

As Per NEP 2020

University of Mumbai



Syllabus for B.A. (Hons. with Research) in

UG Fourth Year

Faulty	Humanities
Board of Studies	Sociology
Semester	VII & VIII
From the Academic Year	2026-27

University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars
1	Title of program O: _____	B.A. (Hons. with Research) in Sociology
2	Exit Degree	B.A. (Hons. with Research) in Sociology
3	Scheme of Examination R: _____	NEP 50% Internal 50% External, Semester End Examination Individual Passing in Internal and External Examination
4	Standards of Passing R: _____	40%
5	Credit Structure R: _____	Attached herewith
6	Semesters	Sem. VII & VIII
7	Program Academic Level	6.0
8	Pattern	Semester
9	Status	New
10	To be implemented from Academic Year	2026-27

Sign of the BOS
Name _____
Chairman/Co-ordinator
BOS/Ad-hoc BOS
in _____

Sign of the
Offg. Associate
Dean
Dr. Suchitra Naik
Faculty of
Humanities

Sign of the
Offg. Associate Dean
Prof. Manisha
Karne
Faculty of Humanities

Sign of the
Offg. Dean
Prof. Anil Singh
Faculty of
Humanities

B.A. (Hons. with Research) in Sociology
Credit Structure (Sem. VII & VIII)

	R: _____ E										
Vertical Level	Semester	1 Major		1A RM	2 Minor	3 OE/	4 VSC, SEC (VSEC)	5 AEC, VEC, IKS	6 OJT, FP, CEP, CC,RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.
		Mandatory	Electives								
6.0	VII	10 (4+4+2) • Perspectives on Indian Society • Sociology of Globalisation • Academic Reading and Writing	4 Environment and Society OR Sociology of Tribes OR Sociology of religion OR Education and Society OR Caste in Contemporary India	RM (4) Research Methodology	---	---	---	----	RP (4) Research project I (100 marks)	22	UG Honours with Research Degree 176
	R: _____ F										
	VIII	10 (4+4+2) • Classical perspectives in cultural Anthropology • Sociology of Marginalised Communities • Feminist Epistemology	4 Industry, labour and globalisation OR Media and Society OR Sociology of Food Systems OR Sociology of Constitutional Democracy OR Rural Society in India	---	---	----	----	----	RP (8) Research Project II (200 marks)	22	

	Cum Cr.	68	16	4	18	12	14	14	30	44	176
	Exit option: Award of Four-year UG Honours with Research Degree in Major and Minor with 176 credits										

[Abbreviation - OE – Open Electives, RM – Research Methodology, VSC – Vocation Skill Course, SEC – Skill Enhancement Course, (VSEC), AEC – Ability Enhancement Course, VEC – Value Education Course, IKS – Indian Knowledge System, OJT – On Job Training, FP – Field Project, CEP – Community Engagement Project, CC – Co-Curricular, RP – Research Project]

Program Structure for Sem. VII & VIII (NEP 2020)

B.A. (Hons. with Research) in Sociology

Vertical No		Paper Title	Credits
Sem. VII			
1.	Mandatory	1. Perspectives on Indian Society	4
		2. Sociology of Globalisation	4
		3. Academic Reading and Writing	2
	Electives	1. Environment and Society Or 2. Sociology of Tribes Or 3. Sociology of Religion Or 4. Education and Society Or 5. Caste in Contemporary India	4
1A.		RM Research Methodology	4
6.		RP Research Project I	4
Credits			22
Sem. VIII			

	Mandatory	1. Classical Perspectives in Cultural Anthropology	4
		2. Sociology of Marginalised Communities	4
		3. Feminist Epistemology	2
	Electives	1. Industry, Labour, and Globalisation or 2. Media and Society or 3. Sociology of Food Systems or 4. Sociology of Constitutional Democracy or 5. Rural Society in India	4
6.	RP Research Project II		8
Credits			22
Total Credits			44

Sem. - VII

Sem. - VII

Vertical – 1

**Major
Mandatory
(4+4+2)**

Syllabus
B.A. (Hons. with Research) in Sociology
(Sem.- VII)
Title of Paper 502. PERSPECTIVES ON INDIAN SOCIETY

Sr. No.	Heading	Particulars
1	Description of the course: Including but not limited to:	This course offers an introduction to Indian society by examining its historical, sociological, and cultural dimensions across topics like caste, gender, tribe, nationalism, identity, and inequality. It builds conceptual clarity and critical thinking through multiple perspectives on social institutions, diversity, and ongoing change. Students are equipped with analytical tools to understand the complex social processes and contemporary issues shaping India. The course connects with broader papers in social theory and is designed to strengthen skills relevant to higher studies and research. It also enhances employability across fields such as civil services, public policy, media, social work, and the development sector.
2	Vertical:	Major
3	Type:	Theory
4	Credit:	4 credits (1 credit = 15 Hours for)
5	Hours Allotted:	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: 1) Course aims to introduce to the learners to understand nature of Indian society in the historical and present context 2) It also aims to highlight pertinent social groups and systems which are unique to global society from critical perspectives 3) Course also aims to reflect on contemporary issues and challenges in Indian Society	

8	Course Outcomes: 1) Learner will understand historical moorings of Indian Society 2) Learner will understand the issues of diversity in Indian society 3) Learner will also study social institutions and its changing nature in wider context 4) Learner will become aware to the Contemporary situations in Indian society
9	Modules: - Per credit One module can be created
	Module 1: Introduction
	1. Unity in Diversity: The Indian Experience in Nation Building 2. Indological Perspective and Field View Perspective 3. Perspective from Below
	Module 2: Caste, Tribe and Gender
	1. Caste and Tribe: B.R. Ambedkar, G.S. Ghurye and Louis Dumont, Virginius Xaxa 2. Gender: Gail Omvedt and Sharmila Rege 3. Class: Marxist Perspective
	Module 3: Contemporary Debates
	1. Nationalism, Citizenship and Social Movements 2. De-notified and Nomadic Tribes 3. Social Change in Modern India: M.N. Srinivas
	Module 4: Contemporary issues
	1. ICT, Globalisation and Indian Society 2. Development, Communalism, Regionalism 3. Ethnicity and Identity Politics

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Reference Books:

- Ahuja.R. (2002). *Indian Social System*. Jaipur: Rawat Publications
- Ambedkar B. R. (1979). *Babasaheb Ambedkar: Writings and Speeches. Vol. I*. Mumbai: Government of Maharashtra.
- Bose, N.K. (1992). *The Structure of Hindu Society*. Orient Longman
- Chatterjee, P. (1986). *Nationalist Thought and the Colonial World*. London: Zed Books.
- Dahiwal, S. M. (2005). *Understanding Indian Society: The Non-Brahmin Perspectives*, Jaipur & New Delhi: Rawat.
- Das, V. (Ed.). (2004). *Handbook of Indian Sociology*. New Delhi: Oxford University Press.
- Dhanagare, D. N. (1993). *Themes and Perspectives in Indian Sociology*. Jaipur & New Delhi: Rawat Publications.
- Ghurye, G.S. (1932) *Caste and Race in India*. Bombay: Popular Publication.
- Gore, M.S. (2015). *Unity in Diversity: The Indian Experience in nation-Building*. Jaipur & New Delhi: Rawat Publications.
- Nagla, B.K. (2008). *Indian Sociological Thought*. Jaipur & New Delhi: Rawat.
- Omvedt, G. (1976). *Cultural Revolt in a Colonial Society: Non-Brahmin Movement in Western India. 1973-1930*. Bombay: Scientific Education Trust.
- Omvedt, G. (1979) *We Shall Smash This Prison: Indian Women in Struggle*. Zed Books.
- Oommen T.K. (2005) *Understanding Indian Society: Perspective from Below*. Occasional Series paper published by Department of Sociology, University of Pune
- Oommen, T. K. (2004). *Nation, Civil Society and Social Movements*. New Delhi: Sage.
- Rege, S. (2014). *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonies*. Zubaan Publications.
- Sengupta, C. (2001). Conceptualizing Globalization: Issues and Implications. *Economic and Political Weekly*. 36, No. 33 (Aug. 18-24, 2001), pp. 3137-3143 (7 pages).
- Shah, A.M. (2010). *The Structure of Indian Society*. London: Routledge Tylor and Francis Group.
- Singer, M. & Cohn, B.S. (2001). *Structure and Change in Indian Society*. Jaipur & New Delhi: Rawat Publications.
- Somayaji, G. (Ed.). (2010). *Tribal Communities and The Exclusion –Inclusion Debate*. Delhi: Academic Excellence
- Srinivas, M.N. (2008). *Social Change in Modern India*. Orient Black Swan. Hyderabad
- Srinivas, M.N., Shah, A.M. & Ramaswamy, E.A. (Eds.). (2008). *The Fieldworker and the Field* (second Edition). Oxford University Press.
- Xaxa, V. (1999). Tribes as Indigenous people of India. *Economic and Political Weekly*. Vol. 34, No. 51 (Dec. 18-24, 1999), pp. 3589-3595 (7 pages).

Any other relevant text or reading suggested by the teacher

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Internal Continuous Assessment: 50%**External, Semester End Examination
50%****Individual Passing in Internal and External Examination**

12	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 3)	Assignment (20 Marks) Viva voce presentation (10 Marks) Group discussion/presentation (10 Marks) Class Participation (10 Marks)
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Syllabus
B.A. (Hons. with Research) in Sociology
(Sem.- VII)
Title of Paper 503. SOCIOLOGY OF GLOBALIZATION

Sr. No.	Heading	Particulars
1	Description of the course : Including but Not limited to :	This course provides a sociological introduction to globalization, covering its major debates, dimensions, and impacts in both global and Indian contexts. It examines how globalization reshapes economy, culture, technology, media, governance, and social inequality. Students are equipped with key theoretical frameworks and analytical tools to critically understand the structures and dynamics of global transformation. The course connects with related papers on development, media, social movements, and Indian society, supporting broader academic and intellectual growth. It also prepares students for careers in research, teaching, policy, development, media, international institutions, and governance sectors.
2	Vertical :	Major
3	Type :	Theory
4	Credit:	4 credits (1 credit = 15 Hours for)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: 1. The paper aims to delineate the nature & dynamics of globalization. 2. The characteristics of & issues relating to globalization are explored. 3. It examines the impact of globalization in India & the resistance movements that look critically at globalization.	

8	Course Outcomes: 1. Learner will be able to understand the nature of Globalization 2. Learner will be able to discern the networks & scales of globalization 3. Learner will be able to critically analyse the agencies of globalization 4. Learner will be able to critically analyse the impact of globalization
9	Modules: - Per credit One module can be created
	Module 1: Introduction
	1. Concepts & Debates: Hyperglobalists, Skeptics, Transformationlists. 2. Globalization and its discontents. 3. Perspectives on Globalization: Marxist, Neo Liberal & Others.
	Module 2: Dimensions of Globalization
	1. Economic dimension: Transition from Fordism to Post-Fordism, growth of financial economy. 2. Technological dimension: Network Society -Space of flows & Timeless time, Digital Technologies, Borderless World. 3. Cultural dimensions: Global flows, Multiculturalism, Hybridization, Religious Fundamentalism.
	Module 3: Globalization and its Agents
	1. Multinational Corporations and the Market 2. Nation-State, International agencies, & NGOs 3. New Technologies and the Media
	Module 4: Globalization: The Indian Context
	1. Liberalization, Privatization, Globalization-Background & debate 2. Changing role of the state 3. Globalization & Impact on Social Equity Programmes & People's movements

10	Reference Books: Appadurai, Arjun. (1997). <i>Modernity at large: Cultural dimensions of globalization</i> . New Delhi: Oxford University Press. Ashley, D. (1997). <i>History without a Subject- The Postmodern Condition</i> . Westview Press. Axford, Barrie. (2013) <i>Theories of Globalization</i> . Polity Press. Bhagwati, J. (2004). <i>In Defence of Globalization</i> . U.S.A.: O.U.P. Castells, M. (1996). <i>The Rise of Network Society</i> . Blackwell. Gupta, A. <i>Postcolonial Developments- Agrarian Making of Modern India</i> . Held, D., & McGrew, A. (Eds.). (2000). <i>The Global Transformations Reader-An Introduction to the Globalization Debate</i> . U.K.: Polity Press. Hoogvelt, Ankie. (1997). <i>Globalization and the post-colonial world - The new political economy of development</i> . London: Macmillan. Jha, A. (2000). <i>Background to Globalisation</i> . Mumbai: CED. Jogdand, P.G., & Michael, S.M. (Eds.). (2003). <i>Globalization & Social Movements</i> . Jaipur: Rawat Publications. Lechner, F.J., & Boli, J. (Eds.). (2000). <i>The Globalization Reader</i> . USA: Blackwell. Mazumdar, I. (2007). <i>Women workers & Globalization</i> . Kolkata: Stree. Schirato, T., & Webb, J. (2003). <i>Understanding Globalization</i> . London: Sage. Seminar Special Issue on Globalization. No. 503. July 2001. Stiglitz, J. (2002). <i>Globalization and Its Discontents</i> . U.S.A.: W.W. Norton & Co. Waters, Malcolm. (1996). <i>Globalization</i> . London: Routledge. <i>Any other relevant text or reading suggested by the teacher</i>	
11	Internal Continuous Assessment: 50%	External, Semester End Examination 50%
	Individual Passing in Internal and External Examination	
12	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	Assignment (20 Marks) Viva voce presentation (10 Marks) Group discussion/presentation (10 Marks) Class Participation (10 Marks)

Syllabus
B.A. (Hons. with Research) in Sociology
Title of Paper 504. ACADEMIC READING AND WRITING

Sr. No.	Heading	Particulars
1	Description of the course : Including but Not limited to :	This course introduces students to the core principles and practices of academic reading and writing, with a focus on comprehension, argumentation, structure, and formal scholarly expression. It builds foundational skills essential across all sociology papers, including interpretation, analysis, assignment writing, and academic communication. Students develop critical reading habits, effective writing techniques, proper citation practices, and awareness of plagiarism, while also exploring other forms of expression such as blogs, journals, and reflective writing. The course strengthens analytical thinking through engagement with academic texts and supports prospects for publication and further study. It also prepares students for careers that demand clear writing, documentation, research, editing, media, teaching, and professional communication.
2	Vertical :	Major
3	Type :	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: (List some of the course objectives) 1) To enable students to explore nuances of reading and writing academically. 2) To equip the students with the skills needed for academic reading and writing. 3) To equip the student to understand the relationship between academic and non-academic forms of reading and writing.	

