SWAMI VIVEKANAND SUBHARTI UNIVERSITY

(Established under U.P. Govt. Act no. 29 of 2008 and approved under section 2(f) of UGC Act 1956)

Proposed Four Year Programme

B.A. Honors with Research in Sociology

National Education Policy-2020

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Department of Liberal Art & Humanities
Faculty of Art & Social Sciences
Swami Vivekanand Subharti University

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Program Outcomes (POs)

B.A. (Hons.) Sociology (4-Year Programme)

PO 1: Comprehensive Sociological Knowledge

Gain in-depth understanding of classical and contemporary sociological theories, major thinkers, and foundational concepts such as society, culture, institutions, social change, and development.

PO 2: Understanding Indian Society

Analyze the structure, processes, and issues of Indian society with respect to caste, class, gender, rural and urban dynamics, and social problems.

PO 3: Interdisciplinary Perspective

Develop the ability to interrelate sociology with other disciplines like political science, media studies, economics, environmental science, and human rights for a holistic understanding of social phenomena.

PO 4: Research and Analytical Skills

Acquire basic and advanced research skills including quantitative and qualitative methods, statistical tools, and the ability to conduct independent research through dissertations or projects.

PO 5: Critical Thinking and Sociological Imagination

Cultivate critical thinking, questioning of social norms, and the ability to interpret everyday life from a sociological lens, enhancing reflective and analytical capacities.

PO 6: Effective Communication Skills

Enhance verbal and written communication skills through abiiity enhancement and skill development courses in English, report writing, and presentations.

PO 7: Ethical and Social Responsibility

Develop a deep sense of ethical responsibility, commitment to human rights, inclusivity, and social justice informed by sociological understanding.

PO 8: Field-Based Learning and Practical Exposure

Engage in community interaction, field work, internships, and project-based learning to apply theoretical knowledge in real-world settings.

PO 9: Digital and Statistical Literacy

Build basic proficiency in digital tools, data analysis, and statistical techniques used in social research and contemporary social inquiry.

PO 10: Gender Sensitivity and Inclusiveness

Understand gender relations and promote equity, inclusivity, and respect for diversity across social, cultural, and economic contexts.

PO 11: Employability and Skill Enhancement

Become equipped for careers in academia, social research, NGOs, public policy, media, development sectors, and civil services through a strong theoretical and practical foundation.

PO 12: Preparation for Higher Education and Lifelong Learning

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Prepare for postgraduate studies, competitive examinations, or interdisciplinary research, fostering lifelong intellectual engagement and learning.

Programme Specific Outcomes (PSOs)

B.A. (Hons.) Sociology (Semesters 1 & 2)

PSO 1: Introduction to Sociological Thinking

Understand foundational sociological concepts, the emergence of sociology as a discipline, and the relevance of sociological perspectives in analyzing everyday life.

PSO 2: Grasp of Social Structures and Processes

Analyze the composition and functioning of Indian society including caste, class, family, and religion, and how these structures are affected by modernization, globalization, and social change.

PSO 3: Appreciation of Human Rights and Social Justice

Learn the basic framework of human rights and their application in contemporary society, particularly in the Indian context, promoting democratic and inclusive values.

PSO 4: Awareness of Social Issues and Problems

Identify and critically engage with major issues confronting Indian society such as poverty, inequality, gender discrimination, and communalism.

PSO 5: Understanding the Role of Media in Society

Explore how media influences social behavior, perception, culture, and politics, and gain a sociological perspective on media practices.

PSO 6: Effective Communication Skills

Strengthen written and oral communication through structured language training, promoting confidence in academic and professional expression.

PSO 7: Foundation of Sociological Thought

Students will gain knowledge of classical sociological theories and perspectives, enabling them to understand the intellectual foundations of sociology.

PSO 8: Understanding Indian Society

Students will study the structure, diversity, and dynamics of Indian society, focusing on caste, class, religion, family, and region.

PSO 9: Sociological Perspectives on Media

Students will explore how media influences social behavior, perception, culture, and politics, and develop a sociological perspective on media practices.

PSO 10: Environmental and Social Sensitization

Students will gain awareness of environmental issues, sustainability, and ecological responsibility through integration of environmental studies with sociological thought.

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PSO 11: Awareness of Social Problems
Students will critically engage with challenges such as inequality, social exclusion, gender discrimination, communalism, and cultural conflicts within India.

PSO 12: Skill and Value-Oriented Learning
Students will engage in skill enhancement and value-added courses that integrate practical, creative, and ethical learning, contributing to personality development and employability.

PSO 13: Holistic Development through Interdisciplinary Learning
Students will foster interdisciplinary understanding by connecting sociology with human rights, environmental science, and communication studies, making learning contextual and applicable.

Semester-1

S. No.	Name of the Course	Name of Paper	L-T-P	Credits	Marks
1	Major Course-1	Introduction to Sociology	6-0-0	6	100
2	Minor Course-1	Sociological Imagination / His / Pol. Sc.	3-0-0	3	100
3	Multidisciplinary Course-1	Human Rights	3-0-0	3	100
4	Ability Enhancement Course-1 (English Communication Skill)	English Communication Skill	2-0-0	2	100
5	Skill Enhancement Course-1	Fundamentals of Computer Applications	1-0-4	3	100
6	Value Added Course -	IKS/Rashtra Bodh	02-0-0	Qualifying 02	150
7.	Value Added Course -	Digital Society and Social Media: Sociological Perspective	2-0-2	3	150
				Total Credits-20	

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Semester-2

S. No.	Name of the Course	Type of Course	L-T-P	Credits	Marks
1	Major Course-2	Foundation of Sociological Thought-I	6-0-0	6	100
2	Minor Course-2	Society in India	3-0-0	3	100
3	Multidisciplinary Course-2	Sociology of Media	3-0-0	3	100
4	Ability Enhancement Course-2 (Environment Science)	Human Values and Environment Science	2-0-0	2	100
5	Skill Enhancement Course-2	-	1-0-4	3	100
6	Value Added Course	IKS/Rashtra Bodh	1-0-0	Qualifying	150
7.	Value Added Course		2-0-2	3	150
Total Credits-20					

Programme Specific Outcomes (PSOs)

B.A. (Hons.) Sociology – Semesters 3 & 4

PSO 1: Perspectives on Indian Society and Social Change
Students will critically analyze Indian society through multiple sociological perspectives, understanding its pluralism, traditions, and transformations. They will also study theories and processes of social change, including modernization, globalization, and industrialization, and their impact on social institutions.

PSO 2: Foundations of Sociological Thought
Students will gain knowledge of both classical and modern sociological theories (Semester–3: Indian perspectives; Semester–4: Western and advanced foundations), strengthening their theoretical grounding for analyzing contemporary society.

PSO 3: Political and Educational Dimensions of Society
Students will explore the relationship between politics and society (power, state, citizenship, democracy, and participation), as well as the role of education in socialization, mobility, and addressing inequalities in the Indian context.

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PSO 4: Rural and Agrarian Sociology
Students will study agrarian social structures, rural communities, land relations, peasant movements, and transformations in agriculture due to policy, technology, and globalization.

PSO 5: Social Research Skills
Students will develop competence in social research methods (Semester–4: Research Method–I), including formulation of problems, hypotheses, research design, data collection methods, and ethical concerns, preparing them for independent fieldwork.

PSO 6: Environmental Sociology and Disaster Studies
Students will understand the interrelation between society and environment, ecological challenges, and sustainability issues (Semester–4: Environmental Sociology). They will also gain practical knowledge of disaster risk management, preparedness, and community resilience (Semester–3 & 4 AEC).

PSO 7: Skill and Value-Oriented Learning
Through skill enhancement and value-added courses, students will strengthen employability, creativity, and ethical responsibility, applying sociological insights to practical contexts.

PSO 8: Interdisciplinary and Applied Learning
Students will connect sociology with political science, education, environment, and disaster management, fostering holistic and interdisciplinary perspectives to address real-life social problems.

PSO 9: Research, Critical Thinking, and Communication Skills
Students will refine their analytical ability, academic writing, and presentation skills, enabling them to critically engage with social issues and effectively communicate sociological knowledge.

Semester-3

S. No.	Name of the Course	Type of Course	L-T-P	Credits	Marks
1	Major Course-3	Perspective in Indian Society	6-0-0	6	100
2	Major Course-4	Social Change and Social Movements	4-0-0	4	100
3	Minor Course-3	Political Sociology	3-0-0	3	100
4	Multidisciplinary Course-3	Agrarian Sociology	3-0-0	3	100
5	Ability Enhancement Course-3	An AEC should be selected based on the University Course Basket	2-0-0	2	100
6	Skill Enhancement Course-3	SEC should be selected based on the University Course Basket	1-0-4	3	100
				Total Credits-21	

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Semester-4

S. No.	Name of the Course	Type of Course	L-T-P	Credits	Marks
1	Major Course-5	Foundations of Sociological Thought II	6-0-0	6	100
2	Major Course-6	Social Research Method-I	5-0-0	5	100
3	Major Course-7	Sociology of Education	5-0-0	5	
4	Minor Course-4	Environmental Sociology	3-0-0	3	100
5	Ability Enhancement Course-4	An AEC should be selected based on the University Course Basket	2-0-0	2	100
				Total Credits-21	

Programme Specific Outcomes (PSOs)

B.A. (Hons.) Sociology – Semesters 5 & 6

PSO 1: Mastery of Sociological Theories and Thinkers
Students will gain comprehensive knowledge of classical, modern, and contemporary sociological thinkers (Semester–5: *Sociological Thinkers I*; Semester–6: *Sociological Thinkers II*), enabling them to critically analyze theoretical contributions and apply them to social realities.

PSO 2: Understanding Indian Society and Its Challenges
Students will critically study the key issues and problems in Indian society, such as poverty, inequality, caste, gender, communalism, and regionalism, developing an analytical perspective on social transformation and policy interventions.

PSO 3: Economic Sociology and Technology
Students will understand the interrelation between economy and society, exploring concepts of production, labor, capitalism, globalization, and markets. They will also examine the impact of science, technology, and digitalization on culture, social relations, and development.

PSO 4: Competence in Advanced Social Research
Students will strengthen their skills in social research methodology (Semester–6: *Research Method II*), gaining proficiency in sampling, statistical analysis, qualitative and quantitative techniques, and the use of research tools for independent projects.

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PSO 5: Sociology of Population and Demography
Students will analyze the relationship between population and society, studying fertility, mortality, migration, demographic transition, and population policies with a sociological perspective.

PSO 6: Urban and Rural Sociology
Students will gain specialized knowledge of both urban and rural societies, exploring themes like industrialization, urbanization, city life, rural communities, agrarian structures, and rural–urban linkages.

PSO 7: Internship and Applied Sociology
Through field-based internships (Semester–5: *Internship INT–1*), students will apply sociological concepts and research skills to real-world settings, enhancing employability, experiential learning, and problem-solving abilities.

PSO 8: Interdisciplinary and Applied Learning
Students will integrate sociology with economics, political science, demography, and technology studies, fostering a multidisciplinary approach to contemporary social issues.

PSO 9: Critical Thinking, Research, and Communication Skills
Students will refine their ability to think critically, conduct empirical research, analyze data, and present findings effectively through academic writing, documentation, and professional communication.

Semester-5

S. No.	Name of the Course	Type of Course	L-T-P	Credits	Marks
1	Major Course-8	Sociological Thinkers I	6-0-0	6	100
2	Major Course-9	Indian Society: Issues and Problems	6-0-0	6	100
3	Minor Course-5	Economic Sociology	3-0-0	3	100
4	Minor Course-6	Technology and Society	3-0-0	3	100
5	Internship	INT-1	0-0-4	4	100
				Total Credits-20	

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Semester-6

S. No.	Name of the Course	Type of Course	L-T-P	Credits	Marks
1	Major Course-10	Sociological thinkers II	6-0-0	6	100
2	Major Course-11	Sociological Research Method II	5-0-0	5	100
3	Major Course-12	Population & Society	5-0-0	5	100
4	Minor Course-7	Urban Sociology	3-0-0	3	100
5	Minor Course-8	Rural Sociology	3-0-0	3	100
				Total Credits-22	

Programme Specific Outcomes (PSOs)

B.A. (Hons.) Sociology – Semesters 7 & 8 (Final Year)

PSO 1: Comparative and Global Perspectives
Students will critically examine societies cross-culturally (*Comparative Sociology*), analyzing similarities and differences in structures, cultures, and institutions across nations, and developing a global sociological outlook.

PSO 2: Youth, Development, and Social Change
Students will understand the role of youth in social transformation, issues of employment, education, migration, political participation, and the impact of policies on youth development in India and beyond.

PSO 3: Application of Statistics in Social Research
Students will acquire competence in statistical tools and techniques used in sociological research, including descriptive and inferential statistics, hypothesis testing, correlation, regression, and data interpretation.

PSO 4: Gender and Society
Students will study gender as a social construct, exploring patriarchy, gender roles, inequalities, feminist perspectives, and policies for gender justice in the Indian and global contexts.

PSO 5: Social Policy and Welfare
Students will critically evaluate social policies and welfare programs in India, focusing on health, education, employment, marginalized groups, and social justice, while assessing their impact on inclusive development.

PSO 6: Medical Sociology
Students will analyze health, illness, and healthcare systems through sociological perspectives, focusing on social determinants of health, doctor-patient relationships, public health policies, and health inequalities.

PSO 7: Research Project and Dissertation Skills
Students will conduct independent research (*Dissertation/Project in Semester–8*), applying theoretical

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knowledge, research design, data collection, statistical analysis, and report writing, thereby demonstrating advanced research competence.

PSO 8: Professional and Applied Sociology
Students will be prepared to apply sociological knowledge in real-world contexts—such as NGOs, policy organizations, research institutions, welfare sectors, and community development—bridging academic learning with practice.

PSO 9: Interdisciplinary and Holistic Development
Students will integrate sociology with economics, political science, gender studies, public health, and statistics, fostering interdisciplinary and applied perspectives.

PSO 10: Critical Thinking, Ethical Awareness, and Communication Skills
Students will enhance their critical and analytical abilities, strengthen academic writing and presentation skills, and uphold ethical responsibility in sociological inquiry and professional life.

