



WEST BENGAL STATE UNIVERSITY

Berunanpukuria, Malikapur Barasat

24 Parganas (North), Kolkata - 700 126

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

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)

Sociological Thinkers – I (SOCDSC614T)

Writing Academic Papers/Research Proposals (SOCDSC615T)



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Sem 7 Economic Sociology (SOCDSC716T)

Social Problems (SOCDSC717T)

Special Minor- Society and Environment (SOCSMC701T)

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)

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)



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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- Society and Environment (SOCSMC701T)

(Special Minor Courses from the two different disciplines either Minor Discipline – 1 or Minor Discipline – 2. SOCSMC701T 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
- Wallace, A. R. and Wolf, A. 1990. *Contemporary Sociological Theory: Expanding the Classical Tradition*. New Delhi: PHI Learning.



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- 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.
- Uberoi, P., Nandini Sundar and Satish Deshpande (ed). 2007. *Anthropology in the East: Founders of Indian Sociology and Anthropology*. Delhi: Permanent Black.



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- 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-PG Pathshala. 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

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



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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

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



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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
- Ghurye, G.S. 1969. *Caste and Race in India*, Delhi: Popular Prakashan Pp 114-140, 404-460 (82 pages)
- Ghurye, G.S. 1962. *Cities and Civilization*, Delhi: Popular Prakashan
- Saha, S. 2013. "Benoy Kumar Sarkar (1887—1949): A Tryst with Destiny." *Sociological Bulletin*, vol. 62, no. 1, 2013, pp. 4–22.
- Mukherjee, R. 1950. *The Social Structure of Values*, London: George Allen and Unwin Chap. 2, 3, 5, 6 & 9
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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

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



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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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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.

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



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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

- Durkheim, E. 1995. *The Elementary Forms of Religious Life*. Translated by Karen E. Fields. New York: The Free Press. Book one and Conclusion, pp. 21-39, 418-440.
- Thompson, K. (ed.) 1985. *Readings from Emile Durkheim*. London: Routledge: 85-88.
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- Berger, P.L. 2001. "Reflections on the Sociology of Religion Today", *Sociology of Religion*, 62 (4): 443-454.
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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.

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



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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 of the Social Sciences*, Vol.10. New York: Macmillan and Free Press: 19-23
- Shah, A. M. 1968. “Changes in the Indian Family: An Examination of Some Assumptions”, *Economic and Political Weekly*, 3(1/2): 127+129+131+133-134
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- Marwah, V. & Sarojini, N. 2011. ‘Re-inventing Reproduction, Re-conceiving Challenges: An Examination of Assisted Reproductive Technologies in India’. *Economic and Political Weekly*, 46(43), October 22-28
- <https://egyankosh.ac.in/bitstream/123456789/79059/1/Unit-11.pdf>
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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.

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



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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
- Merton, R.K. 1972. *Social Theory & Social Structure*, Delhi: Arvind Publishing House, Chapters 4 & 5
- Babbie, E. 2009. *The Practice of Social Research*. Wadsworth Cengage, Ch 2, 9 & 10
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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
- "Historical Analysis" in Jupp, V. (ed.). 2006. *The Sage Dictionary of Social Research Methods*. London: Sage Publications. Pp. 134-136
- "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



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- “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.

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.)



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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, 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
- Dutta, S. *Gandhian Model of Rural Development*. Available in:
https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000032SW/P001729/M021630/ET/1501587347Module-7_e-Text.pdf
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- Srinivas, M.N. 1996. "Indian Anthropologists and the study of Indian Society", *Economic and Political Weekly* 31(11): 656-657 5.1.2.
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- Karve, I. 1965. *Kinship Organization in India*, Bombay, and New York: Asia Publishing House



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- Dube, L. 1988. "On the Construction of Gender: Hindu Girls in Patrilineal India", *Economic and Political Weekly*, 23 (18): WS11-WS19

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

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



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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.
- Goode, W. E., and P. K. Hatt. 1952. *Methods in Social Research*. New York: McGraw Hill.
- Moser, C.A. and G. Kalton. 1971. *Survey Methods in Social Investigation*. London: Routledge.
- Gupta, S. P. 2007. *Elementary Statistical Methods*. Sultan Chand & Sons.
- Elifson, K.W., Audrey Haber, & Richard Runyon. 1982. *Fundamentals of Social Statistics*. Addison Wesley
- Chatterjee, R. et al. 2023. *Conjectures and Evidences Methods of Inquiry in the Political and Social Sciences with Elementary Statistics*. Kolkata: Levant Books and London: Routledge.