8	Course Outcomes: (List some of the course outcomes) 1) The students will be able to recognize and appreciate the need for academic language in academic reading and writing 2) The students will be able to see the relationship between academics and other genres of reading and writing like journalism, diaries, fiction, and blogs to name a few. 3) Through exercises aimed at application, the students will be able to develop academic reading and writing skills required for sociological interpretation and analysis
9	Modules:- Per credit One module can be created
	Module 1: Reading the Academic Text
	1. Pre-read for Overview 2. Identifying structure of text & Dealing with Difficult parts 3. Location of Writer/ Reader
	Module 2: Academic Writing
	1. Building a structure & working with blocks 2. Exploring Genres-Diary/ Journal writing/Academic Blogging 3. Formal Aspects: Citation, Referencing, Plagiarism

10	Reference Books: - Baumann, J.F. and Graves, M.F. (2010). What Is Academic Vocabulary? <i>Journal of Adolescent & Adult Literacy</i>, Vol. 54, No. 1, pp. 4-12. - Becker. H. S 2007. <i>Writing for Social Scientists</i>, 2nd edition, Univ of Chicago Press, Chicago. - Coakley, E.G. (1989). Writing Feature Stories, <i>The Reading Teacher</i>, Vol. 43, No. 3, pp. 270-271. - Eubanks, P. and Schaeffer, J.D. (2008). <i>A Kind Word for Bullshit: The Problem of Academic Writing</i>, <i>College Composition and Communication</i>, Vol. 59, No. 3, pp. 372-388. - Goodman, K. (1989). <i>Journalism and Philosophy, Proceedings and Addresses of the American Philosophical Association</i>, Vol. 63, No.1, pp. 35-40. - Graff, G. & C. Birkenstein 2014. <i>They say... I say: The moves that matter in academic writing</i>, 3rd edition, W.W. Norton, London & New York. - Greyser, N., Mukhopadhyay, S. and Beetham, G. (2012). Gender Nerds at Heart: An Interview on Bridging the Blogging/Academic Divide withFeministing.com, <i>American Quarterly</i>, Vol. 64, No. 4, pp. 837-839. - Henderson. E. 2015. <i>The Active Reader: Strategies for academic reading and writing</i>, Oxford Univ Press, Oxford. - Jay, T. and Brooks, P. (2004). Self-Censorship in Course Diaries, <i>College Teaching</i>, Vol. 52, No. 3, pp. 82-86. - Lackey, C. (1994). Social Science Fiction: Writing Sociological Short Stories to Learn about Social Issues, <i>Teaching Sociology</i>, Vol. 22, No. 2, pp. 166-173. - Lambert, M. (1965). <i>Making Journalism Respectable</i>, <i>College Composition and Communication</i>, Vol. 16, No. 1, pp. 37-40. - Murray, R. (2013). Writing for an academic journal: 10 tips, <i>The Guardian</i> (Higher Education Supplement), 6th September. - Murray, R. (2013). 'It's not a hobby': re-conceptualizing the place of writing in academic work, <i>Higher Education</i>, Vol. 66, No. 1, pp. 79-91. - Pinker, S. (2014). Why Academics Stink at Writing, <i>The Chronicle of Higher Education</i>. - Van Dijck, J. (2006). <i>Writing the Self: Of Diaries and Weblogs</i>, in <i>Sign Here!: Handwriting in the Age of New Media</i>, Neef, S. , van Dijck, J. and Ketelaar, E. (eds.), Amsterdam University Press, Amsterdam. <i>Any other relevant text or reading suggested by the teacher</i>		
11	<table border="1"> <tr> <td>Internal Continuous Assessment: 50%</td> <td>External, Semester End Examination 50%</td> </tr> </table>	Internal Continuous Assessment: 50%	External, Semester End Examination 50%
Internal Continuous Assessment: 50%	External, Semester End Examination 50%		
	Individual Passing in Internal and External Examination		
12	<table border="1"> <tr> <td> Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3) </td> <td> Assignment (10 Marks) Viva voce presentation (05 Marks) Group discussion/presentation (05 Marks) Class Participation (05 Marks) </td> </tr> </table>	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	Assignment (10 Marks) Viva voce presentation (05 Marks) Group discussion/presentation (05 Marks) Class Participation (05 Marks)
Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	Assignment (10 Marks) Viva voce presentation (05 Marks) Group discussion/presentation (05 Marks) Class Participation (05 Marks)		

SEM VII

Vertical – 1

Major Electives (4)

Syllabus
B.A. (Hons. with Research) in Sociology
(Sem.- VII)
Title of Paper 505. ENVIRONMENT AND SOCIETY

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	This course offers a sociological introduction to the relationship between society and the environment, covering key theories, concepts, and contemporary debates on ecological issues. It equips students to critically analyse pressing concerns such as climate change, resource conflicts, sustainability, and environmental governance in both global and Indian contexts. The course connects with related areas including globalization, development studies, and social movements, fostering a multidisciplinary perspective on ecological challenges. Students develop sensitivity to environmental concerns and gain critical knowledge about the impact of human activities on ecological systems. It also prepares students for careers in environmental policy, NGOs, development practice, sustainability sectors, research, and public administration.
2	Vertical :	Major-Electives
3	Type :	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: (List some of the course objectives) 1) To develop an understanding of the relationship between human societies, their natural and built environments from a sociological perspective. 2) To sensitize students to perceptions & impacts of environmental issues & problems that shape our engagement with nature. 3) To update the student with the recent theoretical debates and policies in global and Indian contexts.	

8	Course Outcomes: (List some of the course outcomes) 1) The students will be familiarised with environmental issues in the field of environmental sociology. 2) The students will develop a critical perspective in analysing environmental issues 3) The students will develop a familiarity with critical readings in the field of environmental sociology. 4) The students will be equipped to carry out research using the critical theoretical perspectives
9	Modules:- Per credit One module can be created
	Module 1: Socializing Nature: Concepts & Issues [01 Credit, Lecture hours: 15]
	1. Environment, Nature & the Non- Human 2. Social & Cultural Constructions of Environment 3. Conceptualising the Environment-Wilderness/ Garden/ Urban & Global Environment
	Module 2: Explaining Nature: Theories & Approaches [01 Credit, Lecture hours: 15]
	1. Marxian- Political Ecology 2. Environmental Feminism 3. Risk-Science, Knowledge, Power
	Module 3: Engaging Nature: Movements & Mobilisations [01 Credit, Lecture hours: 15]
	1. Understanding Environmental movements 2. Forest Futures & Agrarian Environments 3. Privatising Water, Modernising Fisheries
	Module 4: Governing Nature: Law & Global Politics [01 Credit, Lecture hours: 15]

1. Sustainable Development, Climate Change & Anthropocene Debates
2. Neoliberal Environments & Biodiversity Conservation
3. Law & Governance- FRA, CRZ, SEZ, NGT*

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Reference Books:

- Agrawal, A. & K. Sivaramakrishnan. ed. 2000. *Agrarian Environments: Resources, Representation & Rule in India*. Duke University Press. USA.
- Agarwal, B. (1992). Gender & Environment Debate: Lessons from India. In *Feminist Studies*, 18, No.1 (Spring).
- Anand, N, A. Gupta, & H. Appel. 2018. *The Promise of Infrastructure*. Duke University Press. USA.
- Barry, J. 2007. *Environment & Social Theory*. 2nd ed. Routledge. U.K.
- Baviskar, A. (1999). *In the belly of the river: tribal conflicts over development in the Narmada Valley*. New Delhi: O.U.P.
- Baviskar, Amita (2008) *Contested Grounds. Essays on Nature, Culture and Power*. Oxford University Press, Delhi.
- Buscher, B. W. Dressler and R. Fletcher (2014). *Nature TM Inc.: Environmental Conservation in the Neoliberal Age*. University of Arizona Press, Tucson.
- Castree, N. and B. Braun (eds.) (2001) *Social Nature: Theory, Practice, and Politics*. Blackwell, Malden (Selected chapters).
- Cederlof, G., & Sivaramakrishnan, K. (Eds.). (2005). *Ecological Nationalisms: Nature, Livelihoods, & Identities in South Asia*. Delhi: Permanent Black
- Chhatre, A., & Saberwal, V. (2006). *Democratizing Nature: Politics, Conservation & Development in India*. New Delhi: O.U.P.
- Dwivedi, R. 2001. Environmental Movements in the Global South: Issues of Livelihood & Beyond. *International Sociology*, March Vol.16 (11-31) SAGE.
- Ernstson, H & S. Sorlin. 2010. *Grounding Urban Natures: Histories & Futures of Urban Ecologies*. The MIT Press, Massachusetts, USA.
- Escobar, Arturo. (1998) "Whose Knowledge, Whose Nature? Biodiversity, Conservation, and the Political Ecology of Social Movements," *Journal of Political Ecology* 5:53-82.
- Fortun, Kim (2001) *Advocacy After Bhopal: Environmentalism, disasters, new global orders*. University of Chicago Press, Chicago
- Gidwani, V. & Baviskar, A. (2011). 'Urban Commons,' Review of Urban Affairs in *E.P.W.* Vol. 50, Dec 10.
- Greenough, Paul and Anna L. Tsing (2003) *Nature in the Global South: Environmental Projects in South and Southeast Asia*. Duke University Press, NC.
- Guha, R. (1989). *The Unquiet Woods: Ecological Change & Peasant Resistance in the Himalaya*. New Delhi: O.U.P.
- Guha, R., & Alier, J. M. (1998). *Varieties of environmentalism: Essays North and South*. New Delhi: Oxford University Press.
- Heatherington, K. Ed. 2019. *Infrastructure, Environment and Life in the Anthropocene*. Duke University Press. USA.
- Jalais, Annu (2014) *Forest of Tigers: People, Politics and Environment in the Sundarbans*. Routledge.

- Klein, Naomi (2014) *This Changes Everything: Capitalism vs. Climate*. Simon and Schuster, New York.
- Kohli, K and M Menon, 2019. Is Conservation Impossible? The Case of Coastal Regulation in India, in Shahabuddin, G & K Sivaramakrishnan. *Nature Conservation in the New Economy- People, Wildlife, and the Law in India*. Orient BlackSwan. Hyderabad.
- Lele, Sharad and Ajit Menon (2014) *Democratising Forest Governance in India*. Oxford University Press, Delhi.
- Levien, Michael. 2012. The land question: special economic zones and the political economy of dispossession in India, in *The Journal of Peasant Studies*, Vol. 39, Nos. 3–4, July–October 933–969.
- Linkenbach, A. (2007). *Forest Futures: Global Representations & Ground Realities in the Himalayas*. Delhi: Permanent Black
- Milton, K. 1996. *Environmentalism and Cultural Theory*, London: Routledge.
- Moore, J. ed. 2016. *Anthropocene or Capitalocene? Nature, History, and the Crisis of Capitalism*. PM Press. USA.
- Peet, R., Robbins, P. and Watts, M. eds (2011) *Global Political Ecology*. Routledge, London
- Rao, M. ed. 2021. *Reframing the Environment: Resources, Risk and Resistance in Neoliberal India*. Routledge. UK.
- Rangan, H. 2004. From Chipko to Uttaranchal: The Environment of Protest & Development in the Indian Himalaya, in R. Peet & Watts, M. eds *Liberation Ecologies-Environment, Development & Social Movements*. Routledge, U.K. 2nd edn.
- Rangarajan, Mahesh and K. Sivaramakrishnan (2014) *Shifting Grounds: People, Animals and Mobility in India's Environmental History*. Oxford University Press, Delhi
- Rademacher, A & K. Sivaramakrishnan. Ed. 2013. *Ecologies of Urbanism in India- Metropolitan Civility and Sustainability*. Hong Kong University Press. HK.
- Shrivastava, A., A. Kothari. 2012. *Churning the Earth- The Making of Global India*. Penguin. New Delhi.
- Smith, Neil (2010) *Uneven Development: Nature, Capital and the Production of Space*. Verso, NY.