Semester-7

S. No.	Name of the Course	Type of Course	L-T-P	Credits	Marks
1	Major Course-13	Comparative Sociology	6-0-0	6	100
2	Major Course-14	Youth and Development	6-0-0	6	100
3	Major Course-15	Statistics in Social Research	6-0-0	6	100
4	Minor Course-9	Gender and Society	3-0-0	4	100
				Total Credits-21	

Semester-8

S. No.	Name of the Course	Type of Course	L-T-P	Credits	Marks
1	Major Course-16	Social Policy and Social Welfare	5-0-0	5	100
2	Minor Course-10	Medical Sociology	5-0-0	5	100
3	Research Project/ Dissertation	RP-1		12	100
				Total Credits-22	

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BA 1st Year, Sem. I , Major Course-1

Programme/Class		Certificate	**Year**	B.A.I	**Semester**	I
Subject		Sociology				
Course Code			**Course Title**	Introduction to Sociology		

Course Objective

CO 1: To introduce students to the basic concepts, nature, origin, and scope of sociology as a scientific and humanistic discipline.

CO 2: To help students differentiate sociological understanding from common sense and other social sciences like anthropology, economics, and political science.

CO 3: To develop analytical skills for examining key sociological units such as society, community, institutions, and social groups.

CO 4: To provide foundational knowledge of major social institutions—family, kinship, marriage, education, religion, and the state—and their role in shaping social life.

Course Learning Outcomes (CLO)

After successful completion of this course, students will be able to:

CLO 1: Understand the Meaning, Nature, and Scope of Sociology
Explain the foundational concepts, definitions, and scope of sociology as a discipline, including its origin and development globally and in India.

CLO 2: Differentiate Sociology from Common Sense and Other Disciplines
Distinguish between sociological knowledge and common-sense understanding, and explain how sociology relates to and differs from other social sciences like anthropology, economics, history, psychology, and political science.

CLO 3: Examine the Scientific and Humanistic Dimensions of Sociology
Evaluate the scientific methods used in sociology and understand its humanistic orientation in studying society and social behavior.

CLO 4: Analyze the Basic Social Units and Concepts
Define and analyze key sociological concepts such as society, community, institution, association, and social group; and compare human society with animal groups.

CLO 5: Understand the Structure and Function of Social Institutions
Describe the major social institutions—family, kinship, marriage, education, religion, and the state—and assess their role in shaping individual behavior and social order.

Credits – 6	Maximum Marks: 100	Minimum Marks: 33
	Total No. of Lectures –Tutorials – Practical (in hours per week) : 6-0-0	
Unit	Topic	No. of Lectures
I	Sociology: Meaning, Nature and Scope of Sociology, History and Emergence of Sociology in India	15
II	Sociology and Common Sense, Sociology as a Science, Humanistic Orientation in Sociology, Sociology and Other Social Sciences (Anthropology, Economics, History, Psychology, Political Science).	15
III	Society, Community, Institutions, Association, Social Group, Human and Animal Society.	15
IV	Social Institutions: Family, Kinship, Marriage, Education, State &Religion.	15

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V	Social Structure, Status and Role, Norms, Folkways and Mores, Sanctions and Values	15
VI	Social Processes and change	15
	Suggested Readings: • Berger, P.1963.An Invitation to Sociology: A humanisticPerspective. • Bottomore, T.B.1973.Sociology: A guide to Problems and Literature. (Hindiversionavailable). • Davis, Kingsley.1973.HumanSociety. • Giddens.Anthony.2009.Introduction to Sociology. • Haralambos M.Sociology: Themes and Perspectives. (Hindi versionavailable). • Inkeles, Alex.1987.What isSociology. • MacIver,R.M.and Charles H.Page.1949.Society:An Introductory Analysis.(Hindi versionavailable) • Mills, C.W.1959.The Sociological Imagination. • 9. Thakur, Navendu.2016, Samaj Shastra Ek Parichay.	
	Suggested Continuous Internal Evaluation Methods (25 Marks): • Seminar/Assignment on any topic of the abovesyllabus. • Test with multiple choice questions / short and long answerquestions. • Research Orientation of thestudent. • Quiz	
	Suggested equivalent online courses: IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.	

BA 1st Year, Sem. I , Minor Course-1

Programme/Class	Certificate	**Year**	B.A.I	**Semester**	I
Subject	Sociology				
Course Code		**Course Title**	Sociological Imagination		
Course Objective **CO 1:** Understand and explain the concept of **sociological imagination** as developed by C. Wright Mills. **CO 2:** Differentiate between **personal troubles** and **public issues** in sociological analysis. **CO 3:** Identify key classical sociological thinkers and summarize their major contributions. **CO 4:** Comprehend fundamental sociological concepts including **society, community, association, culture, socialization, social structure, institutions, status, roles, and social groups**. **CO 5:** Apply sociological imagination to analyze contemporary **social problems** and understand processes of **social change** and **modernity**.					

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Course Learning Outcomes (CLO)

After successful completion of this course, students will be able to:

CLO 1: Explain the concept of the **sociological imagination** as proposed by C. Wright Mills, and differentiate between **personal troubles** and **public issues**.

CLO 2: Identify and describe the **key contributions of classical sociological thinkers** (e.g., Karl Marx, Max Weber, Emile Durkheim) in understanding society.

CLO 3: Define and distinguish between **core sociological concepts** such as **society**, **community**, and **association**.

CLO 4: Examine the role of **culture** and **socialization** in shaping individual behavior and social identity.

CLO 5: Analyze the components of **social structure** and the functions of **social institutions** (e.g., family, education, religion, economy).

CLO 6: Interpret the concepts of **status**, **role**, and **social groups** within different social contexts.

Credits – 3	Maximum Marks: 100	Minimum Marks: 33

Total No. of Lectures –Tutorials – Practical (in hours per week): 3-0-0

Unit	Topic	No. of Lectures
I	C. Wright Mills and the Concept of Sociological Imagination; Distinction between Personal Troubles and Public Issues	11
II	Classical Sociological Thinkers and Their Contributions	12
III	Key Sociological Concepts: Society, Community, and Association; Culture and Socialization; Social Structure and Institutions; Status, Role, and Social Groups	11
IV	**Application of Sociological Imagination:** Understanding Social Problems through Sociological Lens; Social Change and Modernity	11

Suggested Readings:

- **Mills, C. Wright.** *The Sociological Imagination.* (1959)
  Especially Chapter 1: "The Promise" – foundational for understanding the difference between **personal troubles** and **public issues**.
- **Durkheim, Emile.** *The Division of Labor in Society*
- **Marx, Karl & Engels, Friedrich.** *The Communist Manifesto*
- **Weber, Max.** *The Protestant Ethic and the Spirit of Capitalism*
- **Ritzer, George.** *Classical Sociological Theory* (Latest edition) – A comprehensive textbook summarizing key thinkers.
- **Giddens, Anthony.** *Sociology* (Latest edition)
  Covers society, community, culture, socialization, institutions, roles, and social groups in detail.
- **Haralambos, M. & Holborn, M.** *Sociology: Themes and Perspectives*
  Well-known textbook with accessible explanations of core concepts.

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• **Ferris, Kerry & Stein, Jill.** *The Real World: An Introduction to Sociology* • Great for beginners; includes real-world examples of sociological concepts. • **Linton, Ralph.** *The Study of Man* – Introduction of the concepts of **status** and **role**. • **Cooley, Charles H.** *Human Nature and the Social Order* – Introduces the idea of the **primary group**.
Suggested Continuous Internal Evaluation Methods (25 Marks): • Seminar/Assignment on any topic of the abovesyllabus. • Test with multiple choice questions / short and long answerquestions. • Research Orientation of thestudent. • Quiz
Suggested equivalent online courses: IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

BA 1st Year, Sem. I , (MDC-1)

Programme/Class	Certificate	Year	B.A.I	Semester	I
Subject	Sociology				
Course Code		Course Title	Multidisciplinary Course (Human Rights)		

Course Objective

CO 1: To provide students with a critical understanding of theoretical frameworks and key concepts related to gender and violence, along with major scholarly critiques.

CO 2: To enable students to analyze how gender and gendered violence are socially constructed, embodied, and resisted across diverse contexts.

CO 3: To engage students with intersectional perspectives, exploring how experiences of violence are influenced by multiple social identities and structures.

CO 4: To examine the role of power, vulnerability, and state mechanisms in shaping gendered violence, particularly in political and conflict-driven contexts.

Course Learning Outcomes (CLO)

After successful completion of this course, students will be able to:

CLO 1: Understand and explain key conceptual frameworks and theories related to gender and violence, including major critiques.

CLO 2: Analyze the process of deconstructing gender and gendered violence, recognizing varied embodiments and responses to violence.

CLO 3: Examine intersectional debates to understand how gender violence is shaped by overlapping identities and social factors.

CLO 4: Evaluate the dynamics of power and violence at both individual and community levels, including invisibilized vulnerabilities.

CLO 5: Assess the role of nation-states in security and sexual violence, including the impact of political contexts on gendered violence.

Credits - 3	Maximum Marks: 100	Minimum Marks: 33

Total No. of Lectures –Tutorials – Practical (in hours per week) : 3-0-0		
Unit	Topic	No. of Lectures
I	Conceptual Frameworks for understanding Gender and Violence: Theories & Critiques; Deconstructing Gender and Gendered Violence; Embodiments of Violence: Multiplicities & Responses	9
II	Intersectional Debates ; Power & Violence: Individuals & Community; Invisibilized Vulnerabilities	9
III	Nation-States, (In) Security & Sexual Violence	9
IV	Human Rights	9
V	Legal Discourses on Gender Violence: Local and Global Experiences	9

Suggested Readings:

- Sally Engle Merry. 2009. Gender Violence: Cultural Perspective. Wiley-Blackwell. (Chapter-1-Introduction)
- Ann J. Canhill. 2001. Rethinking Rape. Cornell University Press.
- Thapar-Björkert, Suruchi, Lotta Samelius, and Gurchathen S. Sanghera. "Exploring Symbolic Violence in the Everyday: Misrecognition, Condescension, Consent and Complicity." Feminist Review 112, no. 1 (February 2016): 144–62.
- Gwen Hunnicutt. Varieties of Patriarchy and Violence Against Women: Resurrecting "Patriarchy" as a Theoretical Tool. Violence Against Women. Volume 15 (5) May 2009.pp 553-573.
- Lila Abu-Lughod. 2015. Do Muslim Women need Saving? Harvard University Press. Introduction
- Vasanth Kannabiran and Kalpana Kannabiran, Caste and Gender: Understanding Dynamics of Power and Violence, Economic and Political Weekly, Vol. 26, No. 37 (Sep. 14, 1991), pp. 2130-2133.
- Durfee, Alesha. 2011. "I'm Not a Victim, She's an Abuser": Masculinity, Victimization, and Protection Orders." Gender & Society 25 (3): 316–34.
- Loy, Pamela Hewitt, and Lea P. Stewart. 'The Extent and Effects of the Sexual Harassment of Working Women'. Sociological Focus 17(1) (1984): 31-43.
- Merry, Sally Engle. 2003. Rights talk and Experience of Law: Implementing Women's Human Rights to Protection from Violence. Human Rights Quarterly. 25. Pp 343-381
- Naqvi, Farah. This Thing called Justice: Engaging Laws on Violence against Women In India, in Bishakha Dutta (ed.), Nine Degrees of Justice: New Perspectives on Violence Against Women in India. Delhi: Zuban, 2010.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

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BA 1st Year, Sem. II, Major Course-2

Programme/Class	Certificate	**Year**	B.A.II	**Semester**	III
Subject	Sociology				
Course Code		**Course Title**	Foundations of Sociological Thought I		

Course Objective

CO 1: To explore the historical and intellectual foundations of sociology by examining the social, economic, and political conditions—particularly the French and Industrial Revolutions—that led to its emergence.

CO 2: To familiarize students with key intellectual influences on sociological thought, including Enlightenment ideals, political philosophy, and evolutionary theories.

CO 3: To critically analyze the contributions of foundational thinkers such as Auguste Comte, Herbert Spencer, Emile Durkheim, and Vifredo Pareto to the development of early sociological theory.

CO 4: To develop a theoretical understanding of major sociological concepts like positivism, social evolution, social facts, and the classification of human actions.

Course Learning Outcomes (CLO)

After successful completion of this course, students will be able to:

CLO 1: Explain the social, economic, and political factors that contributed to the emergence of sociology, including the impact of the Industrial and French Revolutions.

CLO 2: Identify and discuss the intellectual sources of sociology such as the Enlightenment, philosophy of history, political philosophy, social reform movements, and biological theories of evolution.

CLO 3: Analyze Auguste Comte's contributions to sociology, including Positivism, the hierarchy of sciences, and the Law of Three Stages.

CLO 4: Evaluate Herbert Spencer's concepts of organicism, social evolution, and Social Darwinism in the context of sociological thought.

CLO 5: Examine Emile Durkheim's theories on social facts, division of labour, types of solidarity, and his study on types of suicide.

CLO 6: Understand Vifredo Pareto's theory of social action, distinguishing between logical and non-logical actions, residues, and derivatives.