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.



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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

- Allan, K. 2013. *The Social Lens: An Invitation to Social and Sociological Theory* (Part I: Modernity and the Sociological Response) Third Edition, Sage.
- Aron, R. 1986. *Main Currents in Sociological Thought*, Vol. I & II. Harmondsworth, Middlesex: Penguin Books
- Bannerji, A., *Historical Materialism and Political Analysis*. Kolkata: K.P. Baghi
- Barnes, H.E. 1959. *Introduction to the History of Sociology*. Chicago: University of Chicago Press.
- Coser, L.A. 1979. *Masters of Sociological Thought*, Oxford: Oxford University Press
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- Giddens, A. 1971. *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim, and Max Weber*. Cambridge: Cambridge University Press.
- Hughes, J.A, W, Sharrock and P.J. Martin. 2003. *Understanding Classical Sociology: Marx, Weber, Durkheim* (2nd edition). Los Angeles: Sage.
- Kon, Igor S. 1989. *A History of Classical Sociology*, Trans. M. Campbell Creighton. Moscow: Progress Publishers.
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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.

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.



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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
- 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



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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
- 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)



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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)

4. Globalization (5 hrs.)

- 4.1 Positive and Negative effects of Globalizing Processes



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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.
- 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.



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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.)

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.



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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:

This course revisits select sociological thinkers in the light of their methodological contributions. In tracing how the methodological quest is intrinsic to all attempts to theorize the social, the course builds on select classics in the field of sociology and social sciences to unravel the varied trajectories of disentangling the complex reality society is. From the conviction that social reality can be treated as a fact of the order of the natural sciences (Durkheim), to the belief that social structure is to be traced in common-sense assumptions (Garfinkel) and everyday performances (Goffman), and the premise that all truth, including what we conceive of as society, is discursive (Foucault), the course attempts to show that all theorizations of the social, in the ultimate analysis, are methodological comments on the modes, methods and techniques of coming to terms with what is given to us as society.

Course Outline:

1. Emile Durkheim (1858-1917)

- 1.1 What is a Social Fact?
- 1.2 Rules for the Observation of Social Facts
- 1.3 Determination of social causes and social types
- 1.4 Egoistic Suicide

2. Harold Garfinkel (1917-2011)

- 2.1 What is Ethnomethodology?
- 2.2 Achievement of Sex Status in an “Intersexed” Person

3. Erving Goffman (1922-1982)

- 3.1 *The Presentation of Self in Everyday Life*: An Introduction
- 3.2 Performances



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4. Michel Foucault (1926-1984)

4.1 Theory of Discursive Practice

4.2 Power and Truth

Course Outcome:

This course typically refers to an advanced university course that focuses on mastering the transition from macro-structural frameworks to micro-interactional dynamics and post-structural power analysis. By analyzing these thinkers, students will learn to bridge foundational scientific sociology with contemporary critiques of everyday life, identity, and institutional control. This course will help the students analyze how macro-social forces constrain individual actions and maintain order. They will be able to deconstruct the hidden rules people use to actively build social reality. Further, a thorough understanding of the course will help them critique how historical discourse and modern institutions shape human behaviour. 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:

- Durkheim, E. 1982. (First American Edition). *The Rules of Sociological Method*. (Translated by W.D. Halls), New York: The Free Press [Chapter 1: 'What is a Social Fact?' (pp. 50-59); Chapter 2: 'Rules for the Observation of Social Facts' (pp. 60-84)]
- Durkheim, E. 2002. *Suicide: A Study in Sociology*. (Translated by A. Spaulding and George Simpson), London and New York: Routledge Classics [Book II: Social Causes and Social Types - 'How to determine social causes and social types' (pp. 97-104); 'Egoistic Suicide' (pp. 105-125)]
- Dreyfus, H.L. & Rabinow, P. 1983. *Michel Foucault: Beyond Structuralism and Hermeneutics*. Chicago: University of Chicago Press [Part I, Chapter 3: 'Towards a Theory of Discursive Practice' (pp. 44-100); Part II, Chapter 9: 'Power and Truth' (pp. 184-204)]



