

**Semester-1**

**Course Type: DSC 1 Core**

**Course Code & Title: BNSO101DCT Introduction to Sociology**

**Course Credit: 4**

**Course Objectives:** This course aims to make students familiar with the basics of sociology. It covers the emergence of sociology, concepts, and various processes to make sense of society and its functioning.

**Course Outcomes:** The students are expected to make a complete sense of sociology as a discipline and its basic defining concepts and themes. They would develop a comprehensive sociological understanding of society with regard to its structure, functioning and the developmental processes.

Unit	Course Content	Credit Hours
I	<b>Introducing Sociology</b> 1.1 Sociological Imagination 1.2 Sociology: Definition, nature and scope of Sociology 1.3 French Revolution & Industrial Revolution 1.4 Sociology and its relationship with Anthropology, Psychology, Economics, Political Science and History	15
II	<b>Basic Concepts</b> 2.1 Society and community 2.2 Groups: definition and types 2.3 Social Institutions 2.4 Status and role	15
III	<b>Culture and Socialization,</b> 3.1 Norms and values 3.2 Socialization: Agencies of Socialization 3.3 Culture, cultural change and cultural lag 3.4 Culture and Personality	15
IV	<b>Social Change and Mobility</b> 4.1 Social structure: concepts and forms 4.2 Social stratification: definition, forms and functions 4.3 Social mobility: forms, functions and factors 4.4 Social change: concept and factors of change	15

**Examination and Evaluation Pattern:** As per the University Norms

**Text Books and References**

Beattie, J., 1951, *Other Cultures*, New York: The Free Press, Chapter 2, pp. 16-34.  
 Berger, Peter L. (1963). *Invitation to Sociology: A Humanistic Perspective*. Anchor Books  
 Beteille, A. 2002, *Sociology: Essays on Approach and Method*. Oxford University Press. (Chap. 1 and 2).  
 Bierstedt, R., 1974, *The Social Order*, New York: McGraw Hill, Chapter 5,6, 9, 10.  
 Bottomore, T. B. 1972, *Sociology: A Guide to Problems and Literature*. Bombay: George Allen and Unwin  
 Giddens, A., 2006 (5th ed.), *Sociology*, London: Oxford University Press, Chapter 1, pp. 2-29.  
 Horton, P.B. and C.L. Hunt, 1985, *Sociology*, New York: McGraw Hill, Chapter 4, pp. 79-103, and Chapter 7 & 20, pp. 154-181, 509-540.  
 Inkles, A. 1982, *What is Sociology: An Introduction to the Discipline and Profession*. New Delhi: Prentice Hall of India. (Selected chapters)  
 Johnson, Harry M. 1995, *Sociology: A Systematic Introduction*, Allied Publishers, New Delhi  
 Luckmann, T. (1967). *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*.

Doubleday.

Mills, C. W. (1959). *The Sociological Imagination*. Oxford University Press.

Radcliffe-Brown, A.R., 1976, *Structure and Function in Primitive Society*, London: Cohen and West, Chapter 9 & 10, pp. 178-204.

**Semester-1**

**Course Code & Title: BNSO101DET Social Stratification**

**Course Type: DSE**

**Course Credit: 2**

**Course Objectives:** The course introduces the student to various ideas of Social inequality and their sociological study. The different forms and institutional manifestations of social stratification are explored here both theoretically and through case studies.

**Course Outcomes:** The students are expected to develop an understanding of the issues of existing social stratification and related inequalities. The students will be able to make a critical reflection on the same.