Credits - 6	Maximum Marks: 100	Minimum Marks: 33

Total No. of Lectures –Tutorials – Practical (in hours per week) : 6-0-0

Unit	**Topic**	**No. of Lectures**
I	Emergence of Sociology: Social, Economic and Political Factors, the Industrial Revolution and the French Revolution. Intellectual Sources: Enlightenment, Philosophy of History, Political Philosophy, Social and Political Reform Movements, and Biological Theories of Evolution.	15
II	Auguste Comte: Positivism, the Hierarchy of Sciences, and the Law of Three Stages. Herbert Spencer: Organicism, Social Evolution, and Social Darwinism.	15
III	Emile Durkheim: Social Fact, Division of Labour, Mechanical Solidarity, Organic Solidarity, Anomic Division	15

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	of Labour, Suicide – Altruistic, Egoistic and Anomic.	
IV	Vifredo Pareto: Action – Logical & Non-logical Actions, Residues and Derivatives.	15
V	George Simmel: Forms of 'Sociation', Consequences of Social Conflict, Emotions and Violence.	15

Suggested Readings:

- Aron, Raymond. 1970. *Main Currents in Sociological Thought*, Volume I & II. Harmondsworth: Penguin Books.
- **pASSsgkuc`t jkt 1994*lektfoKku ds izsjd L=Asr*mn;iqj% ,aa- lh- cknl-**
- Coser, L. A. 1977. *Masters of Sociological Thought*, New York: Harcourt Brace Jovanovich.
- Durkheim, E. 1938. *The Rules of Sociological Method*, New York: The Free Press (Hindi translation available). 7
- Giddens, A. 1973. *Capitalism and Modern Social Theory: An analysis of Writings of Marx, Durkheim and Weber*, London: Cambridge University Press (Hindi translation available).
- McIntosh, I. 1997. *Classical Sociological Theory: A Reader*, Edinburgh: Edinburgh University Press.
- Parsons, Talcott. 1937. *The Structure of Social Action*, New York: McGraw-Hill.
- Ritzer, George. 1996. *Classical Sociological Theory*. New York: McGraw-Hill.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

BA 1st Year, Sem.II, Minor Course-2

Programme/Class	Certificate	**Year**	B.A.I	**Semester**	II
Subject	Sociology				
Course Code		**Course Title**	Society in India		

Course Objective

CO 1: To introduce students to the foundational features of the traditional Indian social system and develop an understanding of both textual and field-based approaches to studying Indian society.
CO 2: To analyze the continuity and transformation of social structures in India through historical, cultural, and contemporary lenses.
CO 3: To enable students to interpret India's demographic characteristics, including caste, tribe, religion, language, and patterns of population distribution.
CO 4: To examine the diversity and evolution of marriage and family systems in India, and to understand the shifts occurring in household structures over time.

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Course Learning Outcomes (CLO)

After successful completion of this course, students will be able to:

CLO 1: Describe the basic features of the traditional Indian social system and distinguish between textual and field views of Indian society.

CLO 2: Analyze the interaction and continuity between historical traditions and contemporary social structures in India.

CLO 3: Interpret the demographic profile of India, including population growth, age, sex, religion, language, occupation, and the status of Scheduled Castes and Scheduled Tribes.

CLO 4: Explain the diversity of marriage practices across different communities in India, including tribal, Hindu, Muslim, and Christian traditions, and discuss recent trends of change.

CLO 5: Compare and contrast family structures in India, focusing on household types such as joint family and nuclear family, and identify emerging changes.

Credits - 3	Maximum Marks: 100	Minimum Marks: 33

Total No. of Lectures –Tutorials – Practical (in hours per week) : 3-0-0

Unit	Topic	No. of Lectures
I	Basic Features of Traditional Indian Social System: The Textual and the Field Views of Indian Society; Interface between the Past and the Present.	09
II	Demographic Profile of India: Characteristics of Indian Population in terms of Growth, Age, Sex, Religion, Language, Occupation and Scheduled Castes & Scheduled Tribes.	09
III	Marriage in India: Tribal, Hindu, Muslim, Christian and Trends of Change.	09
IV	Family in India: Household, Joint Family, Nuclear family and Trends of Change.	09
V	Kinship in India: Patriarchy, Matriarchy, Lineage & Descent and Types of Kinship Systems in India.	09

Suggested Readings:

- Berger, P.1963.An Invitation to Sociology: A humanisticPerspective.
- Bottomore, T.B.1973.Sociology: A guide to Problems and Literature. (Hindiversionavailable).
- Davis, Kingsley.1973.HumanSociety.
- Giddens.Anthony.2009.Introduction to Sociology.
- Haralambos M.Sociology: Themes and Perspectives. (Hindi versionavailable).
- Inkeles, Alex.1987.What isSociology.
- MacIver,R.M.and Charles H.Page.1949.Society:An Introductory Analysis.(Hindi versionavailable)
- Mills, C.W.1959.The Sociological Imagination.
- Thakur, Navendu.2016, Samaj Shastra Ek Parichay.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of thestudent.
- Quiz

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Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

BA 1st Year, Sem. II, (MDC-2)

I II

Programme/Class	Certificate	Year	B.A(I)	Semester	(IV)
Subject	Sociology				
Course Code		Course Title	Multidisciplinary Course (Sociology of Media)		

Course Objective

CO 1: To introduce students to the concept of mass society and critically examine the evolving role of mass media within it.

CO 2: To provide a theoretical foundation by analyzing key approaches to media studies, including Neo-Marxist, Feminist, Semiotic, and Interactionist perspectives.

CO 3: To explore the processes of media production, control, and regulation, while addressing the impact of emerging digital technologies.

CO 4: To assess how media constructs and represents social realities, and how audiences receive, interpret, and negotiate media messages.

Course Learning Outcomes (CLO)

After successful completion of this course, students will be able to:

CLO 1: Explain the concept of mass society and the role of mass media within it.

CLO 2: Analyze major theoretical approaches to mass media, including Neo-Marxist and Feminist perspectives.

CLO 3: Evaluate Semiotic and Interactionist theories as frameworks for understanding media texts and audience interactions.

CLO 4: Describe media production processes, control mechanisms, and the challenges posed by new media technologies.

CLO 5: Examine how media represents social realities and diverse groups within society.

CLO 6: Understand audience reception theories and analyze how different audiences interpret media messages.

Credits - 3	Maximum Marks: 100	Minimum Marks: 33

Total No. of Lectures –Tutorials – Practical (in hours per week) : 3-0-0

Unit	Topic	No. of Lectures
I	**Mass Society and Mass Media**	9
II	**Theoretical Approaches** • Neo-Marxist • Feminist	9

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III	**Theoretical Approaches** • Semiotic • Interactionist	9
IV	**Media Processes** • Production, Control, Challenges by New Media	9
V	**Media Processes** • Media Representation • Audience Reception	9

Suggested Readings:

- Adorno, Theodor. 1991. 'Culture Industry Reconsidered', In *The Culture Industry: Selected Essays in Mass Culture*. London: Routledge. Pp. 98-106.
- Barthes, Roland. 'The Photographic Message' In *Image, Music and Text* Ed. And Trans. Stephen Heath. New York: Hill, 1977. 15-31.
- Benjamin, W. 1968, 'The Work of Art in the Age of Mechanical Reproduction' In H. Zohn (Trans.), *Illuminations: Essays and Reflections* (pp. 217-252). New York: Schocken.
- Bourdieu, Pierre. 1996, 'The Invisible Structures and Their Effects' In *On Television*. New York: The New Press. Pp. 39-67.
- Dyer, Richard. 2012, 'Stereotyping', In Meenakshi Durham and Douglas M. Kellner (eds.) *Media and Cultural Studies: Keyworks*, Oxford: Blackwell. Pp. 275-282.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

BA 2nd Year, Sem. III, Major Course-3

Programme/Class	Certificate	**Year**	B.A (IV)	**Semester**	(VII)
Subject	Sociology				
Course Code		**Course Title**	Perspectives in Indian Sociology		

Course Objective

CO 1: To introduce students to major theoretical approaches for studying Indian society, including Indological, Structural-functionalist, Marxist, Subaltern, Gandhian, Weberian, and Parsonian frameworks.

CO 2: To critically examine the contributions of key Indian and Western sociologists such as G.S. Ghurye, Louis Dumont, M.N. Srinivas, S.C. Dube, and A.R. Desai in shaping Indian sociological thought.

CO 3: To analyze how different sociological perspectives address issues of caste, class, economic structure, power, and authority in the Indian context.

CO 4: To foster an understanding of marginalized voices and social reform movements by engaging with Subaltern and Gandhian thinkers like B.R. Ambedkar, M.K. Gandhi, and David Hardiman.

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Course Learning Outcomes (CLO)
After successful completion of this course, students will be able to:

CLO 1: Explain the Indological/Textual approach to Indian society and assess the contributions of G.S. Ghurye, Louis Dumont, and Irawati Karve.
CLO 2: Describe the Structural-functionalist perspective and evaluate the work of M.N. Srinivas and S.C. Dube in understanding Indian social structures.
CLO 3: Analyze the Marxist approach to Indian society through the contributions of D.P. Mukerji, A.R. Desai, and R.K. Mukherjee, focusing on class and economic relations.
CLO 4: Discuss the Sub-altern and Gandhian perspectives with reference to B.R. Ambedkar, David Hardiman, and M.K. Gandhi, emphasizing marginalized voices and social reform.
CLO 5: Examine the Weberian and Parsonsian approaches to Indian sociology as developed by Andre Beteille, T.K. Oommen, and Yogendra Singh, highlighting issues of power, authority, and social action.

Credits - 6	Maximum Marks: 100	Minimum Marks: 33

Total No. of Lectures –Tutorials – Practical (in hours per week) : 6-0-0

Unit	Topic	No. of Lectures
I	Indological/Textual Approach:G.S. Ghurye; Louis Dumont and Irawati Karve	18
II	Structural-functionalist Approach:M.N. Srinivas, S.C. Dube	18
III	Marxist Approach:D. P. Mukerji, A.R. Desai, R.K. Mukherjee.	18
IV	Sub-altern/Gandhian Approach: B.R. Ambedkar, David Hardiman and M.K. Gandhi.	18
V	Weberian and Parsonsian Approach:Andre Beteille, T. K. Oommen and Yogendra Singh.	18

Suggested Readings:

- De Souza, P.R. ed. 2000, "Contemporary India- Transition",New Delhi, Sage.
- Dharagare DN. 1993," Themes and Perspectives in Indian Sociology, Jaipur, Rawat Pub.• Dube, S.C. 1967, "The Indian Village"
- Singh. Y. 1986, "Indian Sociology: Social Conditioning and Emerging Concerns", Del
- Bose. N.K 1967, "Culture and Society in India", Bombay, Asia Publishing House.
- Bose. N.K 1975, of Hindu Society" New Delhi.
- Dube. S.C 1990, "Society in India", New Delhi, National Book Trust.
- Karve Irawati, "Hindu Society: An Interpretation" Poona, Deccan College.
- Mandelbaum, DG 1970, "Society in India Bombay", Popular Prakashan.
- Srinivas M.N. 1980, "India: Social Structure", New Delhi, Hindustan Publishing Carporation.
- Srinivas M.N. 1963, "Social Change in Modem India", Califomia, Berkeley University of Califomia. Press) Singh Yogendra 1973, "Modernization of Indian Tradition" Delhi, Jhonson Pres2nd Paper

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of thestudent.
- Quiz

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Suggested equivalent online courses:
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BA 2nd Year, Sem. III, Major Course-4

Programme/Class	Certificate		**Year**	B.A.II	**Semester**	III
Subject		Sociology				
Course Code			**Course Title**	Social Change and social movement		

Course Objective

CO 1: To introduce students to foundational sociological concepts related to evolution, change, development, and progress, and help them distinguish among these terms.
CO 2: To examine the dynamics of social change within societal structures and explore how the structure of change itself evolves over time.
CO 3: To analyze the complex interconnections between economic growth, human development, social development, and sustainable development.
CO 4: To critically engage with classical and contemporary development theories—including modernization and dependency theories—by studying key contributions from major thinkers.

Course Learning Outcomes (CLO)

After successful completion of this course, students will be able to:
CLO 1: Define and differentiate key concepts such as evolution, change, development, and progress in sociological terms.
CLO 2: Analyze social change in both social structures and the structure of social change itself.
CLO 3: Explain the interrelationship between economic growth, human development, social development, and sustainable development.
CLO 4: Evaluate theories of ecological and social modernization in the context of development, referencing key theorists like N. Smelser, D. Lerner, W. W. Rostow, and A. Giddens.
CLO 5: Critically assess dependency theories, including the centre-periphery model by A. G. Frank and the concept of uneven development by Samir Amin.

Credits - 4		Maximum Marks: 100	Minimum Marks: 33

Total No. of Lectures –Tutorials – Practical (in hours per week): 4-0-0

Unit	**Topic**	**No. of Lectures**
I	Evolution, Change, Development and Progress; Social Change in Structure & Social Change of Structure.	12
II	Economic Growth, Human Development, Social Development, Sustainable Development.	12
III	Social Development, Sustainable Development.	12
IV	Ecological and Social Modernization Theories of Development (N. Smelser, D. Lerner, W. W. Rostow, A. Giddens).	12

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V	Dependency: Centre-periphery (A. G. Frank), Uneven development (Samir Amin).	12

Suggested Readings:

- Apffel-Marglin, Frédérique, Sanjay Kumar, Arvind Mishra. 2010. *Interrogating Development: Insights from the Margins*. Oxford University Press: Delhi.
- Dube, S.C. 1988. *Modernization and Development: The Search for Alternative Paradigm*, New Delhi: Vistar.
- Dube, S.C. 1992. *Understanding Change*. Vikas Publishing House: New Delhi.
- Giddens, A. 1990. *The Consequences of Modernity*, Stanford: Stanford University Press
- Frank, A.G.1966. "The Development of Underdevelopment", *Monthly Review*, September XVIII. 8
- Parr, Sakiko Fukuda & A.K. Shiva Kuma (eds.). 2009. *Handbook of Human Development: Concepts, Measures, and Policies*. Oxford University Press: Oxford.
- So, Alvin Y. 1990. *Social Change and Development: Modernization, Dependency and World-SystemTheories*, New York:Sage Publications
- United Nations Development Programme. 1995. Sustainable Human Development: From Concept to Operation, New York: UNO.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

BA 2nd Year, Sem. III, Minor Course-3

Programme/Class	Certificate	**Year**	B.A.II	**Semester**	III
Subject	Sociology				
Course Code		**Course Title**	Political Sociology		

Course Objective

CO 1: To introduce students to the foundational concepts of political sociology, including power, authority, and resistance in social and political contexts.

CO 2: To analyze the influence of social classes and elites in shaping political systems, institutions, and decision-making processes.

CO 3: To develop an understanding of the roles of the state, democracy, and citizenship in modern societies.

CO 4: To critically examine the interaction between politics and society, with specific attention to the Indian political and social landscape.

Course Learning Outcomes (CLO)

After successful completion of this course, students will be able to:

CLO 1: Define and explain the key concepts of political sociology, including power, authority, and resistance.

CLO 2: Analyze the role and dynamics of social classes and elites in political structures and processes.