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- Garfinkel, H. 1967. *Studies in Ethnomethodology*. New Jersey: Prentice Hall [Chapter 1: 'What is Ethnomethodology?' (pp. 1-34); Chapter 5: 'Passing and the Managed Achievement of Sex Status in an "Intersexed" Person' (pp. 116-185)]
- Goffman, E. 1956. *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh [Introduction (pp. 1-9); Chapter 1: 'Performances' (pp. 10-46)]

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'.

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



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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.
- 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.



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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
- 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



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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>

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



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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, 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).



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- 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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**Draft syllabus structure
For
4-year Undergraduate Programme of Sociology under NEP 2020**

MINOR (Course Structure)

Sem 1 Basic Concepts of Sociology (SOCMIN101T/SOCCOR101T)

Sem 2 Introducing Indian Society (SOCMIN202T)

Sem 3 Introducing Sociological Theory (SOCMIN303T)

Sem 4 Gender and Society (SOCMIN404T)

Sem 5 Social Stratification (SOCMIN505T)

Sem 6 Social Research Methods (SOCMIN606T)



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MINOR (Non-Lab Based Course)

Minor Discipline Paper 1

Credits – 5 (75 Hours)

Semester – I

BASIC CONCEPTS OF SOCIOLOGY

PAPER CODE – SOCMIN101T

Course Objective:

The course introduces students to the foundational language and conceptual repertoire of sociology, enabling them to grasp how the social world is organized, interpreted, and lived. It familiarizes them with core concepts and categories through which social relations, institutions, and processes are understood, while situating sociology in relation to allied disciplines.

Course Outline:

1. Sociology: The Discipline (15 hrs)

1.1 Definition and Scope

1.2 Relationship with Anthropology and History

2. Basic Concepts (45 hrs)

2.1 Society; social interaction; community; association; institution; culture; cultural lag; social structure; social system; social action; status and role; role conflict; role set; norms and values; folkways and mores; conformity and deviance; law and customs;

2.2 Socialization: Concept; Processes and Agencies, nature-nurture debate

2.3 Social Processes: Integrative and Disintegrative

2.4 Social Control: Types and Agencies

2.5. Social Groups: Concept, Types

2.6 Social Stratification: Concept; Forms, Social Mobility



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Course Outcome:

This course provides the foundational building blocks for understanding social reality through a scientific lens. By the end of the course, the students are expected to develop a Sociological Perspective and thus distinguish between 'common sense' observations and rigorous sociological reasoning. Students learn to use the sociological imagination to see how individual lives are shaped by broader social structures.

Reading References

- Gisbert, P. 2010. *Fundamentals of Sociology*. New Delhi: Orient BlackSwan.
- Inkeles. A. 1964. *What is Sociology? An Introduction to the Discipline and Profession*. London: Prentice Hall.
- Ginsberg, M. 1955. *Sociology*. London: Oxford University Press.
- MacIver, R.M. & Page, C.H. 1952. *Society: An Introductory Analysis*. London: Macmillan & Co. Ltd.
- Giddens. A. 2013. *Sociology* (Seventh Edition).
- Bottomore, T.B. 1962. *Sociology*. London: George Allen and Unwin.
- Fulcher, J.& Scott. J. 2007. *Sociology* (3rd Ed). Oxford: Oxford University Press.
- Haralambos, M. & Holborn, M. 2013. *Sociology: Themes and Perspectives*. New York: Harper Collins Publishers Limited.
- 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 Sceptic: Core Concepts in Sociology*. New York: McGraw-Hill
- Sharma, K. L. 2006. *Social Stratification and Mobility*. Jaipur: Rawat Publication



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Semester – II

Minor Discipline Paper 2 Credits – 5 (75 Hours)

INTRODUCING INDIAN SOCIETY PAPER CODE – SOCMIN202T

Course Objective:

Beginning with the question of unity and diversity, the course explores the complexity of Indian society as it unfolds through everyday institutions and lived practices. It engages with structures such as caste, family, and village, attending to how they organize social relations, sustain hierarchies, and become sites of change. Situating these within contemporary issues and movements, the course attempts to aware students about the ongoing struggles and negotiations.