Unit	Course Content	Credit Hours
I	<b>Social Stratification: Concepts and Approaches</b> 1.1 Concept of social stratification 1.2 Approaches to the study of social stratification 1.3 Understanding concepts of hierarchy and inequality 1.4 Social mobility: concept and forms	15
II	<b>Contemporary Forms of Social Stratification</b> 2.1 Caste and religion 2.2 Class in India 2.3 Gender, race and ethnicity 2.4 Discrimination and deprivation: Issues of education, health, unemployment and poverty	15
<b>Examination and Evaluation Pattern: As per the University Norms</b>		
<b>Text Books and References</b> Bêteille, A. 1983. 'Introduction in Andre Bêteille (ed.): Equality and Inequality: Theory and Practice; Delhi: Oxford University Press. pp.1- 27. Bettie, Julie. 2003. Women without Class: Girls, Race, and Identity. California: University of California Press, pp 57-94. Breigher,R.L.(ed)1990. Social Mobility and Social Structure. New York; Cambridge University Press, Ch. 5, pp.103-30. Grusky, D.V. 1994. Social Stratification Perspective. Boulder: Westview Press, Part I V, pp 245-264. Debe, Leela. 1996 "Caste and Women" in M.N. Srinivas (ed.) Caste: Its Twentieth Century Avatar, New Delhi: Penguin. Gupta, D. 1991. 'Hierarchy and Difference' in Dipankar Gupta (ed.): Social Stratification Delhi: OxfordUniversityPress ,pp 1-21. Sanghmitra S. Acharya, Stephen Christopher. 2022. Caste, COVID-19, and Inequalities of Care: Lessons from South Asia. Singapore: Springer. Immanuel, Maurice Wallerstein, The Construction of Peoplehood, Racism, Nationalism, Ethnicity,1991, London Press, pp-71-85. 2.2.1. Bêteille, A. Caste, Class and Power Chapter: 1, OxfordUniversity Press, 1971. Joe,R. Feagin 'The Continuing Significance of Race' American Sociological Review, 56, (Feb-91) pp 101-116. Macleod, Jay. 1987. 'Leveled Aspirations: Social Reproduction Takes its Toll', in Ain't No Makin It: Aspirations and Attainment in a Low Income Neighbourhood. USA: Westview Press, pp. 112-136. Maria Charles and David B. Grusky. Occupational Ghettos: The Worldwide Separation of Women and Men, StanfordUniversity Press, 2004 pp 389-402. McClintock, Anne, and George Robertson. 'Soft- Soaping Empire: Commodity Racism and Imperial Advertising' In Nicholas Mirzoeff (ed) The Visual Culture Reader: Second Edition. 2002. Routledge Taylor & Francis Group, 304-316 Barth, F. (ed), Ethnic Groups and Boundaries, Little Brown and Co. Boston, 1969, pp-10-16. Newman, K. S and Victor Tan Chen.2007. The Missing Class: Portraits of the Near Poor in America, Boston: Beacon Press Book, pp 1-10. Papanek, Hanna. 1990. "To Each Less Than She Needs, From Each More Than She Can Do: Allocations, Entitlements and Value" in Irene Tinker (ed.), Persisting Inequality: Women World Development, Oxford: Clarendon Press, pp. 121-164. Sharma, Ursula. 1999. Caste. Open University Press, pp.1-94. Timothy Smeeding, 'Poorer by Comparison; Poverty, Work and Public Policy in Comparative Perspective', Pathways Magazine, StanfordCenter for the Study of Poverty and Inequality, Winter 2008, pp1-25. William, Jutius Wilson 1978, The Declining Significance of Race: Blacks and Changing American Institution. University of Chicago Press, pp. 1 – 23 & 183-188.		

**Semester-1**

**Course Type: DSE**

**Course Code & Title: BNSO102DET Social Change in India**

**Course Credit: 2**

**Course Objectives:** The course introduces the student to concepts and various dimensions of social change. The different forms and institutional manifestations of social stratification are explored here both theoretically and through case studies.

**Course Outcomes:** The students are expected to develop an understanding of the issues of existing social stratification and related inequalities. The students will be able to make a critical reflection on the same.

