradition and Modernity

4.2 Personality



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Course Outcome:

The paper focusses on the development of the discipline within India and the unique perspectives of its pioneering thinkers. Students learn about the emergence of sociology in India and the social, political, and intellectual contexts that shaped its growth as a distinct academic field. By the end of the course, learners will be able to analyze the works of key figures like G.S. Ghurye, D.P. Mukherji, Benoy Kumar Sarkar and Radhakamal Mukherjee. The course equips students to engage with contemporary debates using established sociological theories. Learners can evaluate the role of tradition and the impact of modernization on Indian social structures through the lens of indigenous frameworks.

Reading References

- Upadhyaya, C. 2010. "The Idea of an Indian Society: G.S. Ghurye and the Making of Indian Sociology" in Patricia Uberoi, Satish Deshpande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology*. New Delhi: Permanent Black
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- Chakraborty, D. 2010. "D P Mukerji and the Middle Class in India", *Sociological Bulletin*, 59(2), May-August 235-255.

Semester – V

Discipline Specific Core Course (DS-8)

Credits – 5 (75 Hours)

SOCIAL STRATIFICATION

Paper Code – SOCDSC508T

Course Objective:

This course explores social stratification not just as a set of statistics, but as a lived experience that shapes habits, perceptions, and personal opportunities. By examining competing theories—from economic and functionalist views to intersecting power dynamics—it encourages students to analyze their own position within these hierarchies. The course treats inequality as an intimate, evolving force that can be both understood and questioned.

Course Outline:

1. Introducing Social Stratification: Forms and Consequences (5 hrs.)

2. Social Mobility: Concept and Types(5 hrs.)

2. Theories of Stratification (20 hrs.)

2.1. Marx: Class

2.2. Functionalism: Kingsley Davis and Wilbert E.Moore, Tumin's Critique

2.3. Max Weber: Class, Status and Power



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3. Identities and Inequalities(15hrs.)

3.1. Caste and Ethnicity

4. Gender Stratification(15 hrs.)

4.1 Gender and Caste

4.2 Gender and Disability

Course Outcome:

This course aims to provide students with a deep understanding of how societies are organized into hierarchical layers. By the end of the course, learners will be able to distinguish between difference, inequality, and hierarchy, and comprehend stratification as a structural feature of the society. They will be able to examine the forms of stratification, understand the relevance of caste, race, and ethnic identities in the contemporary world. Students will also learn to critically evaluate major sociological theories, including functionalism and conflict theory. The learners will develop the ability to analyze how multiple axes of identity - such as caste, class, gender, race, and disability – intersect to produce complex layers of advantage and disadvantage.

Reading References

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- Jain, R. K. 1996. 'Hierarchy, Hegemony and Dominance: Politics of Ethnicity in Uttar Pradesh, 1995', *Economic and Political Weekly*, Vol. 31, No. 4, pp. 215-223
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- Kannibaran, V. & Kannibaran, K. 1991. 'Caste and Gender: Understanding Dynamics of Power and Violence'. *Economic and Political Weekly*, 26(37), pp. 2130-33

Discipline Specific Core Course (DS-9)

Semester – V

Credits – 5 (75 Hours)

SOCIOLOGY OF RELIGION

Paper Code – SOCDSC509T

Course Objective:

This course examines religion as a social force that structures everyday life and meaning. By exploring various theoretical frameworks, students will analyze how religion is 'sociologized' while acknowledging the limitations of each perspective. The curriculum also addresses contemporary transformations, looking at how religious boundaries are currently being reshaped—sometimes becoming more rigid and exclusionary, and at other times more fluid and individualized—due to global social and political shifts.



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Course Outline:

1. Approaches to the Study of Religion (35 hrs.)

- 1.1 Formulating Religion
- 1.2 Emile Durkheim: Society as Sacred
- 1.3 Karl Marx: Religion as Alienation
- 1.4 Max Weber: Religion as 'Social Action'

2. Contemporary Directions in the Sociology of Religion (25 hrs.)

- 2.1 Religious Fundamentalism
- 2.2 The Secularization Debate
- 2.3 Religious Individualism and the Boundaries of Religion

Course Outcome:

This paper aims to provide students with a scientific and non-theological understanding of religion as a social institution. By the end of the course, learners will gain in-depth knowledge of classical theories, specifically Emile Durkheim's study of the sacred vs the profane, Max Weber's work on the Protestant Ethic, and Karl Marx's view of religion as the 'opium' of the people. Graduates will be able to define and analyze the core components of religious life, including rituals, myths, symbols, and beliefs. In addition, students also learn to analyze the intersection of religion with power, focussing on contemporary issues like communalism, secularism, and fundamentalism.

Reading References

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- Turner, B.S. 2010. *The New Blackwell Companion to the Sociology of Religion*. Oxford: Blackwell Publishing, pp. 519-43
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- Cohen, A.B. et al. 2016. “Religion and Culture: Individualism and Collectivism in the East and West”, *Journal of Cross-Cultural Psychology*, 47 (9): 1236-1249.