Course Outline:

1. India: Unity and Diversity (10 hrs.)

2. Basic Social Institutions (25 hrs.)

2.1 Caste: Concept, features, and critique

2.2 Family: Traditional Joint Family and its disintegration debate

2.3. Village: Village solidarity, Agrarian Class structure

3. Contemporary social issues and mobilizations (25 hrs.)

3.1 Farmers' movement

3.2 Dalit movement

3.3 Women's movement



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Course Outcome:

This course is designed to transition students from a general understanding of sociology to a specialized analysis of the Indian social context. By the end of this course, students are expected to apply a sociological lens to India and move beyond 'text-view' or scriptural knowledge to a 'field-view' or empirical reality of Indian society. Students learn to view images and ideas of India through a critical, scientific framework.

Reading References

- Dube, S.C. 2005. *Indian Society. Bharatiya Samaj* (in Bengali). New Delhi: National Book Trust.
- Ghurye, G.S. 2008. *Caste and Race in India*. Bombay: Popular Prakashan
- Srinivas, M. N. 1987. *The Dominant Caste and Other Essays*, Delhi: Oxford University Press, Pp.20-59
- Srinivas, M.N. 1966. *Social Change in Modern India*. Bombay: Allied Publishers.
- Mencher, J. 1991. 'The Caste System Upside Down,' in D. Gupta (ed.), *Social Stratification*. Delhi: Oxford University Press: 93-109
- Karve, I. 1953. 'Introduction' in *Kinship Organization in India*. Bombay Asia Publishing House, pp. 8-14
- Mandelbaum, D. G. 1948. 'The Family in India,' *Southwestern 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
- Mandelbaum, D.G. 1970. *Society in India*. Bombay: Popular Prakashan.
- Dhanagare, D.N., 1991, 'The Model of Agrarian Classes in India,' in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp. 271-275
- Shah, G. 2004. *Social Movements in India: A Review of Literature*. New Delhi: Sage Publications
- *Social Movement* (P-14). E-PG Pathshala. Source:
<https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=sP9KhysDemvbqPHPOAmaYw>



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Semester – III

Minor Discipline Paper 3

Credits – 5 (75 Hours)

INTRODUCING SOCIOLOGICAL THEORY

PAPER CODE – SOCMIN303T

Course Objective:

The course orients students to the diverse ways in which the social has been theorized, opening up a field of thought where multiple explanations coexist, overlap, and contend. It draws attention to how different theoretical standpoints frame questions of order, conflict, meaning, and power, each offering a distinct way of making sense of social life. By moving across these ways of seeing, the course enables students to engage with theory as a mode of thinking rather than a fixed body of knowledge, cultivating an ability to hold together differences and tensions in understanding the social world.

Course Outline:

1. Plurality of Sociological Perspective (10hrs.)

2. Functionalism (20hrs.)

2.1 Analytical Functionalism: Talcott Parsons

2.3 Empirical Functionalism: Robert K. Merton

3. Conflict Perspective (10hrs.)

3.1 Ralf Dahrendorf

3.2. Lewis Coser

3. Interactionism (10hrs.)

3.1 G.H. Mead

3.2 Herbert Blumer

4. Feminist Perspective (10hrs)

4.1 Liberal feminism

4.2 Radical feminism

4.3 Marxist feminism



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Course Outcome:

This course is designed to bridge the gap between basic social concepts and the deep analytical frameworks that define the discipline. The learners will be able to apply the sociological ideas of the thinkers to their understanding of everyday experiences and use the sociological imagination to link private troubles to broader public issues.