Unit	Course Content	Credit Hours
I	<b>Understanding social change in India</b> 1.1 Conceptualizing change in Indian Society 1.2 Factors of social change 1.3 Social movements and change 1.4 Law, politics and change	15
II	<b>Contemporary Processes of Social Change in India</b> 2.1 Tradition and modernity 2.2 Sanskritization, Westernization and Islamization 2.3 Liberalization, Privatization and Globalization 2.4 Technology, new media and social transformations	15
<b>Examination and Evaluation Pattern: As per the University Norms</b>		
<b>Text Books and References</b> Béteille, A. 1983. 'Introduction in Andre Béteille (ed.): Equality and Inequality: Theory and Practice; Delhi: OxfordUniversity Press. pp.1- 27. Bettie, Julie. 2003. Women without Class: Girls, Race, and Identity. California: University of California Press, pp 57-94. Breigher,R.L.(ed)1990. Social Mobility and Social Structure. New York; Cambridge University Press, Ch. 5, pp.103-30. Grusky, D.V. 1994. Social Stratification Perspective. Boulder: Westview Press, Part I V, pp 245-264. Debe, Leela. 1996 "Caste and Women" in M.N. Srinivas (ed.) Caste: Its Twentieth Century Avatar, New Delhi: Penguin. Gupta, D. 1991. 'Hierarchy and Difference' in Dipankar Gupta (ed.): Social Stratification Delhi: OxfordUniversityPress ,pp 1-21. Immanuel, Maurice Wallerstein, The Construction of Peoplehood, Racism, Nationalism, Ethnicity,1991, London Press, pp-71-85. 2.2.1. Béteille, A. Caste, Class and Power Chapter: 1, OxfordUniversity Press, 1971. Joe,R. Feagin 'The Continuing Significance of Race' American Sociological Review, 56, (Feb-91) pp 101-116. Macleod, Jay. 1987. 'Leveled Aspirations: Social Reproduction Takes its Toll', in Ain't No Makin It: Aspirations and Attainment in a Low Income Neighbourhood. USA: Westview Press, pp. 112-136. Maria Charles and David B. Grusky. Occupational Ghettos: The Worldwide Separation of Women and Men, StanfordUniversity Press, 2004 pp 389-402. McClintock, Anne, and George Robertson. 'Soft-soaping Empire: Commodity Racism and Imperial Advertising' In Nicholas Mirzoeff (ed) The Visual Culture Reader: Second Edition. 2002. Routledge Taylor & Francis Group, 304-316 Barth, F. (ed), Ethnic Groups and Boundaries, Little Brown and Co. Boston, 1969, pp-10-16. Newman, K. S and Victor Tan Chen.2007. The Missing Class: Portraits of the Near Poor in America, Boston: Beacon Press Book, pp 1-10. Papanek, Hanna. 1990. "To Each Less Than She Needs, From Each More Than She Can Do: Allocations, Entitlements and Value" in Irene Tinker (ed.), Persisting Inequality: Women World Development, Oxford: Clarendon Press, pp. 121-164. Sharma, Ursula. 1999. Caste. Open University Press, pp.1-94. Timothy Smeeding, 'Poorer by Comparison; Poverty, Work and Public Policy in Comparative Perspective', Pathways Magazine, StanfordCenter for the Study of Poverty and Inequality, Winter 2008, pp1-25. William, Jutius Wilson 1978, The Declining Significance of Race: Blacks and Changing American Institution. University of Chicago Press, pp. 1 – 23 & 183-188.		

**Semester-1**

**Course Type: DSE**

**Course Code & Title: BNSO103DET Methods of Sociological Inquiry**

**Course Credit: 2**

**Course Objectives:** This paper aims to explain appropriateness / inappropriateness of research designs, various tools for data collections and analysis.

**Course Outcome:** Students are expected to learn different techniques of data collection which they may use in their own research or project for data collection, interpretation and report writing.