Discipline Specific Core Course (DS-10)

Semester – V

Credits – 5 (75 Hours)

SOCIOLOGY OF KINSHIP

Paper Code – SOCDSC510T

Course Objective:

The course engages with kinship as a foundational domain of social organization, examining the principles through which relations of descent, alliance, and residence are structured and reproduced. It introduces students to key analytical categories, situating them within broader debates on family, marriage, and household as historically variable institutions. By attending to transformations brought about by migration, changing family forms, and new reproductive technologies and intimate practices, the course foregrounds kinship as a dynamic field—where normative frameworks are reworked and the boundaries of relatedness are continually redefined.



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Course Outline:

1. Introduction (20 hrs.)

1.1 **Key Terms:** Descent, Consanguinity, Filiations, Incest Taboo, Affinity, Family, Residence

2. Family, Household and Marriage (20 hrs.)

2.1 Meaning, Characteristics, and household dimensions of joint family – Disintegration Debate

2.2 Changing Structure and Functions of Marriage, Family and Household

2.3 Marriage and Migration: Factors Causing Marriage and Migration, Inter-regional Variations of Marriage Migration, Positive and Negative Aspects of Marriage Migration, Marriage Migration and Globalisation

3. Re-casting Family and Kinship (20 hrs.)

3.1 Debates around lesbian, gay, bisexual, transgender and queer (LGBTQ) and Live-in Relationships.

3.2 New Reproductive Technologies

Course Outcome:

The course aims to move beyond biological explanations to show how human relationships are culturally constructed and socially organized. This course will enable the students to grasp the historical evolution of kinship theories from a biological deterministic approach to a culture of relatedness. By the end of the course, learners will be able to comprehend the coexistence of multiple perspectives in the study of family, marriage, and kinship. Students will also be able to evaluate how technologies like IVF and surrogacy are 'recasting' traditional definitions of motherhood, fatherhood, and relatedness. They learn to examine the rise of nontraditional families, including single-parent households, cohabitation, and queer kinship networks.

Reading References

- Barnard, A.& Jonathan Spencer (eds.). 2002. *Encyclopedia of Social and Cultural Anthropology*. London: Routledge.
- Dumont, L. 1968. 'Marriage Alliance', in D. Shills (ed.), *International Encyclopaedia*



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- <https://egyankosh.ac.in/bitstream/123456789/87360/1/Unit-12.pdf>

Discipline Specific Core Course (DS-11)

Semester – V

Credits – 5 (75 Hours)

SOCIAL RESEARCH METHODS - I

Paper Code – SOCDSC511T

Course Objective:

This course serves as an introduction to the methodologies of sociological research, guiding students through the essential tools and frameworks used to study society. Rather than just a 'how-to' guide, it dives into the philosophical underpinnings of social inquiry, exploring how our ontological and epistemological assumptions tend to shape the way we collect and interpret data.



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Course Outline:

1. What is Sociological Research? (20 hrs.)

- 1.1 Objectivity and Reflexivity in Sociology
- 1.2 Theory and Research
- 1.3 Concepts and Hypothesis

2. Perspectives towards the study of social phenomenon (25 hrs.)

- 2.1 Reasoning: Deductive and Inductive
- 2.2 Methodologies of Social Research: Qualitative, Quantitative and Triangulation
- 2.3 Types of Research: Basic and Applied, Historical, Empirical, Descriptive, Exploratory, Comparative, Feminist

3. Modes of Enquiry (15 hrs.)

- 3.1 Field Research (Ethnography)
- 3.2 Survey Research

Course Outcome:

This is the foundational course designed to transit students from theoretical learning to empirical investigation. It focuses on the logic and philosophy behind how we “know” what we know about society. This course enables the students to develop the capability to evaluate the methodological validity of the claims made by theory. The course enables students to evaluate a piece of research and move towards designing a simple research project. Students will learn to identify ethical and practical issues in research. They also engage with the ideals of objectivity and reflexivity. This course enables the learners to comprehend that research methods are universal and not bound by cultural location.

Reading References

- Durkheim, E. 1958, *The Rules of Sociological Method*, New York: The Free Press, Chapter 1, 2 & 6 Pp. 1- 46, 125- 140
- Gouldner, A. 1970. *The Coming Crisis of Western Sociology*. New York: Basic Books. Chapter 13. Pp. 481- 511
- Goode, W.J. and Hatt, P.K. 1952. *Methods in Social Research*. New York: McGraw-Hill Book Company, Pp. 7- 16, 41-73