Reading Reference:

- Baert, P. & Carreira da Silva, F. 2010. *Social Theory in the Twentieth Century and Beyond*. Cambridge: Polity Press.
- Bottomore, T. & 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. & Tunstall, J. 1989. *Sociological Perspectives: Selected Readings*. London: Penguin Books Ltd.
- Turner, J. 1995. *The Structure of Sociological Theory*. Jaipur: Rawat Publications
- Wallace, A. R. & 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

Minor Discipline Paper 4

Credits – 5 (75 Hours)

GENDER AND SOCIETY **PAPER CODE – SOCMIN404T**

Course Objective:

Beginning with the question of how gender comes to be made and lived, the course examines the processes through which identities, roles, and differences are constituted within social relations. It reveals to the students how distinctions around masculinity, femininity, and sexuality are organized into patterns of inequality across varied contexts. Set against these



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formations, moments of resistance open up gender as a site of contestation, where established meanings are challenged and the terms of social life are continually reworked.

Course Outline:

1. Gender as a Social Construct (30hrs.)

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

2. Differences and Inequalities (20 hrs.)

- 2.1 Gender and Class
- 2.2 Gender and Caste

3. Resistance and Movements (10 hrs.)

- 3.1 Women's Movement in India

Course Outcome:

This course introduces gender as a critical sociological lens for examining power, identity, and social institutions. The learners will be able to apply intersectionality and analyze how gender intersects with other identities such as caste, class, race, religion, and ethnicity to produce unique experiences of privilege or marginalisation.

Reading References

- Eckert, P.& Sally McConnell-Ginet. 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).
- Dube, L. 1996 "Caste and Women" in M.N.Srinivas (ed.) *Caste: Its Twentieth Century Avatar*, New Delhi: Penguin (pp. 1-27).



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- 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 B.Ghosh (ed.) *Social Movements: Concepts, Experiences, and Concerns*. New Delhi: Sage Publications [pp. 209-228]

Semester – V

Minor Discipline Paper 5 Credits – 5 (75 Hours)

SOCIAL STRATIFICATION PAPER CODE – SOCMIN505T

Course Objective:

The course opens with discussion on stratification as a patterned ordering of social life, where differences are organized into enduring hierarchies. It attends to how such arrangements take shape, how they are sustained, and how they come to be experienced in everyday contexts. Through varied theoretical reflections, the course offers ways of understanding the principles that underlie these inequalities, while drawing attention to their differentiated effects.

Course Outline:

- 1. Introducing Social Stratification: Forms and Consequences (10 hrs.)**
- 2. Social Mobility: Concept and Types (5 hrs.)**
- 3. Theories of Stratification (30 hrs.)**
 - 3.1. Karl Marx: Class
 - 3.2. Functionalism: Kingsley Davis and Wilbert E. Moore, Tumin's Critique
 - 3.3. Max Weber: Class, Status and Power
- 4. Feminism and Gendered Stratification (15 hrs.)**

Course Outcome:

This course focuses on the systematic study of structured social inequalities and how they are reproduced across generations. Upon successful completion of the course, students would be able to define and categorize inequality and distinguish between 'natural' inequalities and



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socially constructed ones. Students will be able to grasp the four primary elements of any stratification system: differentiation, ranking, evaluation, and rewarding.

Reading References

- Bottomore, T.B. 1962. *Sociology: A Guide to Problems and Literature*. London: George Allen and Unwin Ltd.
- Tumin, M.M. 1967. *Social Stratification*. New Jersey: PHI
- McLellan, D. 1995. *The Thought of Karl Marx*. London: Papermac, Part 2. Chapter 6. Class, pp. 182-194
- Davis, K., & Wilbert E. Moore. 1945. "Some Principles of Stratification." *American Sociological Review*, vol. 10, no. 2, 1945, pp. 242-49
- Tumin, M. M. 1953. "Some Principles of Stratification: A Critical Analysis", *American Sociological Review* 18.4 (1953): 387-394
- Weber, M., Hans Heinrich Gerth, and C. Wright Mills. 1946. *From Max Weber*. New York: Oxford University Press, Chapter VII, Class, Status, Party. Pp. 180- 195
- Bendix R. 1974. 'Inequality and Social Structure: Comparison of Marx and Weber' *American Sociological Review*, Vol. 39, No. 2 (Apr., 1974), pp. 149-161
- Biton, T. et.al. 1987. "Marx's theory of property relations and Weber's theory of market relations" in *Introductory Sociology*. London: Macmillan. Pp. 142-146
- Bailey F G. 1963. 'Closed Social Stratification in India', *European Journal of Sociology* Vol. 4, No. 1 pp. 107-124
- 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
- Acker, J. 1973. 'Women and Social Stratification: A Case of Intellectual Sexism'. *American Journal of Sociology* 78.4, Pp. 936-944