Unit	Course Content	Credit Hours
I	<b>Logic of sociological research</b> 1.1 What is sociological research? 1.2 Logic (inductive and deductive) and Hypothesis 1.3 Research design 1.4 Sources of data: Primary and Secondary	15
II	<b>Components and methods of sociological research</b> 2.1 Sampling: Concept, types and significance 2.2 Techniques of data collection: Observation, Interview and Questionnaire 2.3 Presentation of data: Tabulation, Interpretation and Analysis 2.4 Report writing	15

**Examination and Evaluation Pattern:** As per the University Norms

**Text Books and References**

Bailey, K.D. 1978, *Methods of Social Research*. New York: The Free Press. (selected chapters)  
 Béteille, A. 2002, *Sociology: Essays on Approach and Method*, New Delhi: Oxford University Press, Chapter 4, pp. 72-94.  
 Bryman, Alan. 2004, *Quantity and Quality in Social Research*, New York: Routledge, Chapter 2 & 3, pp. 11-70.  
 Durkheim, E. 1958, *The Rules of Sociological Method*, New York: The Free Press, Chapter 1 & 2, pp. 1-46.  
 Geertz, Clifford. 1973. *Interpretation of Cultures*, New York: Basic Books. Chapter 1, pp. 3-30.  
 Gluckman, M. 1978, 'Introduction', in A. L. Epstein (ed.), *The Craft of Social Anthropology*, Delhi: Hindustan Publishing Corporation, pp. xv-xxiv.  
 Goode & Hatt 2006, *Methods in Social Research*. Surjeet Publications: Delhi  
 Gouldner, Alvin. 1970, *The Coming Crisis of Western Sociology*, New York: Basic Books, Chapter 13, pp. 481-511.  
 Merton, R. K. 1972, *Social Theory and Social Structure*, Delhi: Arvind Publishing House, Chapters 4 & 5, pp. 139-171.  
 Mills, C. W. 1959, *The Sociological Imagination*, London: Oxford University Press, Chapter 1, pp. 3-24.  
 Objectivity in the Social Sciences  
 Radcliffe-Brown, A. R. 1958, *Methods in Social Anthropology*, Delhi: Asia Publishing Corporation, Chapter 5, pp. 91-108.  
 Seale, Clive 2004, *Social Research Methods*. Routledge. (Selected readings)  
 Srinivas, M.N. et. al. 2002(reprint), *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*, New Delhi: OUP, Introduction, pp. 1-14.  
 Weber, Max. 1949, *The Methodology of the Social Sciences*, New York: The Free Press, Foreword, pp. iii- x.

**Semester-1**

**Course Type: SEC**

**Course Code & Title: BNSO101SET Tools and Techniques of Research**

**Course Credit: 2**

**Course Objectives:** This course aims to enhance the skills of students to understand and use techniques employed by social scientists to investigate social phenomena. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both quantitative and qualitative research. The focus is on understanding through suggested exercises.

**Course Outcomes:** The students will get to know and understand various techniques of social science research.

Unit	Course Content	Credit Hours
I	<b>Research Design</b> 1.1 Concepts & Hypotheses 1.2 Framing questions 1.3 Quantitative & Qualitative 1.4 Primary and Secondary Sources	15
II	<b>Tools of Data Collection</b> 2.1 Methods and Tools of Research: Social Survey and Ethnography 2.2 Content Analysis 2.3 Discourse Analysis, narrative analysis and life history method 2.4 Ethics in Sociological Research	15

**Examination and Evaluation Pattern:** As per the University Norms.

**Text Books and References**

Amir B. Marvasti, 2004, *Qualitative Research in Sociology*, London: Sage, Chapter 2, 3, 4, 5, 6 & 7, pp. 14-144  
 Bailey, K.D. 1978, *Methods of Social Research*. New York: The Free Press. (selected chapters)  
 Bryman, A. 2008, *Social Research Methods*, Oxford: Oxford University Press, Chapter 2, 3, 4 & 5, pp. 29-136  
 Burgess, Robert G. 1982, *Field Research: A Sourcebook and Field Manual*. George Allen &Unwin: London Ch. 18.  
 Goode &Hatt 2006, *Methods in Social Research*. Surjeet Publications: Delhi  
 Lofland J. and Lofland L. 1984, *Analysing Social Settings: A Guide to Qualitative Observation and Experiment*, California: Wadsworth  
 Morgan, David L. 1996, "Focus Groups", *Annual Review of Sociology* 22, pp. 29-37

**Semester-1**

**Course Code & Title: BNSO102 SET Media and Society**

**Course Type: SEC**

**Course Credit: 2**

**Course Objectives:** This course focuses on making a critical understanding of social currents shaped and reshaped by the mass media today. It covers a range of theoretical aspects, political dimensions, economic aspects and contemporary debates around the media.