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- "Applied Research and Basic Research" in M.S. Lewis Beck, A. Bryman, and T.F.Liao (ed.). 2004. *The SAGE Encyclopaedia of Social Science Research Methods*. London: Sage Publications. Pp. 19-20; 52-53
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- "Empirical Research" in Given, L.M. (ed.) 2008. *The Sage Encyclopaedia of Qualitative Research Methods*. London: Sage Publications. Pp. 253-255
- "Descriptive Studies" in Thyer, B.A. (ed.) 2001. *The Handbook of Social Work Research Methods*. London: Sage Publications. Pp. 131-141
- "Exploratory Research" in Jupp, V. (ed.). 2006. *The Sage Dictionary of Social Research Methods*. London: Sage Publications. Pp. 110-111
- "Comparative Research" in M.S. Lewis-Beck, A. Bryman, and T.F.Liao (ed.). 2004. *The SAGE Encyclopaedia of Social Science Research Methods*. London: Sage Publications. Pp. 152-153
- "Feminist Research" in M.S. Lewis-Beck, A. Bryman, and T.F.Liao (ed.). 2004. *The SAGE Encyclopaedia of Social Science Research Methods*. London: Sage Publications. Pp. 378-381
- "Ethnography" in M.S. Lewis-Beck, A. Bryman, and T.F.Liao (ed.). 2004. *The SAGE Encyclopaedia of Social Science Research Methods*. London: Sage Publications. Pp. 328-332.



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Semester – VI

Discipline Specific Core Course (DS-12)

Credits – 5 (75 Hours)

INDIAN SOCIOLOGICAL THOUGHT - II

Paper Code – SOCDSC612T

Course Objective:

This course introduces the students with some of the important philosophical understanding of the nature of Indian society. Attempts are made to acquaint them with the different intellectual opinion regarding the appropriate course of nation building in a diverse society like India. It also intends to introduce the students with some of the celebrated Indian sociologists and social anthropologists whose theoretical and empirical insights regarding the structural configuration of Indian society significantly inform the debates about the processes of national development in a significant manner.

Course Outline:

1. **Rabindranath Tagore:** Rural Reconstruction (10hrs.)
2. **M. K. Gandhi:** Model of Rural Development (5hrs.)
3. **B. R. Ambedkar:** Annihilation of Caste (10hrs.)
4. **Verrier Elwin:** Tribes in India (10hrs.)
5. **M.N. Srinivas:** Social Change (10hrs.)
6. **Irawati Karve:** Gender and Kinship (10hrs.)
7. **Leela Dube:** Caste and Gender (5hrs.)

Course Outcome:

This course is designed to advance a student's understanding of the complexities of Indian society through specific theoretical lenses and historical processes. By the end of the course,



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the learners will be able to grasp the characteristics and dynamics of the social world, and comprehend how the Indian sociologists attempt to understand social reality. They will also develop an understanding of the basic methodological approaches of the thinkers, through some original texts and their role in building sociological knowledge.

Reading References:

- Sen, S. 1943. *Rabindranath Tagore on Rural Reconstruction*. Calcutta: Visva-Bharati. Ch. 1 and 11
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- Karve, I. 1965. *Kinship Organization in India*, Bombay, and New York: Asia Publishing House
- Dube, L. 1988. "On the Construction of Gender: Hindu Girls in Patrilineal India", *Economic and Political Weekly*, 23 (18): WS11-WS19



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Discipline Specific Core Course (DS-13)
Semester – VI
Credits – 5 (75 Hours)

SOCIAL RESEARCH METHODS - II
Paper Code – SOCDSC613T

Course Objective:

The course is an introductory course on how research is actually done. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research.

Course Outline:

1. Sampling: (12 hrs.)

1.1 Probability and Non-probability

2. Data Collection: (12 hrs.)

2.1 Interview

2.2 Questionnaire

2.3 Observation

3. Statistical Methods: (36 hrs.)

3.1 Graphical and Diagrammatic Representation – Bar Diagrams, Pie Chart, Histogram, Frequency Polygon, Smoothed Frequency Curve and Ogive

3.2 Measures of Central Tendency: Mean, Median, Mode

3.3 Measures of Dispersion: Range, Variance, Standard Deviation



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Course Outcome:

This course focusses on the transition from understanding general concepts to the practical application of quantitative and qualitative research. Students here learn to move beyond theory to create a structured research design, including defining problems, formulating hypothesis, and selecting appropriate methodologies. Learners gain proficiency in statistical tools and techniques, such as measures of central tendency and dispersion. Since the thrust of the course is on empirical reasoning, students learn to differentiate between qualitative and quantitative aspects of research in terms of collection and subsequent analysis of data. By imparting the knowledge of theory and praxis of research, students are trained to arrive at a critical understanding of the course which equips them with necessary skills for employment in any social research organization.