CLO 3: Understand the functions and significance of the state, democracy, and citizenship in

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V	Dependency: Centre-periphery (A. G. Frank), Uneven development (Samir Amin).	12

Suggested Readings:

- Apffel-Marglin, Frédérique, Sanjay Kumar, Arvind Mishra. 2010. *Interrogating Development: Insights from the Margins*. Oxford University Press: Delhi.
- Dube, S.C. 1988. *Modernization and Development: The Search for Alternative Paradigm,* New Delhi: Vistar.
- Dube, S.C. 1992. *Understanding Change*. Vikas Publishing House: New Delhi.
- Giddens, A. 1990. *The Consequences of Modernity,* Stanford: Stanford University Press
- Frank, A.G.1966. "The Development of Underdevelopment", *Monthly Review*, September XVIII. 8

- Parr, Sakiko Fukuda & A.K. Shiva Kuma (eds.). 2009. *Handbook of Human Development: Concepts, Measures, and Policies*. Oxford University Press: Oxford.
- So, Alvin Y. 1990. *Social Change and Development: Modernization, Dependency and World-SystemTheories,* New York:Sage Publications
- United Nations Development Programme. 1995. Sustainable Human Development: From Concept to Operation, New York: UNO.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

BA 2nd Year, Sem. III, Minor Course-3

Programme/Class	Certificate	**Year**	B.A.II	**Semester**	III
Subject	Sociology				
Course Code		**Course Title**	Political Sociology		

Course Objective

CO 1: To introduce students to the foundational concepts of political sociology, including power, authority, and resistance in social and political contexts.
CO 2: To analyze the influence of social classes and elites in shaping political systems, institutions, and decision-making processes.
CO 3: To develop an understanding of the roles of the state, democracy, and citizenship in modern societies.
CO 4: To critically examine the interaction between politics and society, with specific attention to the Indian political and social landscape.

Course Learning Outcomes (CLO)

After successful completion of this course, students will be able to:

CLO 1: Define and explain the key concepts of political sociology, including power, authority, and resistance.
CLO 2: Analyze the role and dynamics of social classes and elites in political structures and processes.
CLO 3: Understand the functions and significance of the state, democracy, and citizenship in

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contemporary societies.
CLO 4: Examine the relationship between politics and society with a focus on the Indian context.

Credits - 3	Maximum Marks: 100	Minimum Marks: 33

Total No. of Lectures –Tutorials – Practical (in hours per week) : 3-0-0

Unit	Topic	No. of Lectures
I	Introducing Political Sociology	09
II	Power, Authority and Resistance	09
III	Classes and Elites	09
IV	State, Democracy and Citizenship	09
V	Politics and Society in India	09

Suggested Readings:

- Bailey, F. G. 1968. 'Para-political Systems', in M.J. Schwartz (ed). *Local Level Politics: Social and Cultural Perspectives*, London: University of London Press, pp.281-94
- Weber, Max. 1978. *Economy and Society: An Outline of Interpretive Sociology*, Berkeley: University of California Press, pp. 212-254; 262-266
- Bottomore, Tom. 1964. *Elites and Society*, Harmondsworth: Penguin Books, Chs 1, 2 & 3
- Foucault, Michel. 2002. 'The Subject and Power', in *Power: Essential Works of Foucault*, Vol.3, ed.
- James D. Faubion, London: Penguin Books, pp. 326-348
- Marshall, T.H. 1950. *Citizenship and Social Class and Other Essays*, Cambridge: Cambridge University Press, pp.10-27
- Mitchell, Timothy. 1991. 'The limits of the State: Beyond Statist approaches and their critics', *The American Political Science Review*, Vol. 85, No.1, pp. 77-96.
- Nash, Kate. 2010. Changing definitions of politics and power, in *Contemporary Political Sociology*, 2nd edition, UK: Wiley-Blackwell, pp. 1-42
- Spencer, Jonathan. 1997. 'Post-colonialism and the Political Imagination', *The Journal of the Royal Anthropological Institute*, Vol. 3, No. 1, pp. 1-19
- Tarlo, Emma. 2003. *Unsettling Memories: Narratives of the Emergency in Delhi*, Los Angeles:University of California Press, pp. 62-93
- Tilly, Charles. 1999. 'Where Do Rights Come From?', in Theda Skocpol (ed). *Democracy,Revolution and History,* Ithaca: Cornell University Press, pp.55-72

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

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BA 2nd Year, Sem. III, (MDC-3)

Programme/Class	Certificate	Year	B.A.I (II)	Semester	~~VII~~ (III)
Subject	Sociology				
Course Code		Course Title	Agrarian Sociology		

Course Objective

CO 1: To introduce students to the characteristics, structure, and significance of agrarian societies, and to outline the scope of agrarian studies within sociology.

CO 2: To provide a theoretical foundation in agrarian sociology through key concepts such as the agrarian question, moral economy, and agrarian commodity systems.

CO 3: To analyze the influence of Gandhian thought on agrarian sociology and its relevance to rural development.

CO 4: To critically examine agrarian relations in India, focusing on land, labor, caste, gender, and the role of the state, market, and policy interventions.

Course Learning Outcomes (CLO)

After successful completion of this course, students will be able to:

CLO 1: Describe the characteristics and structure of agrarian societies and the scope of agrarian studies.

CLO 2: Explain key perspectives in agrarian sociology, including the agrarian question, moral economy, and agrarian commodity systems.

CLO 3: Analyze the Gandhian vision and its impact on agrarian sociology and rural development.

CLO 4: Examine major themes in the agrarian sociology of India, focusing on land, labor, social classes, and the intersection of caste and gender.

CLO 5: Evaluate the role of the state, market, policy, and politics in shaping agrarian relations in India.

Credits - 3	Maximum Marks: 100	Minimum Marks: 33

Total No. of Lectures –Tutorials – Practical (in hours per week) : 3-0-0

Unit	Topic	No. of Lectures
I	Agrarian Societies and Agrarian Studies	9
II	Perspectives in Agrarian Sociology • The Agrarian Question • The Moral Economy • Agrarian Commodity Systems • The Gandhian Vision	9
III	Themes in Agrarian Sociology of India • Land, Labor and Classes • State, Market, Policy and Politics • Caste and Gender	9
IV	Agricultural policies in India	9

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V	Knowledge and Crisis	9

Suggested Readings:

- Parsons, T. 1951. (New edition first published 1991) *The Social System*. London: Routledge. Ch. 1 & 2. Pp. 1-44.
- Mead, G.H. 1934 (Fourteenth Impression 1967) *Mind Self and Society*. Chicago: University of Chicago Press. Part III, pp 135-226
- Goffman, E. 1956. *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 1-9, 132-151, 152-162
- Berger, P. L. and T. Luckmann. 1991. *The Social Construction of Reality*. London: Penguin Books, pp. 31-62
- Horkheimar. M and Adorno. T.W. *The Dialectic of Enlightenment*. 2002. Stanford University Press. Stanford: California. pp 1-34. Chapter 1, The Concept of Enlightenment
- Marcuse, H. 1964. *One Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. Boston: Boston Press, pp. 7-92
- Bourdieu, P. 1977. *Outline of a Theory of Practice*. Cambridge: Cambridge University Press, pp. 72-95.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

BA 2nd Year, Sem.IV, Major Course-5

Programme/Class	Certificate	**Year**	B.A.II	**Semester**	IV
Subject	Sociology				
Course Code		**Course Title**	Foundations of Sociological Thought II		

Course Objective

CO 1: To introduce students to the foundational theories of classical sociological thinkers such as Karl Marx, Max Weber, George Herbert Mead, Talcott Parsons, and Robert K. Merton.
CO 2: To enable critical understanding of key concepts like class struggle, social action, symbolic interaction, functionalism, and middle-range theory.
CO 3: To develop students' ability to compare and apply diverse theoretical perspectives to understand the structure, behavior, and evolution of society.
CO 4: To foster analytical thinking by exploring the relevance of classical sociological theories in interpreting contemporary social phenomena.

Course Learning Outcomes (CLO)

After successful completion of this course, students will be able to:

CLO 1: Understand and explain Karl Marx's concepts of base and superstructure, modes of production, and the dynamics of class and class struggle.

CLO 2: Describe Max Weber's theory of social action, types of rationality, concepts of power and authority, and the relationship between Protestant ethics and capitalism.

CLO 3: Analyze George Herbert Mead's theory of mind, symbols, communication, and the

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development of self ('I' and 'Me') within symbolic interactionism.

CLO 4: Explain Talcott Parsons' concepts of action and behavior, social systems, and pattern variables in sociological theory.

CLO 5: Evaluate Robert K. Merton's middle-range theory and the distinction between manifest and latent functions in social phenomena

Credits - 6	Maximum Marks: 100	Minimum Marks: 33

Total No. of Lectures –Tutorials – Practical (in hours per week) : 6-0-0

Unit	Topic	No. of Lectures
I	Karl Marx: The Base – Production, Means of Production, Relations of Production, Mode of Production and Forces of Production; the Super Structure; Relationship between the Base and the Super Structure Materialist, Classes, Class-in-itself & Class-for-itself, and Class Struggle.	18
II	Max Weber: Social Action – Zweckrational, Wertrational, Traditional and Affectual, Verstehen; Power & Authority; the Protestant Ethics and the Spirit of Capitalism.	18
III	George Herbert Mead: Mind, Symbols and Communication; the Concept of Self; 'I' and 'Me'; Role Taking; Symbolic Interaction; the Concept of Society.	18
IV	Talcott Parsons: Action and Behavior; Action Frame of Reference; Social System; Pattern Variables.	18
V	Merton : Middle Range Theory, Manifest & Latent Function	18

Suggested Readings:

- Aron, Raymond. 1970. *Main Currents in Sociological Thought*, Volume I & II. Harmondsworth: Penguin Books.
- Coser, L. A. 1977. *Masters of Sociological Thought,* New York: Harcourt Brace Jovanovich.
- Giddens, A. 1973. *Capitalism and Modern Social Theory: An analysis of Writings of Marx, Durkheim and Weber,* London: Cambridge University Press (Hindi translation available).
- Marx, Karl. & Engels, F. 1950. *Manifesto of the Communist Party,* Moscow: Foreign Publishing House (Hindi translation available).
- McIntosh, I. 1997. *Classical Sociological Theory: A Reader,* Edinburgh: Edinburgh University Press.
- Parsons, Talcott. 1937. *The Structure of Social Action,* New York: McGraw-Hill.
- Ritzer, George. 1996. *Classical Sociological Theory.* New York: McGraw-Hill.
- Weber, Max. 1946. *From Max Weber: Essays in Sociology,* New York: Oxford University Press.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

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BA 2nd Year, Sem. IV, Major Course-6

Programme/Class	Certificate	**Year**	B.A III	**Semester**	IV
Subject	Sociology				
Course Code		**Course Title**	Sociological Research Methods I		

Course Objective

CO 1: To introduce students to the logic, significance, and principles of social research, with emphasis on objectivity and scientific inquiry in the social sciences.
CO 2: To familiarize students with diverse methodological approaches, including comparative and feminist methodologies, and their relevance to sociological enquiry.
CO 3: To develop the ability to link theoretical frameworks with empirical research through appropriate modes of enquiry and data interpretation.
CO 4: To equip students with the skills to conduct ethical research using both quantitative and qualitative methods of data collection and analysis.

Course Learning Outcomes (CLO)

After successful completion of this course, students will be able to:
CLO 1: Explain the logic and importance of social research and the concept of objectivity in social sciences.
CLO 2: Compare different methodological perspectives including the comparative method and feminist methodology.
CLO 3: Differentiate between modes of enquiry, linking theoretical frameworks with empirical research.
CLO 4: Analyze and interpret data using both quantitative and qualitative research techniques.
CLO 5: Identify and address ethical issues involved in data collection and analysis in social research.

Credits - 5	Maximum Marks: 100	Minimum Marks: 33

Total No. of Lectures –Tutorials – Practical (in hours per week) : 5-0-0

Unit	Topic	No. of Lectures
I	The Logic of Social Research	15
II	Objectivity in the Social Sciences	15
III	Methodological Perspectives: The Comparative Method, Feminist Method	15
IV	Modes of Enquiry: Theory and Research	15
V	Analyzing Data: Quantitative and Qualitative Ethical Issues In Data Collection and Analysis	15

Suggested Readings:

- Beteille, A. 2002, *Sociology: Essays on Approach and Method*, New Delhi: OUP, Chapter 4 Pp. 72-94
- Bryman, Alan. 2004, *Quantity and Quality in Social Research*, New York: Routledge, Chapter 2 & 3 Pp. 11-70
- Creswell, J W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. 3rd ed. Sage Publications, California, pp. 87-93.
- Durkheim, E. 1958, *The Rules of Sociological Method*, New York: The Free Press, Chapter 1, 2 & 6 Pp. 1-46, 125-140
- Gluckman, M. 1978, 'Introduction', in A. L. Epstein (ed.), *The Craft of Social Anthropology*.

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Delhi: Hindustan Publishing Corporation, Pp. xv-xxiv
- Gouldner, Alvin. 1970, *The Coming Crisis of Western Sociology*, New York: Basic Books, Chapter 13 Pp. 481-511
- Hammersley, Martyn, "On Feminist Methodology" in Sociology, Vol. 26, No.2 (May 1992), pp. 187-206, Sage Publications, Ltd.
- Merton, R.K. 1972, *Social Theory & Social Structure*, Delhi: Arvind Publishing House, Chapters 4 & 5 Pp. 139-171

Suggested Continuous Internal Evaluation Methods (25 Marks):
- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

BA 2nd Year,Sem. IV, Major Course-7

II

Programme/Class	Certificate	**Year**	B.A.IV	**Semester**	IV
Subject	Sociology				
Course Code		**Course Title**	Sociology of Education		

Course Objective

CO 1: To introduce students to the various concepts, sites, and social practices of socialization, particularly in educational and institutional settings.
CO 2: To analyze the processes of social reproduction in schooling and workplace cultures, and how they shape identity and inequality.
CO 3: To explore pedagogical frameworks, classroom discourse, and the dynamics of agency and resistance in teaching–learning environments.
CO 4: To critically assess the Indian education system—including higher education—its evolving structures, practices, and socio-political implications.

Course Learning Outcomes (CLO)

After successful completion of this course, students will be able to:
CLO 1: Explain different conceptions, sites, and practices of socialization in society.
CLO 2: Analyze the role of social reproduction in schooling and work cultures.
CLO 3: Examine pedagogical contexts and discursive practices within educational settings.
CLO 4: Understand the concepts of agency and resistance in teaching and learning processes.
CLO 5: Critically evaluate the Indian education system, including higher education, focusing on its conceptions, transformations, and contemporary practices.