**Course Outcomes:** The students will be able to understand; what is media; how it functions and shall develop a critical understanding about the ways and the means in which society gets affected and shaped by media.

Unit	Course Content	Credit Hours
I	<b>Concepts in Sociology of Media</b> 1.1 Media: Definitions, forms and its relationships with society 1.2 Concepts: Ideology, hegemony, mass society, 1.3 Information society (Castells) 1.4 Mass media, culture and socialization	15
IV	<b>Culture, Media and Indian Society</b> 2.1 Political economy of culture and media (Adorno and Horkheimer) 2.2 New media: Role, relevance and impact in Indian context 2.3 Media and gender 2.3 Media, politics and violence	15

**Examination and Evaluation Pattern:** It includes both Internal evaluation (30 marks) comprising class tests/assignments/book reviews/seminar presentations, etc. and external evaluation (70 marks) which is mainly end semester examination comprising objective (MCQs)/short/long answer questions.

**Text Books and References**

**Essential Readings**

Downing, J., i Ali, M and Srebemy-Mohammadi (1992). *Questioning the Media: A Critical Introduction*. New Delhi: Sage.

Hall, S. (ed.) (1997). *Cultural Representations and Signifying Practices* London, Sage Pradip N. Thomas (eds.) (2004) *Who Owns the Media ?* London: Zed Books.

Herman, Edward S. and Chomsky, Noam (1988). *Manufacturing Consent: The Political Economy of Mass Media*. New York: Pantheon Books.

Mackay, H. and O'Sullivan, T. (1999). *The Media Reader: Continuity and Transformation*. London: Sage.

Appadurai, A. (1986). *The Social Life of Things: Commodities in Cultural Perspective*. New Delhi: Cambridge University Press.

Appadurai, Arjun (1996). *Modernity at Large: The Cultural Dimensions of Globalisation*. New Delhi: Oxford University Press.

Arato, A. and E. Gebhardt (1988). *The Essential Frankfurt School Reader*. New York: The Cossstnium Publishing Company.

Barthes, R. (1977). 'Rhetoric of the Image', in R. Barthes (ed.): *Image–Music –Text* (32-51). Glasgow: Fontana/Collins.

Barthes, Roland (1972). *Mythologies*. Hill and Wang.

Barthes. (1967) *Elements of Semiology*, New York: Hill & Wang.

Beck, U. (1986). *Risk Society*, London: Sage.

Bourdieu P. (1998). *On Television*. Transl. P. P. Ferguson. New York: New Press.

Gans, H.J. (2004). *Deciding What's News*. Northwestern University Press.

- Hall, S. (1980). 'Cultural Studies: Two Paradigms', *Media, Culture and Society* 2, 57-72.
- James Curran and Myung-Jin Park (eds. 2000). *De-westernizing Media Studies*, Routledge.
- John Corner, Dick Pels (2000). *Media and the Restyling of Politics: Consumerism, Celebrity, and Cynicism*. London: Sage.
- Lacan. (1989). 'The Agency of the Letter in the Unconscious or Reason Since Freud', in J. Lacan (ed.). *Ecrits. A Selection*. Routledge: Tavistock. (Pp. 146-178).
- Levi-Strauss. (1986). *The Raw and the Cooked Introduction to a Science of Mythology*. Middlesex: Penguin Books.
- Said, Edward. (1981). *Covering Islam: How the Media and Experts Determine How We See the Rest of the World*, Pantheon, NY
- Saussure, F.D. (1966). *Course in General Linguistics*, New York: McGraw Hill.
- Turner B.S. (1994). Ideology and utopia in the formation of an intelligentsia: Reflections on the English cultural conduit. In *Orientalism, Postmodernism, and Globalism*, p p. 144-63. London: Routledge.