Reading References

- Bailey, K. 1994. *Methods of Social Research*. Simon and Schuster, 4th ed. New York: The Free Press.
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Discipline Specific Core Course (DS-14)

Semester – VI

Credits – 5 (75 Hours)

SOCIOLOGICAL THINKERS - I

Paper Code – SOCDSC614T

Course Objective:

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

Course Outline:

1. Karl Marx (20 hrs.)

- 1.1 Materialist Conception of History
- 1.2 Capitalist Mode of Production

2. Emile Durkheim (20 hrs.)

- 2.1 Individual and Society
- 2.2 Division of Labour

3. Max Weber (20 hrs.)

- 3.1 Social Action and Ideal Types
- 3.2 Religion and Economy

Course Outcome:

This course provides the essential foundation of the discipline by introducing the works of classical sociologists. Learners will be able to grasp the ‘grand foundational themes’ of sociology and the historical conditions (such as Industrial Revolution and Enlightenment) that led to its emergence as a distinct discipline. By the end of the course, the students will be able to outline the key concepts and theoretical elements of the seminal thinkers like Karl Marx, Emile Durkheim, and Max Weber, and learn to apply these classical theories to their own everyday life experiences and contemporary social issues. They will be able to move beyond commonsense explanations to think about social situations theoretically.

Reading References



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- Turner, B. S. 1999. *Classical Sociology*, Sage Publications, New Delhi.
- Weber, M. 1947. *The Theory of Social and Economic Organization*. New York: The Free Press.
- Zeitlin, I. 2001. *Ideology and the Development of Sociological Theory*. New Jersey: Prentice Hall.



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Discipline Specific Core Course (DS-15)

Semester – VI

Credits – 5 (75 Hours)

WRITING ACADEMIC PAPERS /RESEARCH PROPOSALS

Paper Code – SOCDSC615T

Course Objective:

This course attempts to introduce students to academic writing. These goes further in enhancing the students' competence in using academic writing styles and acquaint them with the theoretical as well as pragmatic craft of developing a research proposal and writing research/academic papers and also to a specialized terminology of style and organization.

Course Outline:

1. Introduction to Academic Writing (10 hrs.)

- 1.1 Understanding Academic Writing Conventions - The purpose of Academic writing
- 1.2 Differentiating between academic and non-academic writing: Features of Academic writing
- 1.3 Forms of academic writing

2. Source Management and Critical Thinking (20 hrs.)

- 2.1 Literature Review – Synthesizing existing knowledge
- 2.2 Using library resources and online databases
 - 2.2.1 Academic texts; types of texts
 - 2.2.2 Using reading lists
 - 2.2.3 Using library catalogues
 - 2.2.4 Using library websites to search electronic resources
- 2.3 Techniques of Critical Reading
 - 2.2.1 Reading methods – Titles, Subtitles and Text features
 - 2.2.2 Reading Abstracts – Facts and Opinions
 - 2.2.3 Assessing Internet Sources Critically

3. Writing: Developing Critical Approaches (15 hrs.)

- 3.1 Writing Proposal, Paper, Essay and Dissertation – Planning, Outlining, Drafting, Revising and Editing



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3.2 References and Quotations

- 3.2.1 Use of References
- 3.2.2 Citations and References
- 3.2.3 Use of Quotations
- 3.2.4 Organizing the list of References

4. Avoiding Plagiarism (15 hrs.)

- 4.1 Concept of Plagiarism
- 4.2 Types of Plagiarism
- 4.3 Preventing Plagiarism
- 4.4 Correcting Plagiarism
- 4.5 Plagiarism Detection Tools

Course Outcome:

This course aims to bridge the gap between theoretical knowledge and professional scholarly output. The learners will be able to develop the ability to identify researchable gaps and construct clear, concise, and manageable research questions. They will learn to draft a comprehensive research proposal including key sections like the title, abstract, introduction, methodology and the timeline. They will also master the skill of searching, synthesizing and critically analyzing existing scholarly work to justify a new study. In addition, they will also gain proficiency in formal writing techniques including logical structuring of arguments, paragraph unity, and clear expression.

Reading Reference:

- Bailey, S. 2017. *Academic Writing: A Handbook for International Students*. London: Routledge
- Edwards, M. 2015. *Writing in Sociology*. SAGE Publications, <https://dx.doi.org/10.4135/9781483384467>
- Kail, B. and Kail, R. 2022. *Effective Writing for Sociology*. New York: Routledge
- Semalty A. 2021. *Academic Writing*. Hyderabad: BS Publications
- UGC MOOC Course on Academic Writing
https://ugcmoocs.inflibnet.ac.in/index.php/courses/view_ug/333
- Sutherland-Smith, W. 2008. *Plagiarism, the Internet, and Student Learning Improving Academic Integrity*. London: Routledge



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- Taylor, G. 2009. *A Student's Writing Guide: How to Plan and Write Successful Essays*. Cambridge: Cambridge University
- Babbie, E.R. 2021. *The Practice of Social Research* (15th ed). Cengage Learning (pp.486-507)

Semester – VII

Discipline Specific Core Course (DS-16)

Credits – 5 (75 Hours)

ECONOMIC SOCIOLOGY

Paper Code – SOCDSC716T

Course Objective

Engaging with the entanglement of economic life and social relations, the course explores how production, exchange, and distribution are shaped by norms, values, and forms of organizations that exceed formal economic reasoning. It introduces students to different ways of understanding economic processes, from reciprocity and gift to market exchange and monetization, situating them within broader socio-cultural contexts.