Credits - 5	Maximum Marks: 100	Minimum Marks: 33

Total No. of Lectures –Tutorials – Practical (in hours per week) : 5-0-0

Unit	Topic	No. of Lectures
I	Socialization: Conceptions, Sites, Practices	15
II	Social Reproduction, Schooling and Work cultures	15

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III	Pedagogical Contexts and Discursive Practices	15
IV	Agency and Resistance in Teaching and Learning	15
V	Indian Education System and Higher Education: Conceptions, Transformations, Practices	15

Suggested Readings:

- Chanana, Karuna. 2006. Educate Girls. Prepare them for Life? In Ravi Kumar ed. The Crisis of Elementary Education in India. New Delhi: Sage. pp. 200-223
- Davies, Bronwyn. 2004. 'The Discursive Production of the Male/Female Dualism in School Settings' in Ball, S. J. (ed). The Routledge Falmer Reader in Sociology of Education. London: Routledge Falmer. pp. 128-139
- Deshpande, Satish and Apoorvanand. 2018 .'Exclusion in Indian Higher Education Today' in India Exclusion Report. New Delhi:Yoda Press. pp. 191-218
- Durkheim, Emile. 1977. 'On Education and Society' in Karabel, J. And Halsey, A.H. (eds.) Power and Ideology in Education. New York: Oxford University Press. pp. 92-104
- Freire, Paulo. (1970/1993). Pedagogy of the Oppressed. (Trans. Myra Bergman Ramos). London: Penguin Books. Chapter 2. pp. 52-67
- Froerer, Peggy. 2007. Disciplining the saffron way: Moral Education and the Hindu Rashtra. Modern Asian Studies. 41 (5). pp. 1033-1071
- Gupta, Latika. 2014. 'Ethos as a Gendering Device: Muslim Girls in a Minority School' Economic and Political Weekly. Vol. 49. No. 32. pp.65-72

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

BA 2nd Year, Sem. IV, Minor Course-4

Programme/Class	Certificate	**Year**	B.A.II	**Semester**	IV
Subject	Sociology				
Course Code		**Course Title**	Environmental Sociology		

Course Objective

CO 1: To introduce students to ecological concepts and perspectives, and their sociological relevance in understanding human–environment interactions.
CO 2: To examine the relationship between society and the environment, with emphasis on Indian philosophical, cultural, and ethical approaches to nature.
CO 3: To analyze the environmental consequences of development processes such as industrialization, urbanization, and globalization.
CO 4: To critically evaluate major environmental issues—including various forms of pollution, climate change, and global warming—and explore sustainable development as a guiding principle.

Course Learning Outcomes (CLO)

After successful completion of this course, students will be able to:
CLO 1: Define the concept of ecology and explain various ecological perspectives and their

relevance to society.
CLO 2: Discuss the relationship between environment and society, incorporating Indian philosophical and cultural perspectives on the environment.
CLO 3: Analyze the environmental impacts of development processes such as industrialization, urbanization, and globalization.
CLO 4: Identify and explain different types of environmental pollution including air, water, soil, marine, noise, thermal, nuclear, and electronic waste.
CLO 5: Evaluate key social issues related to the environment like climate change, global warming, acid rain, and the principles of sustainable development.

Credits - 3	Maximum Marks: 100	Minimum Marks: 33

Total No. of Lectures –Tutorials – Practical (in hours per week) : 3-0-0

Unit	Topic	No. of Lectures
I	**Ecology:** Concept and Perspectives, Environment and Society, Indian Thought on Environment.	09
II	**Development Processes and Environment**: Industrialization, Urbanization and Globalization.	09
III	**Environmental Pollution:** Air Pollution, Water Pollution, Soil Pollution, Marine Pollution, Noise Pollution, Thermal Pollution, and Nuclear Pollution, E-Waste.	09
IV	**Social Issues and the Environment**: Climate Change, Global Warming, Acid Rain, Sustainable Development	09
V	**Environmental movements in India:** Chipko Movement, Narmada Dam, Silent Valley Movement, Social Forestry, Joint Forest Management	09

Suggested Readings:

ukherjee, Radhakamal. 1968. **Man and His Habitation: A Study in Social Ecology**. Bombay: ppular.

nderson, Walt (ed.). 1975. **Politics and Environment: A Reader in Ecological Crisis**. California: oodyear.

orld Commission on Environment and Development. 1987. **Our Common Future**. New Delhi: OUP

iva, Vandana. 1991. **Ecology and the Politics of Survival: Conflicts over Natural Resources India**. New Delhi: Sage.

osenberg, Walter A. 1991. **Environmental Politics and Policy**. New Delhi: East West Press.

ukral, Enakshi Ganguli. 1992. **Big Dams, Displaced People**. New Delhi: Sage.

n, Geeti (ed.). 1992. **Indigenous Visions: Peoples of India Attitudes to the Environment**. New elhi: Sage.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

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BA 3rd Year, Sem. V, Major Course-8

Programme/Class	Certificate	**Year**	B.A.III	**Semester**	V
Subject	Sociology				
Course Code		**Course Title**	Sociological Thinkers I		

Course Objective

CO1: To introduce students to the foundational principles of classical sociological theory.
CO2: To explain major sociological schools of thought—Structural Functionalism, Interactionism, Symbolic Interactionism, Conflict Theory.
CO3: To analyze the contributions of key theorists such as Durkheim, Weber, Marx, Parsons, and Mead.
CO4: To contextualize anthropological contributions to sociology from thinkers like Radcliffe-Brown, Levi-Strauss, and Malinowski.
CO5: To encourage critical thinking through comparative evaluation of different theoretical frameworks.
CO6: To develop analytical skills to apply theoretical perspectives to contemporary social issues.

Course Learning Outcomes (CLO)

CLO1: Students will be able to **identify and describe** the foundational concepts of structural functionalism (Durkheim, Parsons, Merton, J. Alexander).
CLO2: Students will be able to **explain anthropological perspectives** on structure and function in society (Radcliffe-Brown, Levi-Strauss, S.F. Nadel, Malinowski).
CLO3: Students will be able to **analyze social action and interpretive approaches** in sociology through the works of Max Weber and Pareto.
CLO4: Students will be able to **interpret the core principles of symbolic interactionism** as developed by Mead and Blumer.
CLO5: Students will be able to **critically assess conflict theories** and their relevance in understanding power dynamics and social change (Marx, Dahrendorf, Coser, Collins, Althusser).
CLO6: Students will be able to **compare and contrast** sociological theories in terms of their assumptions, methodologies, and applicability to real-world social phenomena.

Credits - 6	Maximum Marks: 100	Minimum Marks: 33

Total No. of Lectures –Tutorials – Practical (in hours per week) : 6-0-0

Unit	**Topic**	**No. of Lectures**
I	Structural functional: Durkheim, Parsons, Merton; J. Alexander	18
II	Anthropologist: Radcliffe Brown; Levi – Strauss; S.F. Nadel.; Malinowski	18
III	Interactionist: Social action: Max Weber, Pareto	18
IV	Symbolic Interactionism: G. H. Mead, Blumer	18
V	Conflict - Karl Marx, Dahrendorf, Coser, Collins, Althusser.	18

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Suggested Readings:

- Emile Durkheim (1984). *The Division of Labour in Society*. Free Press.
- Talcott Parsons (1951). *The Social System*. Routledge & Kegan Paul.
- Robert K. Merton (1968). *Social Theory and Social Structure*. Free Press.
- Jeffrey C. Alexander (1985). *Neofunctionalism*. Sage Publications.
- A.R. Radcliffe-Brown (1952). *Structure and Function in Primitive Society*. Cohen & West.
- Claude Lévi-Strauss (1963). *Structural Anthropology*. Basic Books.
- S.F. Nadel (1957). *The Theory of Social Structure*. Cohen & West.
- Bronislaw Malinowski (1922). *Argonauts of the Western Pacific*. Routledge.
- Max Weber (1949). *The Methodology of the Social Sciences*. Free Press.
- Vilfredo Pareto (1935). *The Mind and Society*. Harcourt Brace.
- George Herbert Mead (1934). *Mind, Self, and Society*. University of Chicago Press.
- Herbert Blumer (1969). *Symbolic Interactionism: Perspective and Method*. University of California Press.
- Karl Marx & Friedrich Engels (1848). *The Communist Manifesto*.
- Ralf Dahrendorf (1959). *Class and Class Conflict in Industrial Society*. Stanford University Press.
- Lewis A. Coser (1956). *The Functions of Social Conflict*. Free Press.
- Randall Collins (1975). *Conflict Sociology: Toward an Explanatory Science*. Academic Press.
- Louis Althusser (1971). *Lenin and Philosophy and Other Essays*. Monthly Review Press.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

BA 3rd Year, Sem. V, Major Course-9

Programme/Class	Certificate	**Year**	B.A. III	**Semester**	II V
Subject	Sociology				
Course Code		**Course Title**	Indian Society: Issues and Problems		

Course Objective

CO 1: To develop an in-depth understanding of the concepts of unity and diversity in Indian society, with attention to regional identities, autonomy, and integration challenges.

CO 2: To examine the social structure of tribal communities in India, focusing on their distribution, cultural transformations, and strategies of assertion.

CO 3: To analyze the dynamics of caste and communal politics in India, exploring their influence on social relations and national cohesion.

CO 4: To understand the composition and distinctions among social classes in India, particularly within rural-agrarian and urban-industrial settings.

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Course Learning Outcomes (CLO)

After successful completion of this course, students will be able to:

CLO 1: Explain the concepts of unity and diversity in Indian society, with a focus on regional diversities and related issues of autonomy, identity, and integration.

CLO 2: Describe the geographical distribution of tribal communities in India and analyze their processes of assimilation, integration, and assertion.

CLO 3: Critically examine casteism and the politics of caste in India, including its social and political implications.

CLO 4: Analyze communalism and the politics of communalism in India, understanding its impact on social cohesion.

CLO 5: Identify and discuss different social classes in India, distinguishing between agrarian-rural and industrial-urban classes.

Credits – 6	Maximum Marks: 100	Minimum Marks: 33
Total No. of Lectures –Tutorials – Practical (in hours per week) : 6-0-0		
Unit	**Topic**	**No. of Lectures**
I	Unity and Diversity in Indian Society; Regional Diversities: Issues of Autonomy, Identity and Integration.	18
II	Tribal Communities in India: Geographical Distribution, Assimilation, Integration and Assertion.	18
III	Casteism and Politics of Caste in India; Communalism and Politics of Communalism in India.	18
IV	Social Classes in India: Agrarian-rural and Industrial-urban;	18
V	The Middle Class; Exclusion versus Inclusion: Backward classes, Dalits, Minorities, and Women.	18

Suggested Readings:

- Ahuja, Ram. 2014. Social Problems in India, Jaipur: Rawat Publications.
- Baviskar, B. S. and Tulsi Patel. 2011. Understanding Indian Society: Past and Present, New Delhi: Orient Blackswan Private Limited
- Dube,S.C. 1995. India Society, New Delhi: National Book Trust.
- Lannoy R. 1971. The Speaking Tree: A Study of Indian Society and Culture, Delhi: OUP.
- Mandelbaum, D.G. 1970. Society in India, Bombay: Popular Prakashan.
- Mukerji, D. P. 1958. Diversities, Delhi: Peoples Publishing House.
- Singh, Yogendra. 1973. Modernization of Indian Tradition, Delhi: Thomson Press.
- Srinivas, M.N. 1973. Social Change in Modern India, California: University of California Press.
- Srinivas, M.N. 1990. India: Social Structure, New Delhi: Hindustan Publishing Corporation.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of thestudent.
- Quiz

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Suggested equivalent online courses: IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

BA 3rd Year, Sem. V, Minor Course-5

Programme/Class	Certificate	**Year**	B.A. III	**Semester**	V
Subject	Sociology				
Course Code		**Course Title**	Economic Sociology		

Course Objective

CO 1: To introduce students to foundational and contemporary perspectives in economic sociology, including Formalism, Substantivism, and New Economic Sociology.

CO 2: To examine various forms of economic exchange and the significance of money, reciprocity, and gift economies in different social contexts.

CO 3: To compare systems of production, distribution, and consumption across traditional and modern societies, such as hunter-gatherers, peasant economies, capitalism, and socialism.

CO 4: To analyze the effects of development and globalization on economic structures and evaluate key contemporary debates within the field of economic sociology.

Course Learning Outcomes (CLO)

After successful completion of this course, students will be able to:

CLO 1: Explain key perspectives in economic sociology, including Formalism, Substantivism, and New Economic Sociology.

CLO 2: Describe different forms of exchange such as reciprocity, gift exchange, and the role of money.

CLO 3: Compare various systems of production, circulation, and consumption, including hunting and gathering, domestic mode, peasant systems, capitalism, and socialism.

CLO 4: Analyze the impact of development and globalization on economic social structures.

CLO 5: Evaluate contemporary issues and debates within economic sociology in relation to societal change.

Credits - 3	Maximum Marks: 100	Minimum Marks: 33

Total No. of Lectures –Tutorials – Practical (in hours per week) : 3-0-0

Unit	**Topic**	**No. of Lectures**
I	**Perspectives in Economic Sociology:** Formalism and Substantivism, New Economic Sociology	09
II	**Forms of Exchange** Reciprocity and Gift, Exchange and Money	09
III	**Systems of Production, Circulation and Consumption:** Hunting and Gathering, Domestic Mode of Production, Peasant	09
IV	**Systems of Production, Circulation and Consumption:** Capitalism, Socialism	09
V	**Some Contemporary Issues in Economic Sociology:** Development, Globalization	09

Suggested Readings:

- Bohannan, P. and G. Dalton (eds.). 1962. *Markets in Africa*. Evanston, Illinois, North western University. pp. 1-26.