**Semester-1**

**Course Code & Title:**

**BNSO101GET Society and Environment**

**Course Type: GE 1**

**Course Credit: 2**

**Course Objectives:** The issues of ecology, environment and their linkages with the society are of critical importance in today's time. The present course focuses to impart an in-depth understanding on the ways in which human societies are closely linked and shaping their natural resources.

**Course Outcomes:** Students are expected to be aware and develop an understanding on the themes and issues of environment by contextualizing the same in sociological perspective. The learners shall be able develop a comprehensive understanding on the issues of environment, politics, health and various initiatives taken in this context in India.

Unit	Course Content	Credit Hours
I	<b>Understanding Society and Environment</b> 1.1 Environmental sociology: nature and scope 1.2 New Ecological Paradigm 1.3 Approaches to the study of environment: Marxian, Gandhian, Ecofeminism 2.3 Risk society (Ulrich Beck)	15
II	<b>Environmental Policy and Initiatives in India</b> 2.1 Environmental policy and laws in India: Relevance and critique 2.2 Environmental inequality and social justice: Caste and gender dynamics 2.3 Climate change and sustainability 2.4 Civil society initiatives and Environmental ethics	15

**Examination and Evaluation Pattern:** As per the University Norms.

**Text Books and References**

Arnold, David and Guha, Ramchandra, (eds. 1955). *Nature, Culture and Imperialism*, New Delhi: Oxford University Press.

Beck, Ulrich (1992). *Risk Society: Towards a New Modernity*. New Delhi: Sage.

Bell, M.M. (2009). *An Invitation to Environmental Sociology*. New Delhi: Pine Forge Press.

Buttel, F.H. (1987) "New Directions in Environmental Sociology" in *Annual Review of Sociology*. Vol. 13. pp. 465-488.

Dunlap, R.E. and W.R. Catton, Jr.(1994) "Struggling with Human Exemptionalism: The Rise, Decline and Revitalization of Environmental Sociology" in *The American Sociologist*, 25, 1, 5-30.

Dunlap, R.E. et al. (2002). *Sociological Theory and Environment: Classical Foundations and Contemporary Insights*. Maryland- USA: Rowman & Littlefield Publishers.

Ericson, R.V. & K. Haggerty. (1997). *Policing the Risk Society*. Toronto: University of Toronto Press.

Gadgil, Madhav and Guha, Ramchandra (1996) *Ecology and Equity: The use and Abuse of Nature in Contemporary India*, New Delhi: Oxford University Press, 9-191.

Giddens, Anthony (1999). "Risk and Responsibility" *Modern Law Review* 62(1): 1-10.

Giddens, Anthony (1999). *Runaway World: How Globalization is Reshaping Our Lives*. London: Profile.

Guha, R.(1994) *Social Ecology*. Bombay: Oxford University Press.

Mahesh Rangarajan (ed.)(2007). *Environmental Issues in India: A Reader*, Pearson: Delhi.

Michael R. and G. Woodgate (2000). *The International Handbook of Environmental Sociology*. Cheltenham, UK: Edward Elgar Publishing.

Shiva, Vanadana(1988). *Staying Alive Women. Ecology and Survival in India*, New Delhi: Kali for Women Press, pp.1-37, 218-228.

**Semester-1**

**Course Code & Title:**

**BNSO101GET Popular and Folk Cultures**

**Course Type: GE 1**

**Course Credit: 2**

**Course Objectives:** This course introduces the student to basic concepts about the Indian folklore and folklife. There are different cultures and ethnic groups both among the tribal communities and the folk communities, the course is framed taking into account all these aspects providing some sense of the variety of folk groups living in India and the effect of the cultural and natural environment on folk culture. This course seeks to develop the skills of the student in understanding unfamiliar cultures and also to interpret them from a folkloristic perspective.