Semester – VI

Minor Discipline Paper 6

Credits – 5 (75 Hours)

SOCIAL RESEARCH METHODS

PAPER CODE – SOCMIN606T

Course Objective:

The course engages with the practice of sociological inquiry, following the movement from framing a question to the systematic collection of evidence. It introduces students to the different ways in which social research is designed, organized, and carried out across varied contexts. Attention is given to the choice of methods and the forms of data they generate,



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enabling students to understand how knowledge of the social is assembled, interpreted, and made meaningful through research.

Course Outline:

1. Social Research (35hrs.)

1.1 What is Sociological Research?

1.2. Steps of Social Research

1.3 Types of Research: Pure and Applied, Quantitative and Qualitative, Exploratory and Experimental

2. Methods of Data Collection (25hrs.)

2.1 Survey Methods: Sampling, Questionnaire, and Interview

2.2 Observation: Participant and non-participant

Course Outcome:

This course serves as the ‘toolbox’ of sociology. It transits students from studying social theories to actually conducting scientific investigations. Upon completion of the course, students are expected to formulate research designs. They will be able to identify and develop the components of a research project, including the Research Problem, Hypothesis, and Literature Review.

Reading References:

- Babbie, Earl. 2009. *The Practice of Social Research*. Wadsworth Cengage
- Kothari, C. R. 2004. *Research Methodology*, New Delhi: New Age International
- Bryman, A. 2004. *Quantity and Quality in Social Research*, New York: Routledge. Chapters 2 & 3
- “Exploratory Research” in Jupp, V. (ed.). 2006. *The Sage Dictionary of Social Research Methods*. London: Sage Publications. Pp. 110-111
- Bailey, K. 1994. *Methods of social research*. Simon and Schuster, 4th ed. New York: The Free Press.



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- Goode, W. E. & P. K. Hatt. 1952. *Methods in Social Research*. New York: McGraw Hill.

SPECIAL MINOR (Non-Lab Based Course)

Special Minor Paper (SMA)

Credits – 5 (75 Hours)

Semester –VII

SOCIETY AND ENVIRONMENT

PAPER CODE – SOCSMC701T

Course Objective:

Situated at the interface of society and environment, the course examines how the natural world is apprehended, interpreted, and acted upon within social life. It foregrounds the tension between material realities and their social construction, opening up questions about how environmental knowledge is produced and contested. Engaging with different approaches, the course traces how ecological concerns become entangled with processes of development, gendered relations, and power, revealing this interface as a shifting terrain of meaning, practice, and conflict.

Course Outline:

1. Society and Environment: The Interface

1.1. Society and Environment: The case of Environmental Sociology

1.2. Realist-Constructionist Debate.

2. Approaches

2.1 Ecological Modernization

2.2. Ecofeminism

3. Environmental Movements in India

3.1 Forest based movement – Chipko

3.2 Water based movement – Narmada



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Course Outcome:

This course bridges the gap between natural ecology and social structures. The learners, at the end of the course, will be able to define the field of environmental sociology and apply social theories to nature. They will be able to identify how environmental hazards disproportionately affect marginalized groups based on caste, class, and gender.

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.
- Buttel, F. H. 2000. "Ecological modernization as social theory", *Geoforum*, 31(1), 57-65.
- 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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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

3. Further Measurement Issues

3.1 Sources and Types of data: Primary and secondary



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- 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: McGraw Hill.
- 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

Skill Enhancement Course (SE-2)

Credits – 3 (45 hours)

GENDER SENSITIZATION

PAPER CODE – SOCHSE101M/SOCHSE202M/SOCHSE303M*

Course Objective:

This course seeks to develop a critical understanding of gender as a socially constructed and historically contingent category, shaped by relations of power and embedded in everyday life. It introduces key concepts and identities to examine how gendered norms, roles, and hierarchies are produced and sustained through institutions and practices. By engaging with issues of violence, inequality, and resistance, the course aims to sensitize students to the lived realities of marginalization while fostering an informed engagement with women's and LGBTQ movements in India. It further aims to cultivate a reflexive sensitivity toward everyday social rituals and practices, enabling students to critically discern the subtle ways in which gender is normalized and reproduced.