Any other relevant text or reading suggested by the teacher

11	Internal Continuous Assessment: 50%	External, Semester End Examination 50%
	Individual Passing in Internal and External Examination	
12	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 3)	Assignment (20 Marks) Viva voce presentation (10 Marks) Group discussion/presentation (10 Marks) Class Participation (10 Marks)

Syllabus
B.A. (Hons. with Research) in Sociology
Title of Paper 505. SOCIOLOGY OF TRIBES

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	This course provides a sociological introduction to tribal societies in India, exploring their identity, economy, culture, and the contemporary challenges they face. It examines critical issues of marginalization, displacement, development, and human rights within shifting socio-economic contexts. Students gain sensitivity and analytical tools to understand the struggles, livelihood concerns, and identity issues of tribal communities, drawing connections with development studies, environmental sociology, and political sociology. The course fosters critical perspectives on policy, governance, and social justice as they relate to tribal communities in India. It prepares students for careers in research, social work, NGOs, policy-making, administration, and the broader development sector.
2	Vertical :	Major-Electives
3	Type :	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: 1) This course attempts to discuss the concept and identity crises of tribes, the impact of globalization on tribal economy, and the displacement and alienation resulting from development projects. 2) The course also deals with the tribal struggles taking place across the country on issues related to livelihood, human rights, and identity. 3) The course focuses on an evaluation of the welfare programmes and policies undertaken by the government since independence.	

8	Course Outcomes: 1) Students will familiarize themselves with the situation of tribals in India. 2) Students will understand the issues and problems of tribal communities. 3) Students will be sensitized towards the issues of human rights of tribal communities 4) Students will assess the programmes and policies made by the government and the role of the state towards the welfare of tribal communities.

9	Modules:- Per credit One module can be created
	Module 1: Introduction
	1. Definitions and Distinctive features of Tribe 2. Tribal communities in India: Demographic strength 3. Construction of tribal identity
	Module 2: Economy and Tribes
	1. Nature and Type of Tribal Economy 2. Transformation of Tribal economy in colonial contexts 3. Globalization and its Impact on Tribal Economy
	Module 3: Unrest and Socio-political Cultural Movements
	1. Self-determination and Statehood 2. Agrarian and forest-based Movements 3. Context of Cultural Identity based on script and language
	Module 4: Evaluation of Tribal Development policy and Impact

1. Development Policies: (Isolation, Assimilation and Integration) and their impact on tribal Communities
2. Tribal welfare Policies of the State: Social Welfare approach, constitution provision, Five-year plan and Panchashila
3. Reservation for scheduled Tribes (PESA Act 1996)

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Reference Books:

- Bose, A, Nangbri, T. & Kumar, N. (eds.), (1990). Tribal Demography and Development in North East India, Delhi.
- Chaudhary. S. N. (Ed.) (2010). Tribal Economy at Crossroads, New Delhi, Rawat publication.
- Dasgupta, A., (Ed.) (2012). On the Margins: Tribes, Castes and Other Social categories, Studies in Indian Sociology, Volume IV, New Delhi, Sage Publication.
- Furer- Haimendorf, C.V, (1991). Tribes of India: The Struggle for Survival, OUP, Delhi.
- Gupta R., (2007). Tribal Contemporary Issues Appraisal and Intervention, New Delhi, Concept Publishing Company.
- HebbarRitambhara. (2006), Forest Bill 2005 and Tribal Areas: Case of Jharkhand. Economic and Political Weekly, vol. 41, no. 48, 2006, pp. 4952–4955.
- Hooja, M., (2004). Policies and Strategies for Tribal Development, New Delhi, Rawat Publications.
- Mehta, P.L, (1991). Constitutional Protection to Scheduled Tribes in India in Retrospect and Prospect, H.K, Delhi.
- Misra. R. N. (2006). Tribal Development Post Globalization, Discovery, New Delhi, Publishing house.
- NandiniSundar, (edit), (2009). Legal Grounds: Natural Resources, Identity and the Law in Jharkhand, Oxford University Press, New Delhi.
- Nathan, D. &Xaxa, V. (2012). Social Exclusion and Adverse Inclusion, New Delhi, Oxford University Press.
- Pfefer, G., and Behera, D., (ed.) (2009). Contemporary Society Tribal studies, Edited Volumes One- Eight, New Delhi, Concept Publishing Company.
- Rao, S. and Reddi, M., (2007). Tribal Development: Issues and Perspective, Delhi, The Associated Publishers.
- Roger Jeffery and NandiniSundar, (1999). New Moral Economy for India's Forests? -- Discourses of Community and Participation, Sage Publications, New Delhi.
- Sah D. C. and Sisodia, Y., (Eds.) (2004). Tribal Issues in India, Madhya Pradesh Institute of Social science Research, Ujjain, Rawat Publications.
- Singh K. S., (1997). The Scheduled Tribe, Delhi, OU Press.
- Singh, B. N, Chatterjee, M., (Ed.), ((2005). Tribes in India, Vol. II, Jaipur, Rbsa Publishers.
- Singh, K. S. (Ed.) (2006). Tribal Movements in India, Volumes I-II New Delhi, Manohar Publication.
- Vidyarthi. L. P. and Rai. B. K. (1976). The Tribal Culture of India, New Delhi, Concept Publishing Company.
- Xaxa, V, (2008). State, Society and Tribes: Issues in post- colonial India, New Delhi. Pearson Education.

Any other relevant text or reading suggested by the teacher

11	Internal Continuous Assessment: 50%	External, Semester End Examination 50%
	Individual Passing in Internal and External Examination	
12	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	Assignment (20 Marks) Viva voce presentation (10 Marks) Group discussion/presentation (10 Marks) Class Participation (10 Marks)

Syllabus
B.A. (Hons. with Research) in Sociology
(Sem.- VII)
Title of Paper: 505. SOCIOLOGY OF RELIGION

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	This course introduces students to sociological perspectives on religion, covering key theories, debates, and diverse forms of religiosity in global and South Asian contexts. It examines how religion shapes identities, social institutions, and power relations, while engaging with contemporary issues such as secularism, fundamentalism, and communalism. Students develop critical perspectives on faith and belief systems and their intersection with caste, gender, and politics, connecting with areas such as political sociology, cultural sociology, and social theory. The course builds the analytical capacity to conceptualise and understand differentiated forms of religious groups and activities across varied social contexts. It supports academic research and prepares students for careers in research, teaching, media, policy, social services, and social analysis.
2	Vertical :	Major-Electives
3	Type :	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks

7	Course Objectives: (List some of the course objectives) 1) To learn to apply sociological lens to the domain of religion and engage with debates on various dimensions of religiosity 2) To interpret the multiple forms of religion and religiosity in South Asia 3) To explain the way religion is implicated in intersectional subjectivities and identities
8	Course Outcomes: (List some of the course outcomes) 1) Grasp of the distinct sociological approach to the study of religion 2) Deeper understanding of the major debates about religions in the contemporary world 3) Critical approach to faith and its myriad expressions in the South Asia today 4) Understanding of the various forms of religion in relation to identities, movements, and the virtual sphere

9	Modules:- Per credit One module can be created
	Module 1: Origin
	1. Religion and the sociological imagination 2. Marx, Durkheim, Weber 3. Tylor, Malinowski & Evans-Pritchard
	Module 2: Debates
	1. Geertz - Asad debate 2. Secularization, de-secularization, secularism 3. Science and religion
	Module 3: Religion in South Asia
	1. Sect and cults: <i>dera, panth, sampraday, guru-parampara</i> 2. Syncretism, Hybridization & Religious conversions 3. Fundamentalism and communalism
	Module 4: Intersection and Innovations

1. Caste, tribe, gender, and sexuality
2. Religion in late modernity, New religious movements
3. Religion and the virtual

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Reference Books:

- Asad, Talal. (1993). *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*. The Johns Hopkins University Press
- Asad, Talal. (2003). *Formations of the Secular: Christianity, Islam, Modernity*. Stanford University Press.
- Barbalet, J., Possamai, A., & Turner, B.S. (Eds.). (2011). *Religion and the State: A Comparative Sociology*. Anthem Press
- Cipriani, R. (2000). *Sociology of Religion: A Historical Introduction*. Transaction Publishers
- Copeman, J. & Ikegame, A. (Eds.). (2014). *The Guru in South Asia: New Interdisciplinary Perspectives*. Routledge
- Copland, I. et. al. (2012). *A History of State and Religion in India*. Routledge
- Dube, S. (1998). *Untouchable Pasts: Religion, Identity and Power among a Central Indian Community 1780-1950*. Vistaar Publications
- Dube, S. (2010). *After Conversion: Cultural Histories of Modern India*. Yoda Press
- Durkheim, E. (1995). *Elementary Forms of the Religious Life*. London: Free Press.
- Eller, J.D. (2006). *Introducing Anthropology of Religion: Culture to the Ultimate*. Routledge
- Feldhaus, A. (2003). *Connected Places: Region, Pilgrimage and Geographical Imagination in India*. Palgrave Macmillan
- Furseth, I. & Repstad, P. (2006). *An Introduction to the Sociology of Religion: Classical and Contemporary Perspectives*. Ashgate
- Habermas, J. (2002). *Religion and Rationality: Essays on Reason, God and Modernity*. The MIT Press
- Geertz, C. (2017). *The Interpretation of Cultures (3rd Ed.)*. Basic Books
- Harrison, P. (Ed.). (2011). *The Cambridge Companion to Science and Religion*. Cambridge University Press
- Herzog, H. & Braude, A. (Eds.). (2009). *Gendering Religion and Politics: Untangling Modernities*. Palgrave Macmillan
- Juergensmeyer, M. et. al. (Eds.). (2016). *Violence and the World's Religious Traditions: An Introduction*. Oxford: Oxford University Press.
- Khare, R.S. (Ed.). (1991). *The Eternal Food: Gastronomic Ideas and Experiences of Hindus and Buddhists*. State University of New York
- Kumar, M. (2016). *Communalism and Sexual Violence in India: The Politics of Gender, Ethnicity and Conflict*. London: I.B. Tauris & Co.
- Madan, T.N. (2006). *Images of the World: Essays on Religion, Secularism and Culture*. New Delhi: Oxford University Press.
- Madan, T.N. (2011). *Sociological Traditions: Methods and Perspectives in the Sociology of India*. Sage
- Madan, T.N. (Ed.). (2011). *India's Religions: Perspectives from Sociology and History*. New Delhi: Oxford University Press
- Martin, D. (2014). *Religion and Power: No Logos without Mythos*. Ashgate

- McKinnon, A. & Trzebiatowska, M. (Eds.). (2014). *Sociological Theory and the Question of Religion*. Ashgate
- Morton, K. & Weisgrau, M. (1999). *Across the Boundaries of Belief: Contemporary Issues in Anthropology of Religion*. Westview Press
- Nair, Neeti. (2023). *Hurt Sentiments: Secularism and Belonging in South Asia*. Harvard University Press
- Nussbaum, M.C. (2012). *The New Religious Intolerance: Overcoming the Politics of Fear in an Anxious Age*. Harvard University Press
- Nyhagen, L. & Halsaa, B. (Eds.). (2016). *Religion, Gender and Citizenship: Women of Faith, Gender Equality and Feminism*. Palgrave Macmillan
- Proctor, J.D. (Ed.). (2005). *Science, Religion and the Human Experience*. Oxford University Press
- Raines, J.C. (Ed.). (2002). *Marx on Religion*. Temple University Press
- Stein, R. & Stein, P.L. (2017). *The Anthropology of Religion, Magic and Witchcraft (4th Ed.)*. Routledge
- Robinson, R. (2004). *Sociology of Religion in India*. New Delhi: Oxford University Press.
- Robinson, R. (2005). *Tremours of Violence: Muslim Survivors of Ethnic Strife in Western India*. New Delhi: Sage Publications.
- Robinson, R. (2012). *Minority Studies*. New Delhi: Oxford University Press.
- Tremlett, P-F., Sutherland, L.T. & Harvey, G. (Eds.). (2017). *Edward Burnett Tylor, Religion and Culture*. Bloomsbury
- Turner, E. (2012). *Communitas: The Anthropology of Collective Joy*. Palgrave Macmillan
- Turner, V., Abrahams, R.D. & Harris, A. (1995). *The Ritual Process: Structure and Anti-structure*. Routledge
- Wagner, R. (2012). *Godwired: Religion, Ritual and Virtual Reality*. Routledge.
- Weber, M. (1993). *The Sociology of Religion (2nd Ed.)*. Beacon Press
- Weber, M. (2000). *Religion of India: The Sociology of Hinduism and Buddhism*. Munshiram Manoharlal
- Weber, M. (2001). *The Protestant Ethic and the Spirit of Capitalism*. (New Edition). Routledge

Any other relevant text or reading suggested by the teacher

11	Internal Continuous Assessment: 50%	External, Semester End Examination 50%
	Individual Passing in Internal and External Examination	
12	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 3)	Assignment (20 Marks) Viva voce presentation (10 Marks) Group discussion/presentation (10 Marks) Class Participation (10 Marks)

Syllabus
B.A. (Hons. with Research) in Sociology
(Sem.- VII)
Title of Paper 505. EDUCATION AND SOCIETY

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	This course provides a sociological introduction to education as a key social institution, exploring its relationship with society, inequality, and development. It examines the role of education in socialization, social mobility, and change, alongside contemporary issues such as access, quality, privatization, and digital learning in India. Students are introduced to diverse theoretical approaches and equipped with analytical tools to critically examine educational systems, policies, and their evolving nature and social role. The course connects with related areas including development studies, gender studies, and social stratification, deepening understanding of the challenges facing education today. It supports academic progression and prepares students for careers in teaching, research, education policy, NGOs, administration, and education-oriented social work.
2	Vertical :	Major-Electives
3	Type :	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks

7	Course Objectives 1) The course attempts to study education as a sub-system of society scientifically. 2) To introduce students to sociological perspectives and theoretical approaches to education. 3) The course will introduce students to the education system in India and relationship between education and the society at various levels.
8	Course Outcomes: 1) The course will give new insight to understand the changing nature of the education system, the role of education in society, and new challenges. 2) The learner will be able to apply theoretical approaches to education. 3) The learner will develop critical ideas to address the issues relating to education in the context of globalization. 4) The learner will be aware about the issues of quality education, access to education and social justice in Indian society.