Course Outline:

1. Perspectives in Economic Sociology (15 hrs.)

- 1.1 Formalism and Substantivism
- 1.2 Reciprocity and Gift

2. Forms of Exchange (10 hrs.)

- 2.1 Exchange and Money

3. Systems of Production(30 hrs.)

- 3.1 Hunting and Gathering
- 3.2 Peasant
- 3.3 Capitalism
- 3.4 Socialism (Basic Concept)



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4. Globalization (5 hrs.)

4.1 Positive and Negative effects of Globalizing Processes

Course Outcome:

This course explores how social forces, networks, and cultural norms shape economic activities such as production, consumption, and exchange. Rather than viewing markets as purely rational, the course examines them as social systems embedded within society. The students will develop familiarity with different theoretical and conceptual aspects of economic sociology as a specialized branch of knowledge. They are also expected to acquire a background knowledge about the diverse ways in which economy is interlinked with other aspects of society and culture. By the end of the course, the learners will be able to analyze the social impact of contemporary economic processes, including globalization, the informal economy, and the changing nature of work and consumption.

Reading References

- Polanyi, K. 1992. 'The Economy as Instituted Process' in *The Sociology of Economic Life*. Edited by Mark Granovetter and Richard Swedberg (29-51). Oxford: Westview Press.
- Polanyi, K. 2001. *The Great Transformation: The Political and Economic Origins of Our Time*. Boston: Beacon Press. Ch. 4 'Societies and Economic System': 45-58.
- Carrier, J. G. 1995. *Gifts and Commodities: Exchange and Western Capitalism since 1700*. London: Routledge. Ch. 1: 'Gifts and Commodities, People and Things': 19-38.
- Mauss, M. 1924. *The Gift: Forms and Functions of Exchange in Archaic Societies*. London: Cohen and West: 1 - 46.
- Sahlins, M. 1972. *Stone Age Economics*. Chicago: Aldine. Atherton. Ch. 1 'The Original Affluent Society' pp. 1-39
- Wolf, E. R. 1966. *Peasants*. New Jersey, Prentice Hall. Ch. 1: 'Peasantry and its Problems', pp. 1-17
- Wallerstein, I. M. 1983. *Historical Capitalism*. London: Verso. Ch. 1: 'Commodification of Everything: Production of Capital': 13 – 43.



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- Verdery, K. 1996. *What Was Socialism, And What Comes Next?* Princeton: Princeton University Press. Ch. 1. 'What was Socialism, and why did it fall?' pp. 19 – 38.
- Tonkiss, F. 2006. *Contemporary Economic Sociology*. London: Routledge, Ch. 1: 'Capitalism and Globalization', pp. 3-28.

Discipline Specific Core Course (DS-17)

Semester – VII

Credits – 5 (75 Hours)

SOCIAL PROBLEMS

Paper Code – SOCDSC717T

Course Objective:

At stake in this course is not merely the enumeration of “social problems,” but an inquiry into the conditions under which certain forms of suffering, disruption, or deviance come to be recognized as socially significant. It engages with different conceptual and theoretical orientations to examine how such problems are constituted at the intersection of structural arrangements, normative expectations, and lived experiences.

Course Outline:

1. Concepts and Approaches (20 hrs.)

Functional, Marxist and Gandhian Approaches to the study of Social Problem
Characteristics and Types of Social Problems
Systemic Factors Leading to Social Problems
Societal Response to Social Problems

2. Theories (20 hrs.)

2.1 Deviance
2.2 Differential Association
2.3 Labelling Theory

3. Indian Social Problems (20 hrs.)



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3.1 Unemployment

3.2 Corruption

3.3 Child Labour

Course Outcome:

The paper is designed to move students beyond “common-sense” knowledge to a rigorous, scientific understanding of societal challenges. Students will be able to apply various sociological theories to understand the causes and consequences of social problems. Students will define and analyze major social problems such as crime, delinquency, corruption, and unemployment in contemporary Indian society.

Reading References

- Hernandez, A.A. 2017. “Sociological Approaches to Social Problems” in Korgen, K.O. (ed.) *The Cambridge Handbook of Sociology* (379-387). Cambridge: Cambridge University Press.
- Merton, R.K. 1968. “Social Structure and Anomie” (Ch. VI) in *Social Theory and Social Structure* (185-212). London: The Free Press.
- Sutherland. E.H. 1939. “A Theory of Criminology” in *Principles of Criminology*, Ch 1 (Pp.1-9). USA: J.B.Lippincott Company
- Becker, H.S. 1963. *Outsiders: Studies in the Sociology of Deviance*. Ch. 1 (Pp. 1-18). New York: The Free Press.
- Ahuja, R. 2021. *Social problems in India* (4th Edition). Jaipur: Rawat Publications.
- Rahman, K. 2022. *Overview of corruption and anticorruption developments in India*. Transparency International. Available at:
https://knowledgehub.transparency.org/assets/uploads/kproducts/Overview-of-corruption-and-anti-corruption-developments-in-India_final.pdf
- Singh, J. 2017. “Employment Generation under Globalization in India: Adverse Implications of Capitalism” *World Review of Political Economy*, 8 (2): 190-202
- <https://egyankosh.ac.in/bitstream/123456789/17167/1/Unit-1.pdf>