Course Outline:

1. Gender as a Social Construct (25 hrs.)

1.1 Basic concepts: Gender, Sex, Sexuality, Patriarchy



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1.2 Gender Socialization, Gender Roles, and Stereotyping

1.3 Sexual Identities: Heterosexual, Bisexual, Lesbian and Homosexual, Transgender, Transvestite, Hijra, Koti

2. Gender, Power, and Resistance (20 hrs.)

2.1 Violence against Women

2.2 Women's and LGBTQ Movements in India

Reading References:

- Bhasin, K. 1993. What is Patriarchy? New Delhi: Kali for Women.
- Bhasin, K. 2000. *Understanding gender*; New Delhi: Kali for women
- Rege, S. (ed). 2003. *Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage.
- Desai, N. & Krishnaraj, M. 1987. *Women and Society in India*, Delhi: Ajanta
- Forbes, G. 1998. *Women in Modern India*, New Delhi: Cambridge University press
- Ghadially, R. (ed). 1988. *Women in Indian Society*, New Delhi: Sage
- Menon, N. (ed.). 1999. *Gender and Politics in India*. New Delhi: Oxford University Press.
- Gandhi, N. & Shah, N. 1992. *The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India*, New Delhi: Kali for Women.

Skill Enhancement Course (SE-3)

Credits – 3 (45 hours)

PRACTISING SOCIOLOGICAL RESEARCH

PAPER CODE – SOCHSE101M/SOCHSE202M/SOCHSE303M*

Course Objective:

This course introduces the procedural and methodological foundations of sociological research, enabling students to translate social questions into systematic inquiry. It cultivates a critical engagement with methods of data collection, attending to both their practical application and their epistemic limits.



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Course Outline:

1. Steps of sociological research (15 hrs.)

2. Methods of Data Collection (30hrs.)

2.1. Survey Methods: Sampling

2.2 Questionnaire and Interview

2.3 Observation: Participant and non-participant

*** While the courses remain the same, the codes will change to indicate the semesters in which they are offered. This is required in a structure that is offering multiple exists.**

Reading References:

- Kothari, C. R. 2004. *Research Methodology*, New Delhi: New Age International
- Bailey, K. 1994. *Methods of social research*. Simon and Schuster, 4th ed. The Free Press: New York.
- Goode, W. E. & Hatt. P.K. 1952. *Methods in Social Research*. New York: McGraw Hill.
- Moser, C.A. & Kalton, G. 1971. *Survey Methods in Social Investigation*. London: Routledge.

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*



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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.

Interdisciplinary Paper 2 (MD-2)

Credits – 3 (45 Hours)

INTRODUCING INDIAN SOCIETY

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

Course Objective:

This course introduces key institutional and structural features of Indian society, with a focus on caste, family, and village life. It examines processes of continuity and change, enabling



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students to critically engage with discourses and transformations that shape the social realities of India.

Course Outline:

1. **Caste system:** Definition, Features and Disintegration debate
2. **Joint Family:** Definition, Characteristics and Disintegration debate
3. **Village:** Self-sufficiency, Rural Urban contrast
4. **Social change in India:** Sanskritization and Westernization

Reading References:

- Ghurye, G.S. 2008. *Caste and Race in India*. Bombay: Popular Prakashan
- A. R. Desai. 1948. *Social Background of Indian Nationalism*. Bombay: Popular Prakashan. Bengali Translation: Bharatiya Jatiatabader Samajik Patabhumi
- Srinivas, M.N. 1966. *Social Change in Modern India*. Bombay: Allied Publishers.
- Singh, Y. 1986. *The Modernization of Indian Tradition*. Jaipur: Rawat Publications.

*** While the courses remain the same, the codes will change to indicate the semesters in which they are offered. This is required in a structure that is offering multiple exists.**