9	Modules:- Per credit One module can be created
	Module 1: Introduction [01 Credit, Lecture hours: 15]
	1. Nature and Scope- Educational Sociology and Sociology of Education 2. Education and Socialization 3. Education and Social Mobility and Change
	Module 2: Sociological Perspectives on Education[01 Credit, Lecture hours: 15]
	1. Functional and Liberal Perspectives 2. Interactionist Perspectives 3. Conflict Perspective
	Module 3:Contemporary Perspectives on Education [01 Credit, Lecture hours: 15]

1. Radical Perspectives – Deschooling society (Evan Illich)
2. Cultural Reproduction (Bourdieu P.) Knowledge and Power (Foucault M.), Cultural Hegemony (A. Gramsci)
3. Feminist Perspectives

Module 4: Contemporary Issues and Challenges in India [01 Credit, Lecture hours: 15]

1. Right to Education
2. Privatization of Education
3. Digital and Online Education

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Reference Books:

- Banks, O. (1971). *Sociology of Education*. (2nd Ed.) London: Batsford.
- Blackledge, D. & Hunt, B. (1985). *Sociological Interpretations of Education*. London: Croom Helm.
- Bulle, N. (2008). *Sociology and Education: Issues in Sociology of Education*. New York: Peter Lang.
- Channa, K. (2001). *Interrogating Women's Education*. Jaipur & New Delhi: Rawat.
- Dreze, J. & Sen, A. (2013). *An Uncertain Glory: India and its Contradictions*. Princeton University Press.
- Gore, M.S. et. al. (Ed.). (1975). *Papers on Sociology of Education in India*. New Delhi: NCERT.
- Indira, R. (Ed.). (2013). *Themes in Sociology of Education*. New Delhi: Sage India.
- Kabeer, N. & Subramaniam, R. & Nambissan, G, B, (Eds.). (2003). *Child Labour and Right to Education in South Asia: Needs Vs. Rights?* New Delhi: Sage.
- Karabel, J. & Halsey, H. (1977). *Power and Ideology in Education*. Oxford: Oxford University Press.
- Morris, I. (1978). *The Sociology of Education*. London: Alan and Unwin.
- Nambissan, G.B. (Ed.). (2013). *Sociology of Education in India: Changing Contours and Emerging Concerns*. New Delhi: Oxford University Press.
- Ramachandran, V. (2004). *Gender and Social Equity in Primary Education*. New Delhi. Sage.
- Rustag, P. (Ed.). (2008). *Universalization of Elementary education in India*. New Delhi: Oxford University Press.
- Sedwal, M. & Kamat, S. (2008). *Education and Social Equity: With Special Focus on Scheduled Castes and Scheduled Tribes in Elementary Education. Create Pathways to Access: Research Monograph No. 19*. New Delhi: National University of Educational Planning and Administration.
- Sen, A. & J. Dreze. (1996). *India: Economic Development and Social Opportunity*. New Delhi: Oxford University Press.
- Sen, A. & J. Dreze. (1997). *India: Development Selected Regional Perspectives*. New Delhi: Oxford University Press.
- Shah, B.V. & Shah, K.B. (Eds.). (2014). *Sociology of Education*. Jaipur: Rawat.

	• Velaskar, P. (2010). Quality and Inequality in Indian Education: Some Critical Policy Concerns. <i>Contemporary Education Dialogue</i>, 7 (1), 59 – 93. • Velaskar, P. (2013). Reproduction, Contestation and the Struggle for a Just Education in India. S. Patel & T. Uys (Eds.). <i>Contemporary India and South Africa: Legacies, Identities, Dilemmas</i>. New Delhi: Routledge. • Weis, L., McCarthy, C. & Dimitriadis, G. (Eds.). (2006). <i>Ideology, Curriculum and the New Sociology of Education: Revisiting the Work of Michael Apple</i>. New York <i>Any other relevant text or reading suggested by the teacher</i>	
11	Internal Continuous Assessment: 50%	External, Semester End Examination 50%
	Individual Passing in Internal and External Examination	
12	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	Assignment (20 Marks) Viva voce presentation (10 Marks) Group discussion/presentation (10 Marks) Class Participation (10 Marks)

Syllabus
B.A. (Hons. with Research) in Sociology
(Sem.- VII)
Title of Paper 505. CASTE IN CONTEMPORARY INDIA

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	This course offers a sociological introduction to caste as a dynamic and evolving system in contemporary India, examining its structures, intersections, and transformations. It analyses how caste operates in relation to gender, class, politics, and culture, addressing issues of inequality, identity, mobility, and social justice. Students are introduced to key concepts and practices associated with the caste system, including the reform movements that have historically challenged it, and are equipped with analytical tools to critically engage with and further contest caste-based discrimination. The course connects with related areas such as political sociology, gender studies, and development studies, strengthening understanding of social stratification in India. It supports academic research and prepares students for careers in research, policy, education, media, social work, and public administration.
2	Vertical :	Major-Electives
3	Type :	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: 1) To probe the concepts that structure caste system in India and understand the various ideas and practices that sustain caste system 2) To appreciate the efforts of reform and revolution in relation to the caste system 3) To grasp the changes and transformations in the working of the caste system	

8	Course Outcomes: 1) Deeper understanding of the inter-relationship of the various communities in various parts of India and their connectedness to the ideas and practices of caste 2) Perception of how caste is intersected with other identities such as gender, sexuality, class and tribe 3) Appreciation of the campaigns and movements that have brought about changes in the caste system 4) Imagining roadmaps for bringing about change in the structure and dynamics of caste in contemporary India.
9	Modules:- Per credit One module can be created
	Module 1: Conceptual categories [01 Credit, Lecture hours: 15]
	1. Hierarchy 2. Inequality 3. Exploitation
	Module 2: Intersections [01 Credit, Lecture hours: 15]
	1. Caste and Gender 2. Caste and Tribe 3. Caste and Class
	Module 3: Mobility [01 Credit, Lecture hours: 15]
	1. Resistance 2. Assertion 3. Alternatives: representation and affirmative action
	Module 4: Transformation [01 Credit, Lecture hours: 15]
	1. Caste and Higher Education 2. Literature from the margins 3. Caste, Politics and Popular Culture

• **Reference Books:**

- Abraham, Joshil K and Judith Misrahi-Barak.)Eds.). (2022). *The Routledge Companion to Caste and Cinema in India*. London: Routledge.
- Ambedkar, B.R. (1917). "Castes in India: Their Mechanism, Genesis and Development." *Indian Antiquary* XLVI.
- Ambedkar, B.R. (1990). *Annihilation of Caste: An Undelivered Speech*. New Delhi: Arnold Publishers.
- Bairy, Ramesh. (2010). *Being Brahmin, Being Modern: Exploring the Lives of Caste Today*. London: Routledge.
- Banerjee, Supurna and Nandini Ghosh, (Eds.). (2019). *Caste and Gender in Contemporary India: Power, Privileges and Politics*. London & New York: Routledge.
- Chinnaswamy, Mudnakudu. (2023). *Dalit Cosmos: Understanding Caste, Marginalisation and Dalit Literature in India*. London: Routledge.
- Das, Veena. (2012). (3rd Edition). *Structure and Cognition: Aspects of Hindu Caste and Ritual*. Oxford University Press.
- Deshpande, Ashwini. (2011). *The Grammar of Caste: Economic Discrimination in Contemporary India*. New Delhi: Oxford University Press.
- Deshpande, Satish. (Ed.). (2014). *The Problem of Caste*. Orient Blackswan
- Dumont, Louis. (1988). *Homo Hierarchicus: The Caste System and its Implications*. Oxford University Press.
- Fuller, Christopher J. (1996). *Caste today*. Delhi: Oxford University Press
- Ghurye, G.S. (1957). *Caste and Class in India*. Bombay: Popular Book Depot.
- Gokhale, Pradeep P. (2020). *Classical Buddhism, Neo-Buddhism and the Question of Caste*. London: Routledge.
- Guha, Sumit. (2016). *Beyond Caste: Identity and Power in South Asia*. Ranikhet, India: Permanent Black.
- Gupta, Dipankar. (2000). *Interrogating Caste: Understanding Hierarchy and Difference in Indian Society*. Penguin Books India.
- Gupta, Dipankar, (Ed.). (2004). *Caste in Question: Identity or Hierarchy*. New Delhi: SAGE.
- Guru, Gopal and Sarukkai, Sundar.(2019). *Experience, Caste and the Everyday Social*.Oxford University Press.
- Jodhka, Surinder S. (2012). *Caste*.Oxford India Short Introduction. Delhi: Oxford Univ. Press. Jodhka, Surinder S. (2016). "Ascriptive Hierarchies: Caste and its Reproduction in Contemporary India". *Current Sociology Monograph* 64(2): 228-243.
- Jodhka, Surinder S. (2015). *Caste in Contemporary India*. London & New York: Routledge
- Keune, Jon. 2021. *Shared Devotion, Shared Food: Equality and the Bhakti-Caste Question in Western India*. Oxford University Press.
- Kumar, Satendra. (2022). *Popular Democracy and the Politics of Caste: Rise of the Other Backward Classes in India*. London: Routledge.
- Lee, Alexander Mark. (2020). *From Hierarchy to Ethnicity: The Politics of Caste in Twentieth Century India*. Cambridge University Press.
- Mehrotra, Ishita. (2022). *Political Economy of Class, Caste and Gender: A Study of the Rural Dalit Labourers in India*. London & New York: Routledge.
- Mitta, Manoj. (2023). *Caste Pride: Battles for Equality in Hindu India*. London & New York: Routledge.
- Natrajan, Balmurli. (2011). *The Culturalization of Caste in India: Identity and Inequality in a Multicultural Age*. London: Routledge.

- Paik, Shailaja. (2022). *The Vulgarly of Caste: Dalits, Sexuality and Humanity in Modern India*. Stanford University Press.
- Quigley, Declan. (1993). *The Interpretation of Caste*. Delhi: Oxford Univ. Press.
- Rao, Anupama. (2010). *The Caste Question: Dalits and the Politics of Modern India*. University of California Press.
- Singh, Hira. (2014). *Recasting Caste: From the Sacred to the Profane*. Sage Publications India.
- Singh, Jagpal. (2020). *Caste, State and Society: Degrees of Democracy in North India*. London: Routledge.
- Sounderarajan, Thenmozhi. (2022). *The Trauma of Caste: A Dalit Feminist Meditation on Survivorship, Healing and Abolition*. North Atlantic Books.
- Srinivas, Mysore N., ed. (1996). *Caste: Its twentieth-century avatar*. New Delhi: Viking.
- Subramanian, Ajantha. (2019). *The Caste of Merit: Engineering Education in India*. Harvard University Press.
- Velaskar, Padma. (2016). "Theorising the Interaction of Caste, Class and Gender: a Feminist Sociological Approach." *Contributions to Indian Sociology* 50 (3) (2016): 389-414.
- Waghmore, Suryakant. (2013). *Civility against Caste: Dalit Politics and Citizenship in Western India*. Sage Publications India.
- Wilkerson, Isabel. (2020). *Caste: The Origins of our Discontents*. Random House
- Yengde, Suraj. (2019). *Caste Matters*. Penguin Random House India Private Limited.