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Commodities, People and Things. Pp. 19-39.
- George Dalton, H. Russell Bernhard, Beverly Chivas, Beverly Chiñas, S. H. Franklin, David Kaplan and Eric R. Wolf (1972) Peasantries in Anthropology and History [and Comments and Replies], *Current Anthropology*. 13, No. 3/4 (Jun. - Oct., 1972), pp. 385-415
- Granovetter, M., Economic Action and Social Structure: The Problem of Embeddedness‖, *American Journal of Sociology*, Vol.91, No.3 (Nov), 1985, pp. 481 - 507.
- Hann, Chris. and Keith Hart. *Economic Anthropology*. Cambridge, UK: Polity Press, 2011. Pp.100-119
- Howes, D. (ed), *Cross-Cultural Consumption: Global Markets and Local Realities* Routledge, London, 1996, pp. 1-16.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

BA 3rd Year, Sem. V, Minor Course-6

Programme/Class	Certificate	**Year**	B.A.I	**Semester**	V
Subject	Sociology				
Course Code		**Course Title**	Technology & Society		

Course Objective

CO1: To provide a comprehensive understanding of cybercrime and its impact on society.
CO2: To explore the historical development of technology and how it shapes digital interactions.
CO3: To analyze state policies related to digital inclusion, governance, and surveillance.
CO4: To examine the digital divide and its implications for social equity.
CO5: To understand the role of technology in health systems and public welfare.
CO6: To foster critical thinking on ethical, legal, and social issues arising from technology use.

Course Learning Outcomes (CLO)

CLO1: Understand and articulate the key concepts and types of cybercrime, including the challenges posed by digital flows and legal boundaries.
CLO2: Analyze the historical development of technology and its influence on societal transformation.
CLO3: Evaluate state policies addressing digital inclusion, cybersecurity, and bridging the digital divide.
CLO4: Critically assess electronic governance mechanisms and the ethical implications of surveillance.
CLO5: Examine the role of technology in health systems and its impact on healthcare delivery and societal well-being.

Credits - 3	Maximum Marks: 100	Minimum Marks: 33
Total No. of Lectures –Tutorials – Practical (in hours per week) : 3-0-0		

Unit	**Topic**	**No. of Lectures**

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I	Cyber Crime; Flows and Boundaries	09
II	History of Tech Development	09
III	State Policy, Inclusion, and Digital Divide	09
IV	Electronic Governance and Surveillance Society	09
V	Technology and Health Systems	09

Suggested Readings:

- *Cybercrime and Society* by Majid Yar
- *Cybercrime: Investigating High-Technology Computer Crime* by Robert Moore
- *The Global Cybercrime Industry: Economic, Institutional and Strategic Perspectives* by Tahar Boumediene
- Wall, D. S. (2007). *Cybercrime: The Transformation of Crime in the Information Age*. Polity Press.
- *The Innovators: How a Group of Hackers, Geniuses, and Geeks Created the Digital Revolution* by Walter Isaacson
- *Technology and the Future* by Albert H. Teich
- *A History of Modern Computing* by Paul E. Ceruzzi
- *Digital Divide: Civic Engagement, Information Poverty, and the Internet Worldwide* by Pippa Norris
- *Bridging the Digital Divide: Technology, Community, and Public Policy* edited by Ira H. Fink
- UNESCO, *Digital Inclusion: Bridging the Digital Divide* (UNESCO Reports)

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

BA 3rd Year,Sem. VI, Major Course-10

Programme/Class	Certificate	**Year**	B.A.III	**Semester**	VI
Subject	Sociology				
Course Code		**Course Title**	Sociological Thinkers II		

Course Objective

CO 1: To introduce students to foundational concepts and thinkers in phenomenology and ethnomethodology.
CO 2: To understand the theory of structuration and its implications for social structure and agency.
CO 3: To critically examine postmodernism and poststructuralism through influential theorists.
CO 4: To explore the ideas of post-colonialism and its impact on cultural and political discourse.
CO 5: To analyze the core principles of critical theory and its critiques of modern society.

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Course Learning Outcomes (CLO)

CLO1: Explain the key concepts and contributions of Alfred Schutz, Peter Berger, Thomas Luckmann, Harold Garfinkel, and Erving Goffman in phenomenology and ethnomethodology.
CLO2: Analyze Anthony Giddens' theory of structuration and its relevance to understanding the interplay between social structure and individual agency.
CLO3: Critically evaluate the major ideas of postmodernism and poststructuralism, focusing on the works of Jacques Derrida, Michel Foucault, Roland Barthes, Gilles Deleuze, and Julia Kristeva.
CLO4: Assess the theories of post-colonialism through the perspectives of Edward Said, Gayatri Spivak, and Homi Bhabha, particularly their critique of colonial discourse and power.
CLO5: Discuss the fundamental concepts and critiques of modernity presented by critical theorists Max Horkheimer, Theodor Adorno, Herbert Marcuse, and Jürgen Habermas.

Credits - 6	Maximum Marks: 100	Minimum Marks: 33

Total No. of Lectures –Tutorials – Practical (in hours per week) : 6-0-0

Unit	Topic	No. of Lectures
I	Phenomenology and Ethnomethodology : Alfred Shultz, Peter Berger and Luckmann; Garfinkel and Goffman	18
II	Structuration: Giddens,	18
III	Post – Modernism & Post Structuralism: Jacques Derrida, Michel Foucault, Roland Barthes, Gilles Deleuze, and Julia Kristeva	18
IV	Post-Colonialism: Edward Said, Gayatri Spivak, and Homi Bhabha	18
V	Critical Theory: Max Horkheimer, Theodor Adorno, Herbert Marcuse, Jürgen Habermas,	18

Suggested Readings:

- Schutz, A. (1967). *The Phenomenology of the Social World*. Northwestern University Press.
- Berger, P. L., & Luckmann, T. (1966). *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. Anchor Books.
- Garfinkel, H. (1967). *Studies in Ethnomethodology*. Prentice-Hall.
- Goffman, E. (1959). *The Presentation of Self in Everyday Life*. Doubleday.
- Goffman, E. (1963). *Stigma: Notes on the Management of Spoiled Identity*. Prentice-Hall.
- Giddens, A. (1984). *The Constitution of Society: Outline of the Theory of Structuration*. University of California Press.
- Giddens, A. (1991). *Modernity and Self-Identity: Self and Society in the Late Modern Age*. Stanford University Press.
- Derrida, J. (1976). *Of Grammatology*. Johns Hopkins University Press.
- Derrida, J. (1978). *Writing and Difference*. University of Chicago Press.
- Foucault, M. (1977). *Discipline and Punish: The Birth of the Prison*. Pantheon Books.
- Foucault, M. (1978). *The History of Sexuality, Volume 1: An Introduction*. Vintage.
- Barthes, R. (1977). *Image-Music-Text*. Hill and Wang.
- Barthes, R. (1972). *Mythologies*. Hill and Wang.
- Deleuze, G., & Guattari, F. (1987). *A Thousand Plateaus: Capitalism and Schizophrenia*. University of Minnesota Press.
- Kristeva, J. (1980). *Powers of Horror: An Essay on Abjection*. Columbia University Press.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of the student.
- Quiz

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Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

BA 3rd Year, Sem. VI, Major Course-11

Programme/Class	Certificate	**Year**	B.A. III	**Semester**	VI
Subject	Sociology				
Course Code		**Course Title**	Sociological Research Methods II		

Course Objective

CO 1: To provide students with a foundational understanding of social research, including its meaning, objectives, and essential steps in the research process.
CO 2: To develop the ability to formulate research problems and hypotheses suitable for sociological investigation.
CO 3: To train students in various techniques of data collection such as interviews, questionnaires, case studies, and observational methods.
CO 4: To equip students with skills for organizing, presenting, and analyzing data using coding, tabulation, graphical tools, and basic statistical methods like mean, median, mode, standard deviation, and covariance.

Course Learning Outcomes (CLO)

After successful completion of this course, students will be able to:

CLO 1: Define social research and explain its meaning, purpose, and basic steps involved.
CLO 2: Formulate research problems and hypotheses relevant to sociological inquiry.
CLO 3: Apply various data collection techniques including construction of interview schedules, questionnaires, case studies, and observation methods.
CLO 4: Classify and present collected data effectively using coding, tabulation, and graphical representations like bar charts and pie diagrams.
CLO 5: Utilize basic statistical methods such as arithmetic mean, median, mode, standard deviation, variance, and covariance for data analysis.

Credits - 5	Maximum Marks: 100	Minimum Marks: 33

Total No. of Lectures –Tutorials – Practical (in hours per week) : 5-0-0

Unit	**Topic**	**No. of Lectures**
I	Social Research: Meaning and Definition. Basic Steps in Social Research; Social Survey.	15
II	Formulation of Hypothesis and Selection of Research Problem.	15
III	Use of techniques of data collection. Construction of Interview Schedule, Questionnaire, Case study method, Observation method.	15
IV	Classification and Presentation of data: Use of coding method, Classification, Preparation of tables, Graphs, Bar and Pie diagram.	15
V	Statistician Methods Simple Arithmetic Mean, Median & Mode	15

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	Standard Deviation, Variance & Co-variance	

Suggested Readings:

- Bailey, K. (1994). *The Research Process in Methods of Social Research.* Simon and Schuster, 4th Ed. The Free Press, New York NY 10020.Pp.3-19.
- Goode, W. E. and P. K. Hatt. 1952. *Methods in Social Research.* New York: McGraw Hill.Chapters 5 and 6. Pp. 41-73.
- Creswell, J W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 3rd ed. Sage Publications, California. Ch 8,9,10. Pp. 145-226.
- Bailey, K. (1994). Observation in *Methods of Social Research.* Simon and Schuster, 4th ed. The Free Press, New York NY10020.Ch 10.Pp.241-273.
- Whyte, W. F. 1955. Street Corner Society. Chicago: University of Chicago Press. Appendix.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

BA 3rd Year, Sem. VI, Major Course-12

Programme/Class	Certificate	**Year**	B.A.I	**Semester**	VI
Subject	Sociology				
Course Code		**Course Title**	Population and Society		

Course Objective

CO 1: To introduce students to the interdisciplinary field of population studies and explore the linkages between sociology and demography.
CO 2: To familiarize students with core demographic concepts such as population growth, fertility, mortality, and age-sex structure, and their sociological relevance.
CO 3: To analyze how population dynamics influence and are influenced by social structures, gender relations, migration, and political contexts.
CO 4: To critically evaluate the dual role of population as both a developmental resource and a constraint, and assess population policies and programs from a sociological perspective.

Course Learning Outcomes (CLO)

After successful completion of this course, students will be able to:
CLO 1: Understand the interdisciplinary nature of population studies, highlighting the relationship between sociology and demography.
CLO 2: Explain key demographic concepts including population size, growth, age-sex structure, fertility, reproduction, and mortality.
CLO 3: Analyze the impact of population dynamics on social structure and processes.
CLO 4: Examine the intersections of population with gender, migration, and related political issues.
CLO 5: Evaluate population as both a resource and constraint in development, and assess population programs and policies.

Credits - 5	Maximum Marks: 100	Minimum Marks: 33

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Total No. of Lectures –Tutorials – Practical (in hours per week) : 5-0-0		
Unit	**Topic**	**No. of Lectures**
I	Introducing Population Studies, Sociology and Demography, Concepts and Approaches	15
II	Population, Social Structure and Processes, Age and Sex Structure, Population Size and Growth, Fertility, Reproduction and Mortality	15
III	Population, Gender and Migration, Population and Gender, Politics of Migration	15
IV	Population Dynamics and Development,	15
V	Population as Constraints and Resources for Development, Population Programmes and Policies	15

Suggested Readings:

- Cox, Peter Richmond. 1950. Demography. University of California Press, pp. 01-08.
- Davis, Kingsley. 1951. 'Caste and Demography', Population of India and Pakistan, Princeton, NJ: Princeton University Press, pp. 52-60.
- Guilmoto, Christophe Z. 2011. 'Demography for Anthropologists: Populations, Castes, and Classes'. In Isabelle Clark-Decès (ed.). A Companion to the Anthropology of India, Blackwell Publishing Ltd. pp. 25-41.
- Malthus, Thomas Robert. 1986. An Essay on the Principle of Population. London: William Pickering, Chapters 1-2, pp. 01-11.
- Dudley, Kirk. 1996. 'Demographic Transition Theory', Population Studies, 50(3): 361-387.
- Premi, Mahendra K. 2006. 'Population Composition (Age and Sex)', Population of India: In the New Millennium. New Delhi: National Book Trust, pp.103-127.
- Visaria, Pravin and Visaria, Leela. 2006. 'India's Population: Its Growth and KeyCharacteristics'. In Veena Das (ed.). Handbook of Indian Sociology, New Delhi: Oxford University Press, pp. 61-77.
- Heer, David M. and Grigsby, Jill S. 1992.'Fertility', Society and Population. New Delhi: Prentice-Hall, pp. 46-61.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

BA 3rd Year, Sem. VI, Minor Course-7

Programme/Class	Certificate	**Year**	B.A.III	**Semester**	VI
Subject	Sociology				
Course Code		**Course Title**	Urban Sociology		

Course Objective

CO 1: To introduce students to the significance and scope of urban sociology, including key concepts such as urbanization, urbanism, and suburbanization.

CO 2: To provide theoretical and historical understanding of urban growth by examining major theories and patterns of urbanization across different periods.

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CO 3: To analyze the causes, trends, and impacts of urbanization in India, focusing on industrialization, economic development, and urban social institutions.
CO 4: To critically assess contemporary urban issues such as slums, crime, poverty, housing, pollution, and to evaluate urban planning policies and the challenges of urban and regional development in India.

Course Learning Outcomes (CLO)
After successful completion of this course, students will be able to:
CLO 1: Understand the scope and significance of studying urban society and key concepts like urbanization, urbanism, and suburbanization.
CLO 2: Explain major theories of urbanization and analyze urban growth across ancient, medieval, and modern periods.
CLO 3: Assess the trends, causes, and impacts of urbanization in India, including the role of industrialization and economic development.
CLO 4: Describe urban social institutions such as urban family, religion, and government, and their roles in urban life.
CLO 5: Identify and critically evaluate major problems faced by Indian urban society, including slums, crime, poverty, housing, and pollution.
CLO 6: Understand urban planning policies and practices in India, along with challenges in urban management and regional planning.