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Semester – VIII

Discipline Specific Core Course (DS-18)

Credits – 5 (75 Hours)

SOCIOLOGICAL THINKERS - II

Paper Code – SOCDSC818T

Course Objective:

The course engages with a set of theoretical formulations that seek to make sense of action, self, and social reality within Sociological theory. It follows how the individual is understood not in isolation, but as constituted through systems, interactions, performances, and shared constructions of meaning. Bringing these perspectives into conversation, the course draws attention to the varied ways in which social order is maintained, experienced, and questioned, enabling students to move between different levels of analysis while remaining attentive to the tensions and possibilities within each framework.

Course Outline:

- 1. Talcott Parsons (12 hrs.)**
 - 1.1 Action Systems
- 2. G. H. Mead (12 hrs.)**
 - 2.1 Interactional Self
- 3. Erving Goffman (12 hrs.)**
 - 3.1 Dramaturgy
- 4. Peter L. Berger and Thomas Luckmann (12 hrs.)**
 - 4.1 Social Construction of Reality
- 5. Herbert Marcuse (12 hrs.)**
 - 5.1. Critical Social Theory

Course Outcome:

This course typically refers to an advanced university course that shifts focus from classical founders like Marx and Durkheim to structural functionalists, social constructionists, and critical theorists. This course will help the students in developing an understanding of the characteristics and dynamics of the social world, and thereby will be able to comprehend how



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the postclassical sociologists attempt to understand the social world. They will be able to appreciate the relevance and limits of the contemporary theories or theoretical approaches to make sense of social reality. The learners will be able to grasp the basic methodological stances of the thinkers, through some original texts and their role in building sociological knowledge.

Reading References:

- Parsons, T., & E. Shils (eds). 1951. *Towards a General Theory of Action*. New York: Harper and Row Publishers, pp. 3-29
- Mead, G.H. 1934 (Fourteenth Impression 1967) *Mind Self and Society*. Chicago: University of Chicago Press. Part III, pp 135-226
- Goffman, E. 1956. *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 1-9, 132-151, 152-162
- Berger, P.& T. Luckmann. 1966. *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. New York: Double and Company.
- Marcuse, H. 1964. *One Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. Boston: Boston Press
- Ritzer, G. 1996. *Sociological Theory*. New York: McGraw Hill Companies.

Discipline Specific Core Course (DS-19)

Semester – VIII

Credits – 5 (75 Hours)

SOCIOLOGY OF SOCIAL MOVEMENTS

Paper Code – SOCDSC819T

Course Objectives:

The course engages with collective action as a mode through which groups articulate grievances, assert identities, and seek to transform existing social arrangements. It introduces students to the conceptual contours of social movements, attending to their varied forms, trajectories, and internal dynamics. By situating movements within the Indian context, the course draws attention to how struggles around class, caste, tribe, and gender emerge from specific historical conditions. This enables the students see social movements both as responses to inequality and sites of reimagining the ‘social’.



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Course Outline:

1. Concepts and Issues (20 hrs.)

- 1.1 An outline of Social Movement
- 1.2 Types of Social Movement

2.Social Movements in India (40 hrs.)

- 2.1 Peasant Movement
- 2.2 Working Class Movement
- 2.3 Tribal Movement
- 2.4 Caste based Movement
- 2.5 Gender based Movement

Course Outcome:

This course focusses on how collective action shapes and transforms society. This will enable the students to use the sociological concepts to identify and distinguish social movements from other collective actions like protests, revolts, or mob behaviour. The learners will be able to develop the ability to visualize the connection between human agency and structural change. They will be able to explain the transition from traditional, class-based 'old' movements (like labour movements) to contemporary 'new' social movements focused on identity, culture, and lifestyle (like LGBTQ+ or environmentalism).

Reading References:

- Heberle, R. 1949. "Observations on the Sociology of Social Movements", *American Sociological Review*, 14 (3): 346-357
- Wilkinson, P. 1971. *Social Movement*. London: Macmillan. Pp. 11-32, 46-74
- Chatterjee, J.P. 2020. "Social Movements and their Types" and "Peasant and Farmers' Movement in B.Ghosh (ed.) *Social Movements: Concepts, Experiences and Concerns* (28.51 and 109 - 131). New Delhi: Sage Publications.