Any other relevant text or reading suggested by the teacher

11	Internal Continuous Assessment: 50%	External, Semester End Examination 50%
	Individual Passing in Internal and External Examination	
12	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	Assignment (20 Marks) Viva voce presentation (10 Marks) Group discussion/presentation (10 Marks) Class Participation (10 Marks)

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Syllabus
B.A. (Hons. with Research) in Sociology
(Sem.- VII)
Title of Paper 506. RESEARCH METHODOLOGY

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	This course introduces students to the principles, processes, and techniques of social research, covering methodological approaches, research design, and data analysis. It is relevant for understanding how sociological knowledge is produced and for developing the capacity to critically engage with research across the social sciences. Students build practical skills in fieldwork, data collection, analysis, and report writing, with the course connecting closely to all core sociology papers and research-based academic work. It supports higher academic pursuits and is applicable across a wide range of research-driven and policy-oriented contexts, making it highly relevant to contemporary industry demands. The course prepares students for careers in research, policy analysis, development practice, data analysis, academia, and related professional fields.
2	Vertical :	1A
3	Type :	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks

7	Course Objectives: (List some of the course objectives) 1) To make the learner understand role of methods, methodologies and methodological perspectives in social research in general and sociological research in particular 2) To understand the relationship among concepts, theory and methodologies in the development of sociological knowledge. 3) To acquire skills in doing fieldwork and analysis of data.
8	Course Outcomes: (List some of the course outcomes) 1) To make learner understand and practice various aspects of the research process and analyse the nature of science and social science as methods of inquiries 2) Understand the role of methodological perspectives in research methodology. 3) Apply and assess the importance of qualitative, quantitative, interpretive methods of research 4) Demonstrate the ability to create research designs and communicate research findings in comprehensive manner

9	Modules:- Per credit One module can be created
	Module 1: Science and the Scientific Method
	1. Science and Scientific Method – Characteristics and steps in Scientific Research 2. Critique of Positivist Philosophy of Science 3. Ethical issues in Social Science Research
	Module 2:The Research Process
	1. Selection and Formulation of a research problem 2. Theoretical and Methodological Framework (Review of Literature) 3. Research Designs – Exploratory, b) Descriptive, c) Diagnostic, d) Experimental
	Module 3: Techniques, Methods and Analysis
	1. Sampling and Techniques of data collection: Observation, Questionnaire, Schedule and Interview, Media Research. 2. Research Methods and their application 3. Qualitative and Quantitative data

Module 4: Use and logic of Statistics in research and Report writing (Practical)

1. Types of measurement
2. Use of SPSS
3. Report Writing and presentation

10 Reference Books:

- Bleicher, J. (1982). Hermeneutic Imagination. London: Routledge.
- Christine Hine, (ed) The Internet: Understanding Qualitative Research. Oxford University Press. 2011.
- Dexter Bryan: Sociology of Knowledge and Qualitative Methodology. Source: Kansas Journal of Sociology, Vol. 8, No. 2, Sociology of Knowledge (Fall 1972), pp. 215-222 Published by: Allen Press Stable URL: <http://www.jstor.org/stable/23255110>.
- Giddens, A. (Ed.). (1970). Positivism and Sociology. Heinemann.
- Joel Smith (1991) A Methodology for Twenty-First Century Sociology. Oxford Journals In Social Forces, vol. 70, no 1. Pp 1-17. Oxford University Journals. <http://www.jstor.org/stable/2580058>
- Rekha Mirchandani: Postmodernism and Sociology: From the Epistemological to the Empirical Author(s): Source: Sociological Theory, Vol. 23, No. 1 (Mar., 2005), pp. 86-115 Published by: American Sociological Association Stable URL: <http://www.jstor.org/stable/4148895>.
- Ram Ahuja 2008 Research Methodology. Rawat Publications. New Delhi.
- Reinhartz, S. (1992). Feminist Methods in Social Research. OUP.
- Richard E. Palmer: Postmodernity and Hermeneutics. Source: Boundary 2, Vol. 5, No. 2 (Winter, 1977), pp. 363-394 Published by: Duke University Press Stable URL: <http://www.jstor.org/stable/302200>.
- Worsley, P. (1970). Introducing Sociology. Open University Press.

Any other relevant text or reading suggested by the teacher

11	Internal Continuous Assessment: 50%	External, Semester End Examination 50%
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Individual Passing in Internal and External Examination

12	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 3)	Assignment (20 Marks) Viva voce presentation (10 Marks) Group discussion/presentation (10 Marks) Class Participation (10 Marks)
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RESEARCH PROJECT I

[04 Credits]

[Total Marks: 100; Written Dissertation: 50 Marks; Viva: 50 Marks]

A research project for 04 credits is to be completed in Semester VII, under the supervision of the faculty members. Topics chosen in consultation with guides are to be approved by the Department Research Committee. Suggested broad areas are: Handicrafts in India, Law and Social Change, Urban Environments, Tribal Society in India, Religion, State and Civil Society, Education in Indian Society, Tourism in India (Environment, Economy, and Development), Climate Change & Human Rights, Gender, Space & Livelihoods, Issues of Migration, Health, Wellness, Disability, Rural Society: Change and Development

Students are required to finalise the topic of their research in consultation with the supervisor. A research proposal of not more than 8000 words is to be prepared and submitted for assessment and viva voce. The research proposal needs to include the following: Introduction, an extended review of literature, statement of the problem, the significance of the problem, objectives of research, methodology and methods, ethics of research and chapterization.

Sem. – VIII

Sem. – VIII

Vertical – 1

**Major
Mandatory
(4+4+2)**

Syllabus
B.A. (Hons. with Research) in Sociology
(Sem.- VIII)

Title of Paper 507. CLASSICAL PERSPECTIVES IN CULTURAL ANTHROPOLOGY

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	This course introduces students to classical perspectives in cultural anthropology, covering the emergence of the discipline, its key theories, methods, and major thinkers. It equips students with anthropological concepts to analyse and appreciate cultural diversity, social organization, and the dynamics of cultural change across time and space. The course fosters a humanistic and pluralist spirit, enabling students to approach substantively different cultures with critical and comparative sensitivity. It connects with related areas such as sociological theory, research methodology, and studies of culture and identity, adding value by deepening analytical understanding of cultural differences. The course supports advanced academic inquiry and prepares students for careers in research, academia, cultural analysis, development sectors, and related interdisciplinary fields.
2	Vertical :	Major
3	Type :	Theory
4	Credit:	4 credits (1 credit = 15 Hours for)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks

7	Course Objectives: 1) To understand the historical emergence of anthropology and its interconnection with sociology 2) To assess the distinct methods and claims of cultural anthropology as a unique system of knowledge production 3) To analyse the theories and methods developed by cultural anthropologists
8	Course Outcomes: 1) Appreciate the critical efforts of anthropologists to make sense of and value cultural diversity and otherness 2) Develop a humanistic approach to plurality of cultures and lifestyles 3) Understand the dynamics of cultural change 4) Assessment of the plurality of perspectives in cultural anthropology

9	Modules:- Per credit One module can be created
	Module 1: Anthropology and Sociology
	1. Sociology, anthropology, and the colonial episteme 2. Ethnocentrism & cultural relativism 3. Sub-disciplines: Biological Anthropology, Linguistics, Prehistoric Archaeology
	Module 2: Perspectives and Methods
	1. Holistic perspective, comparative method & ethnographic fieldwork 2. Evolutionism & Diffusionism 3. Historical particularism
	Module 3: Anthropologists and Contributions
	1. Kinship studies 2. Structural Functionalism 3. Culture and personality
	Module 4: Debates on issues

1. Structuralism
2. Village studies
3. Marxism and anthropology

10

Reference Books:

- Applebaum, H.A. (1987). *Perspectives in Cultural Anthropology*. New York: State University of New York Press.
- Candea, M. (Ed.), (2018). *Schools and Styles of Anthropological Theory*. London & New York: Routledge.
- Clark-Deces, I. (2011). *Blackwell Companions to Anthropology: A Companion to the Anthropology of India*. Oxford: Wiley-Blackwell.
- Das, V. (Ed.). (2003). *The Oxford India Companion to Sociology and Social Anthropology*. New Delhi: Oxford University Press.
- Erickson, P.A. & Murphy, L.D., (2017). *A History of Anthropological Theory*. (5th Edition). Ontario: University of Toronto Press.
- Erickson, P.A. & Murphy, L.D., (2017). *Readings for a History of Anthropological Theory*. (5th Edition). Ontario: University of Toronto Press.
- Godelier, M. (1977). *Perspectives in Marxist Anthropology*. London: Cambridge University Press.
- Lobo, L & Shah, A.M. (Eds.) (2022). *Indian Anthropology: Anthropological Discourse in Bombay, 1886 – 1936*. Routledge.
- McGee, R.J. & Warms, R.L., (2019). *Anthropological Theory: An Introductory History* (7th Edition). Rowman & Littlefield.
- Moberg, M., (2018). *Engaging Anthropological Theory: A Social and Political History*. London & New York: Routledge.
- Moore, H.L. & Sanders, T. (Eds.). (2014). *Anthropology in Theory: Issues in Epistemology*. Malden, M.A.: Blackwell Publishing.
- Moore, J.D. (Ed.). (2009). *Visions of Culture: Annotated Reader*. Lanham, MD.: Altamira Press.
- Ortner, S.B. (1984). Theory in Anthropology Since the Sixties. *Comparative Studies in Society and History*. 26 (1): 126 - 166.
- Uberoi, P. et al. (Eds.). (2007). *Anthropology in the East: Founders of Indian Sociology and Anthropology*. Ranikhet: Permanent Black.

Any other relevant text or reading suggested by the teacher

11

Internal Continuous Assessment: 50%

**External, Semester End Examination
50%**

Individual Passing in Internal and External Examination

12

Continuous Evaluation through:

Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 3)

Assignment (20 Marks)
Viva voce presentation (10 Marks)
Group discussion/presentation (10 Marks)
Class Participation (10 Marks)

Syllabus
B.A. (Hons. with Research) in Sociology
(Sem.- VIII)
Title of Paper 508. SOCIOLOGY OF MARGINALIZED COMMUNITIES

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	This course provides a sociological introduction to marginalized communities in India, examining the historical processes, structures, and perspectives through which exclusion and inequality are produced and sustained. It addresses issues of caste, tribe, gender, minority status, and sexuality, engaging with themes of rights, representation, citizenship, and social justice in both historical and contemporary contexts. Students are introduced to key analytical tools and approaches to understand and critically examine the complex processes of marginalization in Indian society. The course connects with related areas such as political sociology, caste studies, gender studies, and development studies, supporting broad academic inquiry and research. It prepares students for careers in research, policy analysis, advocacy, social sector work, education, public administration, and governance-related fields.
2	Vertical :	Major
3	Type :	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks

7	Course Objectives: 1) Understand the significance of sociological study of marginalised communities and their social exclusion 2) Evaluate the various processes of marginalisation through which sections of society have been neglected 3) Analyse works of Ambedkar, Phule, Ramaswamy, Elwin, Tarabai Shinde, and Pandita Ramabai
8	Course Outcomes: 1) Learners will have an appropriate understanding of the process of marginalization in India. 2) Understanding of the various perspectives of marginalization in India 3) Learners will be able to understand and critically analyse the social justice policies in India. 4) Learners will be able to understand issues of diverse identities and standpoints.
9	Modules:- Per credit One module can be created
	Module 1: Historical Context of Marginalization
	1. Concepts of Margin, Marginality, and Marginalization 2. Marginalization of Caste, Class, Tribe, Gender and Minorities 3. Multiple marginal Groups and their discrimination, deprivation and social exclusion
	Module 2: Perspectives on Marginalization
	1. Mahatma Phule, BabasahebAmbedkar and PeriyarRamaswami 2. Ghurye-Elwin Debate 3. TarabaiShinde and PanditaRamabai
	Module 3: Social Welfare and Issues of Rights
	1. Constitutional Provisions and Safeguards 2. Issues of Reservations and Representation 3. Debate on Citizenship
	Module 4: Contemporary Debates

1. Critique of Cultural Nationalism and Hindutva
2. Dalit feminist standpoint
3. Sexuality (LGBTQIA+) and Marginalization

10

References:

- Ambedkar B. R. (1979). Babasaheb Ambedkar: Writings and Speeches. Vol. I. Mumbai: Government of Maharashtra.
- Byrne, D. (2005). Social Exclusion. New Delhi: Rawat.
- Chalam K. S. (2007). Caste-based Reservations and Human Development in India. New Delhi: Sage.
- Chatterjee, M. S. & Sharma, U. (2003). Contextualizing Caste: Post-Dumontian Approaches. New Delhi: Rawat.
- Deshpande, S. (2013). Caste and Castelessness: Towards a Biography of the 'General Category, Economic and Political Weekly; xlviii (15); 32-39.
- Gaikwad.S.L. (1999).Protective Discrimination Policy and Social Change. New Delhi: Rawat.
- Geetha V. & Rajadurai, S. V. (1999). Towards Non- Brahmin Millennium. Calcutta: Samya.
- Gupta, D. (2000), Interrogating Caste: Understanding hierarchy and difference in Indian society. New Delhi, Penguin.
- Jaffrelot, C. (2005). Dr.Ambedkar and Untouchability: Analysing and Fighting Caste. London, C. Hurst and Co. Publishers.
- Jodhka, S. (2012), (ed.). Changing Caste: Mobility, Ideology, Identity. New Delhi, Sage Publications.
- Kotani H. (1991). Caste System, Untouchability and the Depressed. New Delhi: Manohar.
- Mahar, J.M. (1998). The Untouchables in Contemporary India. New Delhi: Rawat.
- Nathan, D. & Xaxa, V. (2012).Social Exclusion and Adverse Inclusion. New Delhi: Oxford University Press.
- Omvedt, G. (2004). Caste System and Hinduism, Economic and Political Weekly, 39 (11); 1179-1180.
- RegeSharmila (Oct. 31 - Nov. 6, 1998). Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position, Economic and Political Weekly Vol. 33, No. 44, pp. WS39-WS46
- Shah, G. (2004), Caste and Democratic Practice in India. London, Anthem Press.
- Shah, G. (Ed.).(2001). Dalit Identity and Politics. New Delhi: Sage.
- Sharma, G. (2009). Social and Political Empowerment of Indian Dalits. New Delhi: JnanadaPrakashan.
- Thorat, S. & Umakant (Eds.), (2004). Caste, race and Discrimination. Jaipur & New Delhi: Rawat.
- Ursula, S (1999), Caste (Concepts in the Social Sciences). New York, Open University Press.
- Varshney, A. (2001). Ethnic Conflict and Civil Society: India and Beyond. World Politics; 53, (3): 362-398.
- Xaxa, V. (2008).State Society and Tribes. New Delhi: Pearson Longman.