Credits - 3	Maximum Marks: 100	Minimum Marks: 33

Total No. of Lectures –Tutorials – Practical (in hours per week) : 3-0-0

Unit	Topic	No. of Lectures
I	**Introduction:** Scope and importance of study of urban society, Concepts: Urban, Urbanization, urbanism and sub-urbanization, theories of urbanization, urban growth in ancient, medieval and modern times.	09
II	**Urbanization in India:** Trends of urbanization, Factors of Urbanization, Impact of Urbanization, industrialization, economic development and urbanization,	09
III	**Urban social institutions:** Urban family, Urban religion, Urban Government.	09
IV	**Problems of Indian Urban society:** Slums, Urban Crime, Urban poverty, Problem of Housing, Environmental Pollution.	09
V	**Urban Planning in India:** Urban Policies and Planning and problems of urban management Regional planning.	09

Suggested Readings:

- Abrahimson M (1976), Urban Sociology, Englewood, Prentice Hall.
- Bose Ashish (1978), Studies in India's Urbanisation 1901-1971, Tata McGraw.
- Pickwance C G (1976), Urban Sociology; Critical Essays, Methuen.
- Quinn J A (1955), Urban Sociology, S Chand & Co., New Delhi
- Saunders Peter (1981), Social Theory and Urban Question, Hutchionson

Suggested Continuous Internal Evaluation Methods (25 Marks):
- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of the student.
- Quiz

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Suggested equivalent online courses:
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BA 3rd Year, Sem. VI , Minor Course-8

VI

Programme /Class	Degree	**Year**	B.A III	**Semester**	(VI)
Subject			Sociology		
Course code		**Course**	Rural Sociology		

Course Objective

CO 1: To introduce students to the meaning, scope, nature, and relevance of rural sociology in understanding rural life and development.
CO 2: To develop conceptual clarity on rural social categories such as little community, peasant society, folk culture, and tribal groups.
CO 3: To analyze the structure of rural society with a focus on key institutions including family, marriage, kinship, and caste.
CO 4: To examine the rural economic structure, highlighting issues related to land reforms, the jajmani system, and the transformative effects of the Green Revolution.

Course Learning Outcomes (CLO)

After successful completion of this course, students will be able to:
CLO 1: Define and explain the meaning, scope, nature, and significance of rural sociology.
CLO 2: Understand and differentiate key concepts such as little community, peasant society, folk culture, and tribe.
CLO 3: Analyze the social structure of rural society focusing on family, marriage, kinship, and caste systems.
CLO 4: Examine the rural economy with emphasis on land reforms, the jajmani system, and the impact of the Green Revolution.

Creits:3	Max. Marks:100	Min. Passing Marks:33

Total no. of lectures-tutorials-practical (in hours per week):3-0-0

Unit	Topic	No. Of Lectures
I	**Rural Sociology:** Meaning, Scope, Nature and Significance.	12
II	**Concepts:** Little Community, Peasant Society, Folk Culture, Tribe.	11
III	**Social Structure:** Family, Marriage and Kinship, Caste.	11
IV	**Rural Economy Rural:** Land Reforms, Jajmani System, Green Revolution.	11

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Suggested Readings:

1. Desai, A.R. (ed.) 1969. **Rural Sociology in India**, Bombay: Asia Publishing House.
2. Redfield, Robert. 1969. **Little Community, Peasant Society & Culture**, Chicago: Chicago University Press.
3. Srinivas, M. N. (ed.) 1955. **India's Village**. Bombay: Asian Publishing House.
4. Mariott, Mckim (ed.) 1955. **Village India**. Chicago: Chicago University Press.
5. Chauhan,Brij Raj. 1967. **Rajisthan Vilage**. Delhi: Veer Publishing House.
6. Beteille, Andre. 1974. **Studies in Agrarian Structure**. Delhi: Oxford University Press.
7. Madan T.N. & D.N. Majumdar. 1970. **An Introduction to Social Anthropology.** ASA Series.
8. Mukherjee, Ram Krishna. 1957. **The Dynamics of Rural Society**. Berlin: Academic Verlag.
9. Shanin, T. (ed.) 1979. **Peasants and Peasant Societies.** Penguin Books (selected articles)

Suggested Continuous Evaluation Methods:

- Practical/ Project file evaluation, main focus on presentation, content and proper use of research methodology, Viva.

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

BA 4th Year, Sem. VII, Major Course-13

Programme/Class	Certificate	**Year**	B.A.I	**Semester**	VII
Subject	Sociology				
Course Code		**Course Title**	Comparative Sociology		

Course Objective

CO 1: To introduce students to the meaning, scope, and methodological foundations of comparative sociology, including comparative, evolutionary, diffusionistic, and neo-evolutionary approaches.
CO 2: To develop analytical skills for comparing social structures and processes using indices such as culture, class, gender, identity, ethnicity, nation, and ecology.
CO 3: To explore the characteristics of tribal societies with focus on kinship, marriage, family, religion, magic, totem, taboo, and systems of exchange.
CO 4: To examine the political and legal organization of tribal societies, and to understand core themes of comparative sociology including cultural relativism, pluralism, and multiculturalism.

Course Learning Outcomes (CLO)

After successful completion of this course, students will be able to:
CLO 1: Explain the meaning and scope of comparative sociology and differentiate among its key methods—comparative, evolutionary, diffusionistic, and neo-evolutionary.
CLO 2: Identify and apply various indices of comparison such as culture, nation, class, gender, identity, ethnicity, and ecology in sociological studies.
CLO 3: Describe the features of tribal societies, including kinship, marriage, family structures, magic, religion, totem, and taboo.
CLO 4: Analyze tribal economies through different approaches, including exchange systems like reciprocity, redistribution, and market mechanisms.
CLO 5: Discuss the nature of tribal polity, law, and justice, differentiating between state and stateless societies.

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CLO 6: Examine central themes in comparative sociology, such as cultural traits, complexes, areas, cultural relativism, pluralism, and multiculturalism.

Credits - 6	Maximum Marks: 100	Minimum Marks: 33

Total No. of Lectures –Tutorials – Practical (in hours per week) : 6-0-0

Unit	Topic	No. of Lectures
I	Meaning and Scope of Comparative of Sociology. Methods of Study–Comparative, Evolutionary, Diffusionistic, and neo-evolutionary;	18
II	Indices of Comparison: Culture, Nation, Class, Gender, Identity; Ethnicity and Ecology	18
III	Tribal Society Features: Kinship, Marriage, and Family; Magic and Religion; Totem and Taboo.	18
IV	Tribal Economy: Approaches, Exchange – Reciprocity, Redistribution, and Market; Tribal Polity, Law & Justice: State and Stateless Society.	18
V	Central Themes in Comparative Sociology: Culture: trait, complex & area Cultural Relativism; Pluralism; Multiculturalism.	18

Suggested Readings:

- Beattie, J. 1966. Other Culture, London: Routledge & Kegan Paul.
- Evans-Pritchard, E. E. 1951. Social Anthroplogy, London: Cohen & West. Firth, R. 1963. Elements of Social Organization, Boston: Deacon Press.
- Fox, Robin. 1967. Kinship and Marriage, Hammondsworth: Penguin. Guha, A. M. 1998. Social Ecology, New Delhi: Oxford University Press.
- Harris, Marvin. 1968. The Rise of Anthropological Theories, New York: Thomas Y. Crowell Company.
- Herskovits, M. J. 1955. Cultural Anthropology: New Delhi: Oxford, IBH.
- Levi-Strauss, Claude. 1963. Structural Anthropology, New York: Basic Books. Murdock, G. P. 1949. Social Structure, New York: Macmillan.
- Majumdar, D. N. and Madan, T. N. (1956) 2006. An Introduction to Social Anthropology, New Delhi: Oxford University Press.
- Nadel, S. F. 1951. The Foundations of Social Anthropology, London: Cohen & West.Ritzor, George & Douglas J Godman. 2004. **Classical Sociological Theory** New Delhi, Singapure
- Judge, Paramjit. 2012. **Foundations of Classical Sociological Theory: Functionalism, Conflict and Action.** New Delhi: Pearson.
- Cuff, E.C., W.W. Sharrock and D.W. Francis 2006: **Perspectives in Sociology** (5th edition). London: Routledge.
- Durkheim, Emile. 1952. **Suicide**. London: Routledge and Kegan Paul.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

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BA 4th Year, Sem. VII, Major Course-14

Programme/Class	Certificate	**Year**	B.A.IV	**Semester**	VII
Subject	Sociology				
Course Code		**Course Title**	Youth And Development		

Course Objective

CO1: To introduce key theories and concepts related to youth, youth culture, and subcultures.
CO2: To analyze the role of socialization agents and group dynamics in shaping youth identity and behavior.
CO3: To examine the role of institutions like family and community in the development of youth, with a focus on demographic variations.
CO4: To explore the psychological and sociological dimensions of youth, including identity, gender, values, and moral development.
CO5: To critically engage with youth participation in social movements, digital activism, and alternative imaginaries.
CO6: To understand youth behavior within social contexts—peer influence, deviance, crime, addiction, and resilience—in both urban and rural settings.
CO7: To evaluate the impact of globalization on youth identity, culture, and value systems, and assess formal and informal social control mechanisms.

Course Learning Outcomes (CLOs)

CO1: Students will be able to **explain foundational theories** related to youth, youth culture, and subculture.
CO2: Students will be able to **identify and classify** different types of social groups and their influence on youth socialization and identity formation.
CO3: Students will be able to **analyze institutional influences** such as family and community on youth development across Asian and Pacific contexts, with special reference to India.
CO4: Students will gain insights into **youth identity and personality development**, including understanding of gender, sexuality, morality, and work orientation.
CO5: Students will be able to **critically assess youth participation** in resistance movements, activism, and the role of media and digital spaces in shaping youth futures.
CO6: Students will be able to **evaluate challenges faced by youth**, such as crime, addiction, social exclusion, and their coping mechanisms, especially in diverse geographic contexts.
CO7: Students will develop the ability to **debate and discuss the effects of globalization**, social control, norms, and deviance on youth behavior and societal integration.

Credits - 6	Maximum Marks: 100	Minimum Marks: 33

Total No. of Lectures –Tutorials – Practical (in hours per week) : 6-0-0

Unit	**Topic**	**No. of Lectures**
I	Introduction to the study of Youth: Theories of Youth – Youth Culture and Subculture, Agents of Socialization–Social Groups– Characteristics, Importance and Classification of Groups–Social Process	18
II	Institutions and Youth: Family, Community, Demographic profile of Youth in the Asian and Pacific region, Definition-types of youth. Youth in India, Youth welfare-need and	18

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III	Ethnicity, Identity and Youth. Social, Emotional and Personality Development, the Self and Identity, Gender, Sexuality, Moral Development, Values and Religion, Achievement, Careers and Work	18
IV	Inter and Intra group Behaviors: Peer Groups, Mass Behavior, and Delinquency and Remoteness, and Resilience, Problems of urban and rural youth. Alcoholism and drug dependency among youth – youth and crime– Exploitation of youth for communalism and terrorism–	18
V	Youth and Globalization: Understanding globalization, Debates against and for Globalization among youth Formal and Informal Social Control–Folkways – Mores – Customs and Sanctions – Social Norms and Social Values– Social Conformity and Deviance.	18

Suggested Readings:

1. Tterell, John, 2007. Social Networks in Youth and Adolescence, London andNewYork:Routlegde.Pp.1-22,183-202 2.
2. Daiute, Colette, Zeynep Beykontet al (eds.), 2006. International Perspectives on Youth Conflict and Development, New York: Oxford University Press. Pp. 3-22,86-106,173-176,267-268 3.
3. Erikson, E. H. 1994. Identity: Youth and Crisis: WW Norton & Company, Pp.128-141,232-26093
4. Johanna Wyn & Rob White (2011). *Youth and Society: Exploring the Social Dynamics of Youth Experience*. Oxford University Press.
5. Ken Gelder (2005). *The Subcultures Reader*. Routledge.
6. Stuart Hall & Tony Jefferson (2006). *Resistance Through Rituals: Youth Subcultures in Post-War Britain*. Routledge.
7. Bruce J. Cohen (2009). *Sociology: An Introduction*. McGraw-Hill Education.
8. Anthony Giddens (2009). *Sociology*. Polity Press.
9. Haralambos and Holborn (2013). *Sociology: Themes and Perspectives*. HarperCollins.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

BA 4th Year, Sem. VII, Major Course-15

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Programme/Class	Certificate	**Year**	B.A.IV	**Semester**	VII
Subject	Sociology				
Course Code		**Course Title**	Statistics in Social Research		

Course Objective

CO 1: To introduce students to the basic concepts of social research and highlight the importance of statistics in analyzing and interpreting social data.
CO 2: To develop practical skills in organizing data through classification, tabulation, and frequency distribution, and presenting it using appropriate graphical tools.
CO 3: To enable students to summarize and interpret data using measures of central tendency and dispersion, including mean, median, mode, range, and standard deviation.
CO 4: To train students in basic statistical techniques such as correlation analysis (Karl Pearson's and Spearman's coefficients) and understanding the association of attributes in bivariate data.

Course Learning Outcomes (CLOs)
Basics of Social Research and Statistics

CLO 1: Understand the fundamental concepts and relevance of social research and the role of statistics in analyzing social data.
CLO 2: Apply methods of data classification, tabulation, and frequency distribution to organize and present social research data effectively.
CLO 3: Construct and interpret graphical representations of data, including frequency curves, histograms, and cumulative frequency curves.
CLO 4: Calculate and analyze measures of central tendency (mean, median, mode) to summarize data sets.
CLO 5: Compute measures of dispersion such as range, quartile deviation, mean deviation, and standard deviation to assess data variability.
CLO 6: Perform bivariate analysis using Karl Pearson's and Spearman's coefficients of correlation, and understand the association of attributes.

Credits - 6	Maximum Marks: 100	Minimum Marks: 33

Total No. of Lectures –Tutorials – Practical (in hours per week) : 6-0-0

Unit	**Topic**	**No. of Lectures**
I	Basics of Social Research	15
II	Relevance of Statistics in Social Research, Grouping of Data: Classification and Tabulation, Frequency Distribution, Graphic presentation of Data- Frequency Curve, Histogram, Cumulative Frequency Curve (CFC)	15
III	Measure of central tendency: Mean, Median, Mode	15
IV	Measure of Dispersion: Range, Quartile deviation, mean deviation, Standard Deviation	15
V	Bivariate analysis: Karl Pearson's coefficient of correlation, Spearman's coefficient of correlation; Association of attributes.	15
VI	Tests of significance and theoretical distribution:	15

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	Chi-square distribution, F-distribution; Z distribution, t-distribution.	