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- Sharma, C.K. and B. Borgohain 2020. “Tribal Movements” in B.Ghosh (ed.) *Social Movements: Concepts, Experiences and Concerns* (132 -151). New Delhi: Sage Publications.
- Kumar, V. 2020. “Dalit Movements” in B.Ghosh (ed.) *Social Movements: Concepts, Experiences and Concerns* (170 -187). New Delhi: Sage Publications.
- Ghosh, B. & T. Choudhuri. 2020. “Working Class Movements” In B.Ghosh (ed.) *Social Movements: Concepts, Experiences and Concerns* (188 -208). New Delhi: Sage Publications.
- Sen Chaudhuri, R. 2020. “Women’s Movement” in B.Ghosh (ed.) *Social Movements: Concepts, Experiences and Concerns* (209 -228). New Delhi: Sage Publications.

Discipline Specific Core Course (DS-20)

Semester – VIII

Credits – 5 (75 Hours)

POPULATION STUDIES

Paper Code – SOCDSC820T

Course Objectives:

Attending to the intricate relationships between demographic processes and the socio-cultural worlds the course engages with the study of population. Alongside the theoretical formulations that seek to explain patterns of population change it introduces students to the key processes of fertility, mortality, and migration. Situating these processes within comparative policy contexts, the course enables students to understand variations in population composition and growth across societies. and how these differences are tied to broader questions of development and social transformation.

Course Outline:

1. Social Demography (15 hrs.)

- 1.1 Concept
- 1.2 Processes: Fertility, Mortality, Migration.

2. Theories of Social Demography (35 hrs.)

- 2.1 Malthus



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2.2 Marx

2.3 Demographic Transition

2.4 Leibenstein (Economic Theory)

3. Problems and Policies (India) (10 hrs.)

3.1 Population Explosion

3.2 Policies.

Course Outcome:

This course is designed to provide a critical understanding of the interface between population and society. The learners will be able to identify and define key demographic concepts, including fertility, mortality, and migration, and their role in shaping population size, composition, and structure. They will also be able to contrast and apply major population theories such as Malthusian theory, Demographic Transition theory, and Optimum Population theory to historical and contemporary scenarios. By the end of this course, the students acquire the ability to analyze the evolution of population policies and understand how population dynamics act as both constraints and resources for sustainable development.

Reading References:

- United Nations. 1953. *The Determinants and Consequences of Population Trends*. New York: United Nations. Pp. 21-44. 47 – 150. Available at: https://www.un.org/development/desa/pd/sites/www.un.org.development.desa.pd/files/files/documents/2020/Jan/un_1953_determinantsandconsequencesofpopulationtrends_0.pdf
- Leibenstein, H. 1974. “An Interpretation of the Economic Theory of Fertility: Promising Path or Blind Alley?” *Journal of Economic Literature*, 12 (2) :457- 479
- Sinha, V.C. & E. Zacharia. 2009. *Elements of Demography*. New Delhi: Allied Publishers private Ltd.
- Ahuja, R. 2021. *Social Problems in India* (4th ed.). Jaipur Rawat Publications
- Government of India. 2002. *National Population Policy 2000*. Available at: <https://main.mohfw.gov.in/sites/default/files/26953755641410949469%20%281%29.pdf>



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Discipline Specific Core Course (DS-21)
Semester – VIII
Credits – 5 (75 Hours)

SOCIOLOGY OF ENVIRONMENT
Paper Code – SOCDSC821T

Course Objective:

At the intersection of nature and society, the course examines how environmental questions emerge, are understood, and contested within social life. It engages with some of the key debates and approaches the subject, showing how questions of risk, knowledge, and development are framed, interpreted, and lived in different ways across social contexts. Focusing on environmental movements, particularly in the Indian context, it highlights how ecological concerns become grounds for collective action, where struggles over resources, livelihoods, and modes of living take shape.

Course Outline:

1. Envisioning Environmental Sociology (15 hrs.)

- 1.1. What is Environmental Sociology?
- 1.2. Realist Constructionist Debate.

2. Approaches (25 hrs.)

- 2.1 Ecological Modernization
- 2.2 Risk
- 2.3 Ecofeminism

3. Environmental Movements in India (20 hrs.)

- 3.1 Forest based movement – Chipko
- 3.2 Water based movement – Narmada

Course Outcome:

This course focuses on the reciprocal relationship between human societies and the natural world. Learners can use theoretical frameworks and identify how human social structures,



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economic systems, and cultural practices drive environmental degradation and resource depletion. By the end of the course, the students will be able to describe the history and dynamics of social responses to ecological crises, focusing on Indian movements like Chipko, Narmada Bachao Andolan, and others. The orientation will provide the learners the ability to contribute from a sociological stand point to any research endeavours or public policy conversations that assess causes, effects and possible solutions of environmental issues and problems.