Any other relevant text or reading suggested by the teacher

11	Internal Continuous Assessment: 50%	External, Semester End Examination 50%
	Individual Passing in Internal and External Examination	
12	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	Assignment (20 Marks) Viva voce presentation (10 Marks) Group discussion/presentation (10 Marks) Class Participation (10 Marks)

Syllabus
B.A. (Hons. with Research) in Sociology
(Sem.- VIII)
Title of Paper 510. FEMINIST EPISTEMOLOGY

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	This course introduces students to feminist epistemology and research methods, examining how knowledge is shaped by gender, power, experience, and standpoint, while critically engaging with the biases and exclusions within conventional social science approaches. It equips students with reflexive and critical research skills and analytical tools rooted in feminist frameworks, connecting with areas such as sociology of knowledge, gender studies, methodology, and intersectional analysis. The course prepares students to identify male bias in research and supports careers in research, teaching, advocacy, policy analysis, and gender-sensitive social inquiry.
2	Vertical :	Major
3	Type :	Theory
4	Credit:	2 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: 1) The course is designed to familiarize students with feminist research methods. 2) To explore the different methodological tools using a feminist lens	

8	Course Outcomes: 1) The students will understand the epistemological basis of different theories and methods using a feminist lens. 2) The students will be able to uncover the male bias in existing social science methods 3) The students will become acquainted with the use of different feminist methods
9	Modules:- Per credit One module can be created
	Module 1: Introduction
	1. Feminist Research: Values, Knowledge & Methods 2. Critique of Social Sciences & emergence of Feminist Research Methodology 3. Feminist Empiricism: Uncovering Male Bias
	Module 2: Avenues for Feminist Research
	1. Situated Knowledges [D. Haraway]; Feminist Standpoint [D. Smith] 2. Difference Matters [P H Collins] 3. Global Feminist Research [C T Mohanty]

10	References - Acker, Sandra (2000) In/out/side: positioning the researcher in feminist qualitative research. Resources for Feminist Research 28 (1/2): 189-208. - Cook, Judith & Mary Margaret Fonow (1986) Knowledge and women's interests: issues of epistemology and methodology in feminist sociological research. Sociological Inquiry 56 (1): 2-29. - Collins, Patricia Hill "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought" in Harding 2004 - Collins, Patricia Hill (1991) Learning from the outsider within: the sociological significance of Black feminist thought. In Margaret J. Fonow & Judith A. Cook (eds) Beyond Methodology: Feminist Scholarship as Lived Research. Indianapolis: Indiana University Press, 35-59. - Fonow, Margaret J. & Judith A. Cook (eds) Beyond Methodology: Feminist Scholarship as Lived Research. Indianapolis: Indiana University Press. - Harding, Sandra ed., <i>The Feminist Standpoint Theory Reader</i> New York and London: Routledge, 2004 - Harraway. D. 1988. Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective, in Feminist Studies, Autumn, 1988, Vol. 14, No. 3 (Autumn, 1988), pp. 575-599 - Hesse-Biber, Sharlene Nagy. Ed. 2014. Feminist Research Practice: A Primer. Sage - Hesse-Biber, Sharlene, Christina Gilmartin & Robin Lydenberg (eds) (1999) Feminist approaches to theory and methodology: an interdisciplinary reader. New York: Oxford University Press. - Maynard, Mary (1994) Methods, practice, and epistemology: the debate about feminism and research. In Mary Maynard & June Purvis (eds) Researching Women's Lives from a Feminist Perspective. London: Taylor & Francis, 10-26. - Mies, M. 1979. Towards a Methodology of Women's Studies. Institute of Social Studies. No. 77, November. - Mies, Maria (1991) Women's research or feminist research? The debate surrounding feminist science and methodology. In Margaret J. Fonow & Judith A. Cook (eds) Beyond Methodology: Feminist Scholarship as Lived Research. Indianapolis: Indiana University Press, 60-84. - Mohanty, C. T. 2003. Feminism without Borders-Decolonising Theory, Practicing Solidarity. Duke University Press. USA. - Narayan, Uma "The Project of Feminist Epistemology: Perspectives from a Non-western Feminist" in Harding, 2004 - Oakley, Anne (1981) Interviewing women: a contradiction in terms. In Helen Roberts (ed.) Doing Feminist Research. London: Routledge & Kegan Paul, 30-61. - Smith, Dorothy "Women's Perspective as a Radical Critique of Sociology" in Harding, 2004 - Stanley, Liz (ed.) (1990) Feminist Praxis: Research, Theory and Epistemology in Feminist Sociology. London & New York: Routledge. <i>Any other relevant text or reading suggested by the teacher</i>		
11	<table border="1"> <tr> <td data-bbox="212 1601 861 1686">Internal Continuous Assessment: 50%</td><td data-bbox="861 1601 1465 1686">External, Semester End Examination 50%</td></tr> </table>	Internal Continuous Assessment: 50%	External, Semester End Examination 50%
Internal Continuous Assessment: 50%	External, Semester End Examination 50%		
	Individual Passing in Internal and External Examination		
12	<table border="1"> <tr> <td data-bbox="212 1771 861 2056"> Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 3) </td><td data-bbox="861 1771 1465 2056"> Assignment (10 Marks) Viva voce presentation (05 Marks) Group discussion/presentation (05 Marks) Class Participation (05 Marks) </td></tr> </table>	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 3)	Assignment (10 Marks) Viva voce presentation (05 Marks) Group discussion/presentation (05 Marks) Class Participation (05 Marks)
Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc. (at least 3)	Assignment (10 Marks) Viva voce presentation (05 Marks) Group discussion/presentation (05 Marks) Class Participation (05 Marks)		

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SEM VIII

Vertical – 1

Major Electives (4)

Syllabus
B.A. (Hons. with Research) in Sociology
(Sem.- VIII)
Title of Paper: 511. INDUSTRY, LABOUR AND GLOBALISATION

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	This course introduces students to the sociological study of industry, labour, and globalization, examining transformations in work, labour markets, production systems, employment, and labour rights within contemporary global economies. It equips students with critical and analytical tools to engage with issues such as informalization, migration, technological change, labour laws, trade unions, contracting, and economic restructuring, connecting with areas such as economic sociology, development studies, and globalization studies. The course supports academic research and prepares students for careers in labour policy, industry, NGOs, human resource management, research, and public administration.
2	Vertical :	Major-Electives
3	Type :	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: 1) The course introduces students to issues relating to industry and labour in the context of globalisation. 2) It will address restructuring of the economy and its impact on labour, micro and small and medium enterprises, and issues related with the labour market in BRICS countries. 3) The course will help learners to understand changing work organisations, the role of trade unions, e-commerce and labour, a global overview, and	

	challenges of technology. Further globalisation <i>and its impact on pattern of work, and production</i>
8	Course Outcomes: 1) The course will give new insight to understand overall changing global economy and labour 2) The learner will develop a critical bent of mind to address labour reforms and response of trade unions, students will engage in doing field work. 3) It will also help the learner to examine the issues of sub- subcontracting and outsourcing, labour standard and decent work. 4) The course will bring out the linkages between economy, work, technology, market and State through Seminars & Discussion.
9	Modules:- Per credit One module can be created
	Module 1: Introduction [01 credit, Lecture hours: 15]
	1. Globalization and restructuring of work and economy 2. Labour in formal and Informal Sector, Feminization of Labour 3. Micro, Small and Medium Enterprises. Migration and work
	Module 2: Labour market [01 credit, Lecture hours: 15]
	1. Labour market in BRICS (Brazil, Russia, India, China, and South Africa) 2. New labour Code 2020 and response of trade unions 3. Global perspective: Trade unions and Challenges
	Module 3: Organisation and Management of Industry [01 credit, Lecture hours: 15]
	1. New work organization and work culture. 2. Work commitment, Productivity 3. Employment Relations / Conflict
	Module 4: Globalisation, Technology, and Future of Work[01 credit, Lecture hours: 15]

1. Advanced manufacturing technology: Worker's response
2. Subcontracting and Outsourcing in Global Economy,
3. E-commerce and labour / Digital Economy , Gig economy, Labour standard and Decent work, Future of Work

10

Reference Books:

- Bhosale B.V, Informal Sector: Issues of Work and livelihood, special issue Yojana, 2014 (article)
- Bhosale B.V, (Ed), informal sector in India: challenges and consequences: field analysis, Lambert academic publishing, ag & co. kg, Saarbrücken, Germany, 2010.
- Bhosale, B.V. "Pandemic, Digital Economy and Labour in India", page 326-333 . In *Labour Transformation into (DE) Globalizing Society*. Edited by N.G. Skvortsova, R.V. Karapetyan. St. Petersburg: Scythia-Print, 2021-560 p. ISBN 978-5-98620-551-9
- Bagchi, A.K. (Ed.). (1995). 'New Technology and the Workers' Response': Microelectronics, Labour and Society. New Delhi: Sage.
- Behal R., Mah A. & Fall B. (Eds.). (2011). "Rethinking Work" Global Historical and Sociological Perspectives. New Delhi: Tulika.
- Berg Ivar and Arnel.Kallerberg (2001), (Ed), Source Book of Labour Markets Evolving Structures and Processes, Kluwer Academic / Plenum Publishers
- Bendl Regine, (2015), (Ed), The Oxford Handbook of Diversity in Organisations, OUP, UK, 2015.
- Bhowmik, S.K. (2012). Industry, Labour and Society, New Delhi: Orient Black Swan.
- Banerjee Debdas, (2005), Globalisation, Industrial Restructuring and Labour Standards, Sage Publications, New Delhi.
- Breman, J. (2004). *The Making and Unmaking of an Industrial Working Class: Sliding Down the Labour Hierarchy* in Ahmedabad, India. New Delhi: Oxford University Press.
- Bromley Patricia Meyer W. John, (2016), Hyper Organisation, OUP, UK.
- Bendl Regine, (2015), (Ed), The Oxford Handbook of Diversity in Organisations, OUP, UK, 2015.
- BuchananJohn, Finegold David, Warhurst Chris, (2016) (Ed), The Oxford Handbook of Skills and Training, OUP, UK.
- Chevalier F. & Segalla, M. (Eds.). (1996). *Organizational Behaviour and Change in Europe*. New Delhi: Sage.
- *China and the World Economy*. Vol. 20 No.3. (May – June, 2012). Institute of World Economics and Politics, Chinese Academy of Social Sciences.
- Deshpande, L., Sharma, A., Karan, A. & Sarkar, S. (2004) '*Liberalisation and labour*': *Labour Flexibility in Indian Manufacturing*. New Delhi: Institute for Human Development.

- Elms Deborah, Hassani Arian, Low Patrick (Ed), (2017) *The Intangible Economy, How Services Shape Global Production and Consumption*, Cambridge University Press, UK
- Garud Raghu, Simpson Barbara, Langley Ann, Tsoukas Hardimos, (2016), *The Emergence of Novelty in Organisations*, OUP, UK
- Himmat Singh Ratnoo (2017), *Migration of Labour in India*, Routledge, New York
- Jha Praveen, *Labour in Contemporary India* (2016), OUP, New Delhi,
- Kumra Savita, Simpson Ruth, and Burke J. Ronald, (Ed), (2016) *The Oxford Handbook of Gender in Organisations*, OUP, UK,
- Krzywdzinski Martin, Jurgens Ulrich, (2016), *New Worlds of Work*, OUP, UK.ht
- Power and Production in the Twilight of the Sweatshop Age
- Kumar Ashok, *Monopsony Capitalism, Power and Production in the Twilight of the Sweatshop Age*, (2020) Cambridge University Press, UK
- Mamkoottam, K. (2003). *Labour and change, Essays on Globalisation, Technological Change and Labour in India*. New Delhi: Response Books.
- Nathan Dev, Tewari Meenu, Sarkar Sandip (2016), (Ed), *Labour in Global Value Chains in Asia*
- Papaola T.S. (Ed.). (2008). *Labour Regulation in Indian Industry*. New Delhi: Book Well.
- Parry J., Breman, J. & Kapadia K. (1999). *The Worlds of Industrial Labour. Contributions to Indian Sociology*. 9.
- Pereira Vijay and Malik Ashish (2016), (Eds), *Indian culture and Work Organisations in Transition*, Routledge, New York.
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- ShyamSundar, K.R. (2009). *Changes in Labour Institutions in China*. New Delhi: Book well.
- Volti, R. (2008). *An Introduction to the Sociology of Work and Occupations*. New Delhi: Pine Forge Press, an imprint of Sage.
- Wilkinson Adrian, Wood Geoffrey, Deeg Richard, (2016) (Ed), *The Oxford Handbook of Employment Relations*, OUP, UK.
- Yates, D. M. (2003). *'Naming the System', Inequality and Work in the Global Economy*. Kharagpur: Cornerstone Publications.