Suggested Readings:

Muller, John M. and Scheussler, Karl S., 1969: Statistical Reasoning in Sociology, Oxford and I.B.H.
2. Bajaj and Gupta. 1972: Elements of Statistics, New Delhi, R. Chand and Co.
3. Bryman, Alan. 1988: Quality and Quantity in Social Research, London, Unwin Hyman
4. Kothari, C.R. 1989: Research Methodology:Methods and Techniques, Bangalore, Wiley Eastern
5. Cramer, Duncan, 1996: Basic Statistics for Social Research: Step-by-Step Calculations & Computer
Techniques Using, New York, Routledge
6. Babbie, Earl, 2004: The Practice of Social Research, Canada, Thomson Press
7. Punch, Keith, F, 2005: Introduction to Social Research, New Delhi & London, Sage
8. Cargan, Leonard, 2008: Doing Social Research, New Delhi, Rawat Publication
9. सिंह, एस०पी० : सांखियकी सिद्धांत एवं व्यवहार, एस० चन्द एण्ड कम्पनी प्रा० लि०, नई दिल्ली

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

BA 4th Year, Sem. VII, Minor Course-9

Programme/Class	Certificate	**Year**	B.A.IV	**Semester**	VII
Subject	Sociology				
Course Code		**Course Title**	Gender and Society		

Course Objective

CO 1: To introduce students to the fundamental distinction between gender and biological sex, and engage them in critical debates surrounding gender equality and difference.
CO 2: To explore the social construction of male and female identities, the gendered life cycle, and how these influence individual and collective experiences.
CO 3: To analyze patriarchy as both an ideology and a system of practice, examining its role in shaping social institutions and everyday life.
CO 4: To develop a critical understanding of gender studies through various sociological approaches, while evaluating contemporary gender issues related to family, work, and property.

Course Learning Outcomes (CLO)

After successful completion of this course, students will be able to:
CLO 1: Differentiate between gender and biological sex, and critically examine the debates around equality and difference.
CLO 2: Understand and explain the sociological concepts of male and female identities and the gendered life cycle.
CLO 3: Analyze patriarchy both as an ideology and a practice influencing social structures and individual experiences.
CLO 4: Explore various sociological approaches to the study of gender and assess gender studies as a critique of traditional ethnography and theory.
CLO 5: Identify key gender issues and challenges in contemporary society, particularly related to family, work, and property.

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Credits - 3	Maximum Marks: 100	Minimum Marks: 33
Total No. of Lectures –Tutorials – Practical (in hours per week) : 3-0-0		

Unit	Topic	No. of Lectures
I	**Social Construction of Gender** a) Gender vs. Biology, Equality vs. Difference, b) Concepts of Male and Female c) Life Cycle Patriarchy as ideology and practice	09
II	**Gender in Sociological Analysis:** a) Approaches to the Study of Gender b) Gender Studies as a Critique of Ethnography and Theory Gender issues and challenges	09
III	**Family, Work and Property:** (a) Production and Reproduction (b) Work and Property (c) Family and Household	09
IV	**The Politics of Gender:** (a) Complementarily and Inequality (b) Dependence and Subordination Feminist Theories and Feminist Politics	09
V	**Social Construction of Gender** d) Gender vs. Biology, Equality vs. Difference, e) Concepts of Male and Female f) Life Cycle Patriarchy as ideology and practice	09

Suggested Readings:

- Engels, F. 1972. *The Origin of the Family, Private Property and, the State*, London: Lawrence and Wishart.
- De Beauvoir, S. 1983. *The Second Sex*, Harmondsworth: Penguin. (Book Two).
- MacCormack, C. and M. Strathern (ed.). 1980 *Nature, Culture and Gender,* Cambridge: Cambridge University Press. (Chapter I).
- Sharma, U. 1980. *Women, Work and Property in North West India*, London: Tavistock.
- Jaggar, A. 1983. *Feminist Politics and Human Nature*, Brighton: The Harvester Press.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of thestudent.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

BA 4th Year, Sem. VIII, Major Course 16

Programme/Class	Certificate	Year	B.A.IV	Semester	VIII

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Subject	Sociology		
Course Code		**Course Title**	Social policy And Social Welfare

Course Objective

CO 1: To introduce students to the fundamental concepts of policy, public welfare, and social policy.
CO 2: To provide an understanding of the Indian political and legal framework influencing social policy.
CO 3: To analyze the policy formulation process and the roles of key actors, including international organizations.
CO 4: To examine legal provisions for vulnerable groups, including women, children, and persons with disabilities.
CO 5: To explore the roles of legal aid, social advocacy, and social workers in promoting social justice.
CO 6: To study the development and progress of social welfare administration in India.

Course Learning Outcomes (CLO)

After successful completion of this course, students will be able to:

CLO1: Define and differentiate key concepts such as policy, public policy, social welfare policy, affirmative action, and distributive justice.
CLO2: Explain the structure of the Indian political system and the constitutional provisions relevant to social policy, including Fundamental Rights and Directive Principles of State Policy.
CLO3: Analyze the social policy formulation process and evaluate the role of various actors, including international organizations like the UN, WTO, and World Bank.
CLO4: Assess the legal provisions protecting the rights of disadvantaged groups such as women, children, and persons with disabilities in India.
CLO5: Describe the mechanisms of legal aid, social advocacy, and public interest litigation, and the role of social workers in legal assistance and social activism.
CLO6: Examine the evolution of social welfare administration in India with a focus on economic and social development initiatives.

Credits - 5	Maximum Marks: 100	Minimum Marks: 33

Total No. of Lectures –Tutorials – Practical (in hours per week) : 5-0-0

Unit	Topic	No. of Lectures
I	**Concepts:** Policy, Public policy, Public Welfare, Social Policy, Economic Policy, Social welfare Policy, Affirmative Actions, Protective Discrimination, Distributive and Redistributive Justice	15
II	**Social Policy in India:** Processes and Actors Sources of Policy: Indian Constitution Fundamental Rights and Directive principles of State Policy, Overview of the basic structure of the Indian Political System- Legislature, Judiciary and executive Policy Formulation Process, Role of Various actors in policy formulation: - International Organizations (UN, W.T.O, World Bank)	15
III	**Legal Provisions for Special Groups**: Rights of the disadvantaged and the Constitution-Legal provisions for women- Legal provisions for persons with DisabilityLegal	15

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	Provisions for Children	
IV	**Legal Aid, Social Advocacy and Role of Social Worker:** Legal Aid and Government Initiatives-Social Advocacy and Public Interest Litigation. Law and Social Activism: Consumer Protection and Right to Information-Rights of the Disadvantaged: Impediments and Role of Professional Social Workers in Legal Aid and Legal Assistance	15
V	**Social Welfare Administration:** Development and Progress: Economic and Social	15

Suggested Readings:

- Anderson, J. E. (2014). *Public Policy Making: An Introduction* (8th Edition). Cengage Learning.
- Alcock, P. (2013). *Social Policy in Britain* (4th Edition). Palgrave Macmillan.
- Atkinson, A. B. (2015). *Inequality: What Can Be Done?* Harvard University Press. (For distributive and redistributive justice)
- Fraser, N. (2009). *Scales of Justice: Reimagining Political Space in a Globalizing World.* Columbia University Press.
- Austin, G. (2016). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.
- Basu, D. D. (2013). *Introduction to the Constitution of India* (21st Edition). LexisNexis.
- Manor, J. (2014). *The Indian Political System: A Reader*. Routledge.
- Mukherjee, R., & Ramaswamy, S. (2007). *Public Policy in India: Challenges and Opportunities*. Orient BlackSwan.
- Howlett, M., Ramesh, M., & Perl, A. (2009). *Studying Public Policy: Policy Cycles and Policy Subsystems* (3rd Edition). Oxford University Press.
- Karns, M. P., Mingst, K. A., & Stiles, K. W. (2015). *International Organizations: The Politics and Processes of Global Governance* (3rd Edition). Lynne Rienner Publishers.
- Weiss, T. G., & Wilkinson, R. (2014). *International Organization and Global Governance*. Routledge.
- Raj, A., & Verma, S. (2010). *Women and Law in India*. Eastern Book Company.
- Singal, N. (2010). *Disability and Social Justice: The Indian Experience*. Sage Publications.
- Narula, U. (2008). *Child Rights in India: Law, Policy, and Practice*. Sage Publications.
- Government of India. *The Rights of Persons with Disabilities Act*, 2016 (available online for detailed study).
- Government of India. *The Protection of Women from Domestic Violence Act*, 2005.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the above syllabus.
- Test with multiple choice questions / short and long answer questions.
- Research Orientation of the student.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

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BA 4th Year, Sem. VIII, Minor Course 10

Programme/Class	Certificate	**Year**	B.A.IV	Semester	VIII
Subject	Sociology				
Course Code		**Course Title**	Medical Sociology		

Course Objective

CO 1: To introduce students to the interdisciplinary relationship between medicine and sociology, and evaluate the emergence and significance of medical sociology as a field of study.

CO 2: To develop an understanding of social epidemiology and its relevance in analyzing health patterns using variables such as age, sex, and social class.

CO 3: To critically explore sociological theories of illness, including the concept of the sick role, labeling theory, and the idea of illness as social deviance.

CO 4: To examine the sociological dimensions of health and healthcare, including family roles, hospital settings, cultural influences, social legislation, and ethical challenges in medical care—especially in developing countries.

Course Learning Outcomes (CLO)

After successful completion of this course, students will be able to:

CLO 1: Explain the emerging relationship between medicine and sociology, and assess the current status and contributions of medical sociology.

CLO 2: Understand the development of social epidemiology in complex societies and analyze key epidemiological variables such as age, sex, and social class.

CLO 3: Describe and critically evaluate the concept of the sick role, including functionalist perspectives and critiques, along with labeling theory and illness as social deviance.

CLO 4: Examine sociological aspects of health, including social behavior sciences, family's role in health and disease, hospital sociology, and socio-cultural factors influencing health.

CLO 5: Discuss the impact of social legislation, social networks, and social support systems in healthcare, particularly in developing countries, including ethical issues in medical care.

Credits - 5	Maximum Marks: 100	Minimum Marks: 33

Total No. of Lectures –Tutorials – Practical (in hours per week) : 5-0-0

Unit	Topic	No. of Lectures
I	**Medical Sociology – An Introduction:** • The emerging relationship between Medicine and Sociology. • The present status of Medical Sociology. • Contribution of Medical measures. • The development of Social Epidemiology in complex Societies. The basic variables in epidemiological measures – age. Sex and Social class. • Health and Society – Occupational health. Disease and Social Structure.	15
II	**The Sick Role:** • Illness as dysfunction. • The functional approach to sick role • The criticism of the sick role • Labelling theory. • Illness as Social deviance.	15

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III	**Sociology and Health**: • Areas of Concerns, Social behavior sciences, Factors involved in Social class differences health, • Family in Health & Diseases, • Hospital Sociology, Social Cultural factors in Health and diseases, • Etiology & Health care, Environmental Sanitation, Mother and Child health and Social aspects, , Hygiene in Society, Sex age and marriage	15
IV	**Social Legislation in Health care:** • Social Networks and Social Supports in Health care. • Healthcare in developing countries. • Sociological Perspectives on ethical issues in medical and health care. • Quality of Life and Health care interventions.	15
V	**Health and Social Problems: Mental disorders** – • Theoretical models. • Social Epidemiology of Mental Disorders. • The Social process of Mental Hospitalization. • Aging and life cycle - Social Gerontology. • Theories of aging. • Death and dying – death and the individual. • Death and society – Changing attitudes towards death.	15

Suggested Readings:

- Goode, W. J. and Paul Hatt. 1952. Methods in Social Research. New York: McGraw Hill.
- Galtung, John. 1969. **Theory and Methods of Social Research**. London: George Allen and Unwin
- Punch, Keith, F. 2005. **Introduction to Social Research.** New Delhi: Sage.
- Bose, Pradeep Kumar. 1995. **Research Methodology**. New Delhi: ICSSR.
- Young, P. V. 1988. **Scientific Social Surveys and Research.** New Delhi: Prentice Hall.
- Selltiz, Claire, Marie Jahoda, M. Deutsch and S. W. Cook. 969. **Research Methods in Social Relations. London: Motoun.**
- Mukherjee, P.N. (eds.) 2000. **Methodology in Social Research: Dilemmas and Perspectives. New Delhi: Sage.**
- Bebie, Earl. 2008. **Basics of Social Research.** US: Wadsworth.
- Jayaram, N. 1989. **Sociology: Methods and Theory.** Madras: Macmillan.
- Bryman, Alan. 1988. **Quality and Quantity in Social Research.** London: Unwin Hyman.
- Kothari, C.R. 1989. **Research Methodology: Methods and Techniques.** Bangalore: Wiley.

Suggested Continuous Internal Evaluation Methods (25 Marks):

- Seminar/Assignment on any topic of the abovesyllabus.
- Test with multiple choice questions / short and long answerquestions.
- Research Orientation of thestudent.
- Quiz

Suggested equivalent online courses:
IGNOU & Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.

BA 4th Year, Sem. VIII, Research Project

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Programme/Class	Certificate	**Year**	B.A.IV	**Semester**	VIII
Subject	Sociology				
Course Code		**Course Title**	**Dissertation**		

Course Objective

CO 1: To develop the ability to identify, formulate, and refine sociological research problems by recognizing theoretical, conceptual, and empirical gaps in existing literature.

CO 2: To equip students with the skills to design and plan sociological research using appropriate qualitative, quantitative, or mixed-method research strategies.

CO 3: To provide hands-on experience in applying field-based data collection techniques such as interviews, surveys, observations, and case studies.

CO 4: To train students in analyzing and interpreting research data using relevant statistical tools or qualitative analysis methods.

CO 5: To enhance critical thinking through the evaluation of sociological theories, frameworks, and literature pertinent to the selected research problem.

Course Learning Outcomes (CLO)

After successful completion of this course, students will be able to:

CO 1: Develop the ability to identify, formulate, and refine sociological research problems based on theoretical and empirical gaps.

CO 2: Demonstrate proficiency in designing and planning sociological research using appropriate qualitative and/or quantitative research methodologies.

CO 3: Apply various data collection techniques such as interviews, surveys, observations, and case studies in the field.

CO 4: Analyze and interpret research data effectively using suitable statistical or qualitative analysis tools.

CO 5: Critically evaluate sociological literature, theoretical frameworks, and previous research relevant to the chosen topic.

Credits - 12	Maximum Marks: 100	Minimum Marks: 33

Total No. of Lectures –Tutorials – Practical (in hours per week) :

Unit	**Topic**	**No. of Lectures**

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