Reading References

- Bell, M.M. 2008. *An Invitation to Environmental Sociology*. Thousand Oaks, CA: Sage 3rd ed. Ch 1(pp. 1-5).
- Hannigan, J. A. 1995. *Environmental Sociology*. Routledge, London and New York, 2nd ed. Ch1 and 2. (pp. 10-15,16 - 35).
- Evanoff, R. J. 2005. "Reconciling realism and constructivism in environmental ethics." *Environmental Values*, 61-81.
- Mol, A. P. 2002. "Ecological modernization and the global economy". *Global Environmental Politics*, 2(2), 92-115.
- Buttel, F. H. 2000. "Ecological modernization as social theory". *Geoforum*, 31(1), 57-65
- Beck, U. 2006. "Living in the world risk society" A Hobhouse Memorial Public Lecture given on Wednesday 15 February 2006 at the London School of Economics. *Economy and Society*, 35(3), 329- 345
- Shiva, V. 1988. "Women in Nature", In *Staying Alive: Women, Ecology and Development*. Zed Books. Ch 3 Pp.38-54.
- Guha, R. 2002. "Chipko: Social history of an environmental movement", In Ghanshyam Shah ed. *Social Movements and the State* (Vol. 4). Sage Publications Pvt. Ltd., Ch. 16 (pp.423-454).
- Khagram, S., Riker, J. V., & Sikkink, K. 2002. "Restructuring the global politics of development: The Case of India's Narmada Valley Dams." *Restructuring World Politics: Transnational Social Movements, Networks, and Norms* (Vol. 14). U of Minnesota Press. (pp.206-30)



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INTERDISCIPLINARY COURSE (Non-Lab Based Course)

Interdisciplinary Paper 1 (MD-1)

Credits – 3 (45 Hours)

INTRODUCING SOCIOLOGY

PAPER CODE –

SOCHMD101M/SOCHMD201M/SOCHMD301M/SOCHMD401M/SOCHMD501M/SOCHMD601M*

Course Objective:

This course introduces the distinctiveness of sociology as a mode of understanding the social world. It seeks to move beyond common-sense explanations by cultivating a sociological sensibility toward everyday life, social institutions, and processes, enabling students to locate the 'social' within interactions often taken for granted as familiar, and to engage with them critically.

Course Outline:

1. **What is Sociology?**
2. **Sociology and Common Sense**
3. **Know your society:** Society and Social Institution, Community, Association, Folkways and Mores, Values and Norms, Social Groups: Primary and Secondary, In-group and Out-group
4. **Social Processes:** Assimilation, Accommodation, Cooperation, Competition and Conflict

Reading References

- Gisbert, P. 2010. *Fundamentals of Sociology*. New Delhi: Orient BlackSwan.
- Bauman, Z. & May, T. 1990. *Sociology and Common Sense*. In 'Thinking Sociologically.' Oxford: Basil Blackwell Publishers Limited, pp. 5-11
- MacIver, R.M. & Page, C.H. 1952. *Society: An Introductory Analysis*. London: Macmillan & Co. Ltd.



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Politics: Transnational Social Movements, Networks, and Norms (Vol. 14). U of Minnesota Press. (pp.206-30)

Skill Enhancement Course (Non-Lab Based Course)

Skill Enhancement Course (SE-1)

Credits – 3 (45 Hours)

DEVELOPMENT OF SOCIAL RESEARCH SKILLS

PAPER CODE – SOCHSE101M/SOCHSE202M/SOCHSE303M*

Course Objective:

This course aims to cultivate a foundational competence in social research by introducing students to the conceptual, methodological, and practical dimensions of inquiry. It seeks to develop an understanding of how social phenomena are translated into researchable problems, measured through appropriate techniques, and interpreted through both quantitative and qualitative approaches. Emphasis is placed on the logic of measurement, the distinctions between different types of data, and the critical use of numerical representations. By integrating conceptual clarity with basic analytical skills, the course enables students to engage with data not merely as information, but as a constructed and interpretable form of social knowledge.

Course Outline:

1. The Nature of Social Research:

- 1.1 The concepts of social research
- 1.2 Quantitative and qualitative social research
- 1.3 Mixed method

2. Using Series of Numbers to do social research

2.1 The levels of measurement

- The Nominal level
- The Ordinal level
- The Interval level
- The Ratio level
- Relationship between the levels



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3. Further Measurement Issues

- 3.1 Sources and Types of data: Primary and secondary
- 3.2 Census and sample survey: fundamental differences
- 3.3 Description of data: Tabulation and graphical presentation
- 3.4 Graphical representation of data through MS Excel

Reading Reference:

- Babbie, Earl. 2009. *The Practice of Social Research*. Wadsworth Cengage.
- Goode, W. E., and P. K. Hatt. 1952. *Methods in Social Research*. New York: McGrawHill.
- M.S. Lewis-Beck, A. Bryman, & T.F.Liao (ed.). 2004. *The SAGE Encyclopaedia of Social Science Research Methods*. London: Sage Publications
- Kothari, C.R. 2004. *Research Methodology: Methods and Techniques*. New Delhi: New Age International (P) Limited