Any other relevant text or reading suggested by the teacher

Links

- [http://yojana.gov.in/2014%20-X-%20October%202014%20\(including%20cover\)%20Yojana.pdf](http://yojana.gov.in/2014%20-X-%20October%202014%20(including%20cover)%20Yojana.pdf)
- http://jsspi.com/journals/jsspi/Vol_3_No_2_December_2015/1.pdf
- https://www.dcmsme.gov.in/ssiindia/MSME_OVERVIEW.pdfhttps://m.economictimes.com/news/politics-and

	-nation/lockdown-in-india-has-impacted-40-million internal-mi grants-world-bank/articleshow/75311966.cms • https://wol.iza.org/articles/the-labor-market-in-brazil/long • https://wol.iza.org/articles/the-labor-market-in-russia/long#:~:text=The%20Russian%20labor%20market%20has%20downward%20and%20upward%20wage%20movements • https://wol.iza.org/articles/the-labor-market-in-south-africa/long • https://www.ilo.org/emppolicy/pubs/WCMS_754443/lang--en/index.htm • http://egazette.nic.in/WriteReadData/2020/222118.pdf • https://labour.gov.in/labour-codes • https://www.epw.in/journal/2020/40/editorials/new-labour-codes-and-their-loopholes.html • https://www.epw.in/author/k-r-shyam-sundar • https://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_008032	
11	Internal Continuous Assessment: 50%	External, Semester End Examination 50%
	Individual Passing in Internal and External Examination	
12	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	Assignment (20 Marks) Viva voce presentation (10 Marks) Group discussion/presentation (10 Marks) Class Participation (10 Marks)

Syllabus
B.A. (Hons. with Research) in Sociology
(Sem.- VIII)
Title of Paper: 511. MEDIA AND SOCIETY

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	This course introduces students to the sociological study of media, examining its structures, technologies, and role in shaping culture, communication, power, identity, and social change across both traditional and digital contexts. It equips students with diverse theoretical perspectives and analytical tools to critically understand media institutions, political economy, representation, and the broader relationship between media and society, connecting with areas such as cultural studies, globalization, and political sociology. The course supports academic research and enhances employability in media, journalism, communication, research, policy, and related social sector fields.
2	Vertical :	Major-Electives
3	Type :	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: 1) The course aims to introduce basic concepts and theories in the field of Media Studies in view of new and old Media. 2) It also aims to understand the relationship between media technology and its role in community/social change. 3) This course also aims to provide critical understanding of media and its political economy in the present social order of Indian Society.	

8	Course Outcomes: 1) After completing this course Students shall be able to understand the importance of media in society in general and in social change in particular. It will help them to study media with different perspectives and its impact on culture too. 2) Students with knowledge of this field may join the field of media and contribute to the development of Society. 3) Learners will understand different theoretical perspectives. 4) As the Fourth pillar of democracy, the media will help Indian society to become just society.
9	Modules:- Per credit One module can be created
	Module 1: Basic Conceptual Understanding
	1. Folk Society and Folk Media, Development Communication 2. Types and Institutions of Media, Internet and New Media 3. The Culture Industry, Dimension of Freedom versus control
	Module 2: Media Society and Culture: Connections and Conflicts
	1. Social Constructivism 2. Power and Inequality, Marxism and Political Economy 3. Social Integration and Identity
	Module 3:Media Society Theory
	1. The Information Society, Mass media and postmodern culture 2. Gender and Media 3. Social Responsibility Theory
	Module 4: Contemporary issues
	1. Media Imperialism 2. Media and Democracy 3. Practical Component-Issue based Field/ institution visit

10	References Book: • Adorno, T and Horkheimer, M.1972. "The Culture Industry: Enlightenment as mass deception", in The Dialectic of Enlightenment. New York: Herder and Herder. • Anderson, B.1983. Imagined Communities. London. • Castells, M.1996. The Information Age. Vol: 1 Rise of Network Society. Oxford. Blackwell. Castells, M.2001. The Internet Galaxy.Oxford University Press. • Daniel Lerner.1958. The Passing of Traditional Society: Modernizing the Middle East. Macmillan Pub Co. • Denis Mc Quail. 2010. Mc Quails Mass Communication Theory (6th edition) Theory. Sage Publications. South Asia. • Denis McQuail and Mark Deuze: 2020. McQuails Media and Mass Communication Theory.Sage Publications New Delhi • Edward S Herman and Noam Chomsky, 1995.Manufacturing Consent: The Political Economy of the Mass Media.Vintage book London. • Habermas, J 2006. Political Communication in Media Society: Does democracy still enjoy an epistemic dimension? The impact of normative theory on empirical research, Communication theory, 16(4):411-26. • Harvey, D 1989.The Condition of Postmodernity. Oxford. Blackwell Hassan, R.2008. The Information Society. Cambridge: Polity Press • JurgenHabermas, 1989. The Structural Transformation of the Public Sphere: An Inquiry into a category of Bourgeois Society. Polity Press/MIT • Marcuse, H. 1964.One Dimensional man.London Routledge and Kegan Paul. Mark Poster. 2013.The Second Media Age. Polity Publications. • Marshall McLuhan 1964. Understanding Media: The Extensions of Man. Mc Graw hill Publications. • Mattelart, A2003. The Information Society. London sage • Peter R. Mitchell and John Schoeffel. 2003. Understanding Power: The Indispensable Chomsky. Vintage Publications. • Robert Hassan and Julian Thomas (2017).The New Media Theory Reader.Rawat Publications. • Schultz, J.1998. Reviewing the Fourth Estate. Cambridge: Cambridge University Press. • Uma Joshi (2005) Text Book of Mass Communication and Media.Anmol Publications Pvt.Ltd. New Delhi (India). • Van Zoonen, L.1994.Feminist Media Studies. London. Sage • Verso Bagdikian, B.1988.The Media Monopoly.Boston <i>Any other relevant text or reading suggested by the teacher</i>		
11	<table border="1"> <tr> <td>Internal Continuous Assessment: 50%</td> <td>External, Semester End Examination 50%</td> </tr> </table>	Internal Continuous Assessment: 50%	External, Semester End Examination 50%
Internal Continuous Assessment: 50%	External, Semester End Examination 50%		
	Individual Passing in Internal and External Examination		
12	<table border="1"> <tr> <td>Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)</td> <td> Assignment (20 Marks) Viva voce presentation (10 Marks) Group discussion/presentation (10 Marks) Class Participation (10 Marks) </td> </tr> </table>	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	Assignment (20 Marks) Viva voce presentation (10 Marks) Group discussion/presentation (10 Marks) Class Participation (10 Marks)
Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	Assignment (20 Marks) Viva voce presentation (10 Marks) Group discussion/presentation (10 Marks) Class Participation (10 Marks)		

Syllabus
B.A. (Hons. with Research) in Sociology
(Sem.- VIII)
Title of Paper: 511. SOCIOLOGY OF FOOD SYSTEMS

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	This course introduces students to the sociological study of food systems, examining the production, distribution, and consumption of food within social, cultural, and economic contexts, with attention to food security, inequality, sustainability, and global food regimes. It equips students with a sociological lens and critical analytical tools to understand agricultural processes, everyday consumption practices, and the cultural dimensions of food habits, connecting with areas such as environmental sociology, development studies, and cultural sociology. The course supports academic research and prepares students for careers in research, policy, development sectors, food systems analysis, and sustainability initiatives.
2	Vertical :	Major-Electives
3	Type :	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: 1) The course examines the social processes shaping the production & consumption of food. 2) The course examines the inequalities in the production of food through formal institutions & global economic relations. 3) The course then examines the preparation & consumption of food at the individual / community/ cultural / regional level. It examines the alternatives that have come up to the dominant food & agricultural systems.	

8	Course Outcomes: 1) The student will be able to understand & articulate the sociological insights into the food & agricultural systems 2) The student will be able to apply a sociological perspective to analyse how food & eating practices are culturally produced 3) The student will be equipped to analyse the reproduction of social inequalities through food as a lens. 4) The students will learn to examine how expert & scientific knowledge is used to define the production & consumption of food.
9	Modules:- Per credit One module can be created
	Module 1: Introduction [01 credit, Lecture hours: 15]
	1. Why study Food & Food Systems? 2. Food Regimes & Food in a Risk Society 3. Food Security & Food Justice
	Module 2: Theoretical approaches [01 Credit, Lecture hours: 15]
	1. Historical & Developmentalist 2. Cultural & Sociological 3. Post Modern & Post-Structuralist
	Module 3:Communities, Culture, and Knowledge [01 Credit, Lecture hours: 15]
	1. Cultural Shifts in Eating practices 2. Food and Gender 3. Consuming Food- Caste, Class, Ethnicity, Region
	Module 4: Alternatives [01 Credit, Lecture hours: 15]
	1. Food Sovereignty movements 2. Alternative Choices, Alternative Food Systems 3. Alternative Markets & Food Fads

- Agarwal, B. 2014. 'Food sovereignty, food security and democratic choice: critical contradictions, difficult conciliations.' *The Journal of Peasant Studies*. 41(6): 1247-1268.
- Alkon, A. H., & Agyeman, J. (Eds.). (2011). *Cultivating Food Justice: Race, Class, and Sustainability*. Cambridge: MIT Press.
- Banerjee-Dube, Ishita. 2016. 'Modern Menus: Food, Family, Health and Gender in Colonial Bengal'. In *Cooking Cultures: Convergent Histories of Food and Feeling*, edited by Ishita Banerjee-Dube, 100–21. Delhi: Cambridge University Press.
- Baviskar, A. 2019. *New Cultures in Food Studies*, in *Critical Themes in Indian Sociology*, Ed. Sanjay Srivastava Yasmeen Arif, Janaki Abraham. Sage, New Delhi.
- Baviskar, A. 2012. *Food & Agriculture*, in *Cambridge Companion to Contemporary Indian Culture*, Vasudha Dalmia and Rashmi Sadana (eds). CUP. USA.
- Bushi, K. Ed. 2018. *Farm to Fingers: The Culture & Politics of Food in Contemporary India*. Cambridge University Press. USA
- DeLind, L. (2011). Are local food and the local food movement taking us where we want to go? Or are we hitching our wagons to the wrong stars? *Agriculture and Human Values*.
- Dreze, Jean. 2004. 'Democracy and Right to Food'. *Economic & Political Weekly* 39 (17): 1723–31.
- Edelman, M. 2014. 'Food sovereignty: forgotten genealogies and future regulatory challenges.' *The Journal of Peasant Studies*. (41) 6: 959-78.
- Henrike Donner, 'New Vegetarianism: Food, Gender and Neo-Liberal Regimes in Bengali Middle-Class Families', *South Asia: Journal of South Asian Studies* n.s. 31:1 (2008), pp. 143–69.
- Friedmann, H. 1993. *The Political Economy of Food: A Global Crisis*. New Left Review
- Jan./Feb: 197.
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- environmental and human health harms of industrial agriculture. *Environmental Health*
- Perspectives
- Khare, R.S. 2012. 'Globalizing South Asian Food Cultures: Earlier Stops to New Horizons'. In *Curried Cultures: Globalization, Food, and South Asia*, edited by Krishnendu Ray and Tulasi
- Srinivas, 237–54. Berkeley, CA: University of California Press.
- Madsen, Stig Toft and Geoffrey Gardella. 2012. 'Udupi Hotels: Entrepreneurship, Reform, and Revival'. In *Curried Cultures: Globalization, Food, and South Asia*, edited by Krishnendu Ray and Tulasi Srinivas, 91–109. Berkeley, CA: University of California Press.
- Magdoff, F., J Bellamy-Foster, & F. Buttel. Eds. 2000. *Hungry for Profit: The Agribusiness Threat to Farmers, Food & the Environment*. Monthly Review Press. Cornerstone Publications. India.

- Mol, A. P. J., & Bulkeley, H. (2002). Food risks and the environment: changing perspectives in a changing social order. *Journal of Environmental Policy & Planning*, 4(3), 185-195.
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- Narayan, Uma. 'Eating Cultures: Incorporation, Identity, and Indian Food', *Social Identities* 1:1 (1995), pp. 63–86; Jennifer B. Saunders, "'I Don't Eat Meat': Discourse on Food among Transnational Hindus", *Contributions to Indian Sociology* 41:2 (2007), pp. 203–33.
- Rege, Sharmila, Deepa Tak, Sangita Thosar and Tina Aranha, eds. 2009. *Isn't This Plate Indian? Dalit Histories and Memories of Food*. Pune: KrantijyotiSavitribaiPhule Women's Studies Centre, University of Pune.
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- Sidney W. Mintz. 1986. *Sweetness and Power: The Place of Sugar in Modern History* (New York: Penguin Books,
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Any other relevant text or reading suggested by the teacher

11	Internal Continuous Assessment: 50%	External, Semester End Examination 50%
	Individual Passing in Internal and External Examination	
12	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	Assignment (20 Marks) Viva voce presentation (10 Marks) Group discussion/presentation (10 Marks) Class Participation (10 Marks)

Syllabus
B.A. (Hons. with Research) in Sociology
(Sem.- VIII)

Title of Paper: 511. SOCIOLOGY OF CONSTITUTIONAL DEMOCRACY

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	This course introduces students to the sociological understanding of constitutional democracy in India, covering its philosophical foundations, institutional structures, and contemporary challenges, with a focus on law, society, politics, equality, rights, and citizenship. It equips students with critical perspectives on liberalism, constitutional morality, and democratic governance, providing analytical frameworks to examine current political developments in India, and connects with areas such as political sociology, legal studies, and governance. The course supports academic research and prepares students for careers in public policy, law, civil services, governance, electoral management, research, and advocacy.
2	Vertical :	Major-Electives
3	Type :	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: 1) To gain insight on the philosophical foundations of liberalism with reference to India 2) To understand the vibrancy of democracy at the grassroots level in India 3) To analyse the various dimensions of constitutional morality and make sense of the contemporary developments regarding Constitutional Democracy in India	

8	Course Outcomes: 1) Grasp of the principles that guide the practice of liberal democracy in India 2) Understanding of the functioning of democracy at all levels in India 3) Knowledge about the theory and practice of constitutional morality 4) Appreciation of the challenges of democracy in India today
9	Modules:- Per credit One module can be created
	Module 1: Liberalism
	1. Modernity and Liberalism 2. Liberalism and Pragmatism 3. Liberalism in India
	Module 2: Democracy
	1. The logic of Democracy 2. Deepening Democracy in India 3. Ethnic Democracy
	Module 3: Constitutional Morality
	1. The Grammar of Constitutionalism 2. Political and Social Equality 3. Diversity, Disability, Discrimination
	Module 4: Contemporary Scenario
	1. Identity Politics and Cultural Nationalism 2. Civil Society and its Discontents 3. The Civilizational State

- Banerjee, M. (2022). Cultivating Democracy: Politics and Citizenship in Agrarian India. Oxford University Press
- Berg, Dag-Erik. (2020). Dynamics of Caste and Law: Dalits, Oppression and Constitutional Democracy in India. Cambridge University Press.
- Coker, C. (2019). The Rise of the Civilizational State. Polity Press
- Das, A.M. (2022). Grassroots Democracy and Governance in India: Understanding, Power, Sociality and Trust. Springer
- DeSouza, P.R., Alam, M.S. & Ahmed, H. (Eds.). (2022). Companion to Indian Democracy: Resilience, Fragility, Ambivalence. Routledge
- Gopal, A. (2023). A Part Apart: The Life and Thought of B.R. Ambedkar. Navayana Publishing.
- Haksar, V. (2018). Gandhi and Liberalism: Satyagraha and the Conquest of Evil. Routledge.
- Hardin, R. (1999). Liberalism, Constitutionalism and Democracy. Oxford University Press.
- Jaffrelot, C. (2021). Modi's India: Hindu Nationalism and the Rise of Ethnic Democracy. Princeton University Press
- Jodhka, S. (2013).
- Kannabiran, K. (2012). Tools of Justice: Non-Discrimination and the Indian Constitution. Routledge.
- Khosla, M. (2020). India's Founding Moment: The Constitution of a Most Surprising Democracy. Harvard University Press
- Kirpal, S. (Ed.). (2020). Sex and the Supreme Court: How the Law is upholding the Dignity of the Indian Citizen. Hachette India.
- Kumar, S. (2023). Popular Democracy and the Politics of Caste: Rise of the Other Backward Classes in India. Routledge
- Moyn, S. (2023). Liberalism Against Itself: Cold War Intellectuals and the Making of our Times. Yale University Press
- Narayan, B. (2021). Republic of Hindutva: How the Sangh is Reshaping Indian Democracy. Penguin Books.
- National Law University. (2012). *The Constitution of India*. Eastern Book Company.
- Pai, S. & Thorat, S. (Eds.). (2022). The Politics of Representation: Historically Disadvantaged Groups in India's Democracy. Palgrave Macmillan
- Rathore, A.S. & Goswami, G. (Eds.). (2018). Rethinking Indian Jurisprudence: An Introduction to the Philosophy of Law. Routledge.
- Rathore, A.S. (2020). Ambedkar's Preamble: A Secret History of the Constitutions of India. Penguin Random House India.
- Roy, A. & Becker, M. (Eds.). (2020). Dimensions of Constitutional Democracy: Indian and Germany. Springer.
- Roy Chowdhury, D. & Keane, J. (2021). To Kill a Democracy: India's Passage to Despotism. Oxford University Press.
- Shah, G. (2019). Democracy, Civil Society and Governance. Sage Publications India.
- Singh, J. (2020). Caste, State and Society: Degrees of Democracy in North India. Routledge
- Stroud, S.R. (2023). The Evolution of Pragmatism in India: Ambedkar, Dewey and the Rhetoric of Reconstruction. University of Chicago Press
- Waghmore, S. & Gorringer, H. (Eds.). (2021). Civility in Crisis: Democracy, Equality and Majoritarian Challenge in India. Rutledge

	<i>Any other relevant text or reading suggested by the teacher</i>	
11	Internal Continuous Assessment: 50%	External, Semester End Examination 50%
	Individual Passing in Internal and External Examination	
12	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	Assignment (20 Marks) Viva voce presentation (10 Marks) Group discussion/presentation (10 Marks) Class Participation (10 Marks)

Syllabus
B.A. (Hons. with Research) in Sociology
(Sem.- VIII)
Title of Paper: 511. RURAL SOCIETY IN INDIA

Sr. No.	Heading	Particulars
1	Description the course : Including but Not limited to :	This course introduces students to the sociological study of rural society in India, examining agrarian structures, social stratification, and processes of rural change and development within the context of globalization. It equips students with critical perspectives and analytical tools to engage with issues of agriculture, inequality, governance, agrarian crisis, rural development policies, and social movements, connecting with areas such as development studies, political sociology, and environmental studies. The course supports academic research and prepares students for careers in rural development, policy analysis, NGOs, social work, research, and public administration.
2	Vertical :	Major-Electives
3	Type :	Theory
4	Credit:	4 credits (1 credit = 15 Hours for Theory)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: 1) This course aims to orient students to the realities of rural India, in the changing global context. 2) The course aims at analyzing rural socio-economic development. 3) It focuses on how the global market and state are reconstituting rural society and what are the consequences of it on rural people.	

8	Course Outcomes: 5) The course will help learners to understand the agrarian social structure and it will give insights to understand the overall changing nature of agrarian society. 6) The learner will develop critical ideas to address the issues relating to agriculture in the context of globalization. 7) It introduces the students to various development programmes for rural society and new farmer's movements in India. 8) The learner will understand the impact of globalization on rural society and new issues and challenges faced by rural people in India.
9	Modules:- Per credit One module can be created
	Module 1: Introduction [01 credit, Lecture hours: 15]
	1. Agrarian structure and social stratification 2. Significance of village studies 3. Perspectives on Village studies – Ambedkarian, Nehru and Gandhian
	Module 2: Rural Society: Change and Development [01 Credit, Lecture hours: 15]
	1. Village co-operatives 2. Panchayati Raj Institutions 3. Self Help Groups and Women Empowerment
	Module 3:Contemporary issues and Challenges [01 Credit, Lecture hours: 15]
	1. Caste, Violence and Dalit Atrocities 2. Health and education 3. Peasant movements and New farmer's Movements
	Module 4: Globalization and its impact on Agriculture [01 Credit, Lecture hours: 15]
	1. Farmer's Suicide and agrarian crisis 2. Food security, Irrigation and Water Management 3. Issue of Land acquisition and Land Rights.

10	Reference Books: • Arunachalam, J. & Kalpagam, U. (Eds.). (2006). Development and Empowerment – Rural women in India. Jaipur: Rawat. • Brass, T. (1995). New Farmers' Movements in India. Great Britain. Frank Cass • Dhanagare, D.N. (2014). The Writings of D.N. Dhanagare: The Missing Tradition: Debates and Discourses in Indian Sociology. Hyderabad: Orient Blackswan. • Desai, A.R. (2008). Rural Sociology in India (New Edition). Bombay: Popular Prakashan. • Desai, V. (2005). Rural Development in India. Mumbai: Himalaya Publishing House. • Deshpande, R.S. & Arora, S. (Eds.). (2010). Agrarian Crisis and Farmer Suicides. New Delhi: Sage. • Doshi, S.L. & Jain, P.C. (2002). Rural Sociology. Jaipur: Rawat. • Jayapalan, (2002). Rural Sociology. New Delhi: Atlantic Publishers. • Madeley, J. (2002). Food for All. The need for a new Agriculture. Bangladesh: The University Press • Mohanty, B.B. (Ed.). (2012). Agrarian Change and Mobilisation, Studies in Indian Sociology, Vol.2. New Delhi: Sage. • Prakash, S. Rural Development in India. New Delhi: Himalaya Publishing House. • Raju, M. & Lakshmipathi. (Eds.). (2007). Women Empowerment – Challenges and Strategies. New Delhi: Regal Publications. • Rastogi, A.R. (2002). Rural Development Strategy. Jaipur: Wide Vision • Rao, Vasudev B.S. (2007). Rural Resources and Development. New Delhi: Associated Publication. • Reddy, R. & Subrahmanyam. (Eds.). (2003). Dynamics of Sustainable Rural Development. New Delhi: Serials Publications. • Sahu, D.R. (Ed.). (2012). Sociology of Social Movements: Studies in Indian Sociology Vol.6. New Delhi: Sage. • Sainath, P. (2000). Everybody Loves a Good Drought: Stories from India's Poorest Districts. New Delhi: Penguin. • Sharma, K. L. (Ed.). (2014). Sociological Probing of Rural Society. New Delhi: Sage India. • Sharma, R.K. (1997). Rural Sociology. New Delhi: Atlantic Publishers • Shiva, V. & Bedi, G. (2002). Sustainable Agriculture and Food Security: The Impact of Globalisation. New Delhi: Sage. <i>Any other relevant text or reading suggested by the teacher</i>	
11	Internal Continuous Assessment: 50%	External, Semester End Examination 50%
	Individual Passing in Internal and External Examination	

12	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	Assignment (20 Marks) Viva voce presentation (10 Marks) Group discussion/presentation (10 Marks) Class Participation (10 Marks)
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RP
(8)

RESEARCH PROJECT II

[08 CREDITS]

[Total Marks: 200. FIELDWORK & VIVA VOCE: 100 Marks DISSERTATION: 100 Marks]

A rigorous, field-based research project for 08 credits is to be completed in Semester VIII, under the supervision of the faculty members. Students are required to engage in collection, analysis, and interpretation of data as per the road map laid down in the research proposal submitted to the department as part of Research Project I in semester VII. Applying the insights gained in the review of literature as well as the understanding of conceptual and theoretical understanding, students are required to gather relevant data, employing the approved methodology and methods. A dissertation of 10000 to 12000 words is to be submitted for assessment and viva voce before the deadline specified by the department. This final dissertation should lead to the publication of a paper in a peer reviewed journal and presentation at a National / International Conference.

QUESTION PAPER PATTERN (External and Internal)

SCHEME OF EXAMINATION

Question Paper Format

For all the 04 Credit Courses, the following question paper format will be used:

Question 1: CO1
Question 2: CO2
Question 3: CO3
Question 4: CO4

For all the 02 Credit Courses, the following question paper format will be used:

Question 1: CO1
Question 2: CO2
Question 3: CO3

Marks

For 04 Credit Courses:

Total Marks: 100

- a) **External Assessment:** 50 Marks
 - Total Marks: 50
 - Time: 02 Hours
 - 1 Question for long answer ($1 \times 20 = 20$ Marks)
 - 3 Questions for short answers ($3 \times 10 = 30$ Marks)
- b) **Internal Assessment:** 50 Marks
 - Written Assignment: 20 Marks
 - Oral Presentation: 10 Marks
 - Group Discussion/Reels/Videos/Blogs: 10 Marks
 - Class Participation: 10 Marks

For 02 Credits Courses:

Total Marks: 50

- a) **External Assessment:** 25 Marks
 - Total Marks: 50
 - Time: 1 Hour
 - 1 Question for long answer ($1 \times 15 = 15$ Marks)
 - 1 Questions for short answer ($1 \times 10 = 10$ Marks)
- b) **Internal Assessment:** 25 Marks
 - Written Assignment: 10 Marks

Oral Presentation: 05 Marks
 Group Discussion/Reels/Videos/Blogs: 05 Marks
 Class Participation: 05 Marks

Letter Grades and Grade Points:

Semester GPA/ Programme CGPA Semester/ Programme	% of Marks	Alpha-Sign/ Letter Grade Result	Grading Point
9.00 - 10.00	90.0 - 100	O (Outstanding)	10
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)	9
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)	8
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)	7
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)	6
5.00 - < 5.50	50.0 - < 55.0	C (Average)	5
4.00 - < 5.00	40.0 - < 50.0	P (Pass)	4
Below 4.00	Below 40.0	F (Fail)	0
Ab (Absent)	-	Ab (Absent)	0

Sign of the BOS
Name _____
Chairman/Co-ordinator
BOS/Ad-hoc BOS
in _____

Sign of the
Offg. Associate
Dean
Dr. Suchitra Naik
Faculty of
Humanities

Sign of the
Offg. Associate Dean
Prof. Manisha
Karne
Faculty of Humanities

Sign of the
Offg. Dean
Prof. Anil Singh
Faculty of
Humanities