**Course Outcome:** The learners shall understand socialization of the individuals about their own cultural items and life and to locate the situations where they stand against their own cultural items challenging the same. It shall impart the knowledge on the way the folklore played its role in communicating cultural constructs and community expressive behavior. The learners shall gain insights into the worldview of the folk through the process of ethnographic research—interviewing people and analyzing their folklore.

Unit	Course Content	Credit Hours
I	<b>Definition and conceptualizing of the folk and folklore</b> 1.1 Introduction to popular and folk culture 1.2 Popular and Folk Culture as fields of study: Cultural landscapes in India/Telangana 1.3 Diversity of Folk Culture and traditional forms of folk cultures 1.4 Environment as a determinant of folklore and folklife in tribal and folk societies	15
II	<b>Expressive Forms of Folklore and Popular culture</b> 2.1 Subsistence patterns and Economic organization-arts and crafts, material culture reflections typology of materials and technology 2.2 Folk Performances in India and social change: communities and the materials 2.3 Political systems and Conflict resolution 2.4 Continuity and Revival of Folk and Popular Cultures	15

**Examination and Evaluation Pattern:** As per the University Norms.

**Text Books and References**

Appadurai, Arjun, Frank J.Korom, Margret A.Mills, 1991 (Ed.) Gender, Genre and Power in South Asian Expressive Traditions, Philadelphia, University of Pennsylvania Press.

Ben, Amos, Dan, (Ed) 1976, Folklore genres, Austin University of Texas press

-----1982, "Towards a definition of folklore" in Folklore in context, New Delhi, South Asian publisher

-----1982, Folklore in the context, New Delhi, South Asian publisher,

Bhagavat P.D., 1965, The Riddles in Indian Life, Lore and Literature, Bombay, Popular Prakashan.

Bhattacharya N.N. 1979, The Indian Mother Goddess, New Delhi

Blackburn H.Stuart, A.K.Ramanujan. 1986, Another Harmony, New Essays and the Folklore of India,

Clifford Geertz. 1973, The Interpretation of Cultures, New York, Basic Books Inc. Dorson,

Richard, M., 1972, Folklore and Folk life, Chicago, Chicago University press

Dundes, Alan, (Ed), 1965, the study of folklore, Prentice Hall

-----1964, "Text, Texture and Context", in Southern Folklore (quarterly), vol. 28, pp 251- 265

-----1975, Islam, Mazharul, 1985, "Folklore the pulse of the people" in the context of Indian folklore, New Delhi, Concept publishing Company,  
\_\_\_\_\_, 1998, The Theoretical study of folklore, Dhakha Bangla Academy Oring Elliot (Ed) 1990 Folk Groups and Folk lore Genres. Utha: Utha State University

**Online References:**

"Traditional Sports in India." Traditional Sports in India. N.p., 2012. Web. 22 Nov. 2012.  
[http://www.indianetzone.com/1/traditional\\_indian\\_sports.htm](http://www.indianetzone.com/1/traditional_indian_sports.htm).

Car, Dr. Karren. "Indian Religion." Indian Religion. N.p., 4 Sept. 2012. Web. 22 Nov. 2012.  
<<http://www.historyforkids.org/learn/india/religion/>>.

"Indian Food." - Recipes, Indian Cuisine, Menu, Traditional , Traditional Food of India, India Food. N.p., n.d. Web. 22 Nov. 2012. <<http://www.culturalindia.net/indian-food/index.html>>.

"Folk and Tribal Art." India.gov.in. N.p., n.d. Web. <[india.gov.in/know\\_india/culture\\_heritage.php?id=99](http://india.gov.in/know_india/culture_heritage.php?id=99)>.

"Folk Music of India." Wwww.culturalindia.net/indian-music.html. N.p., n.d. Web.

"Modern Indian Culture." Http://headlinesindia.mapsofindia.com/culture/modern-india.html. N.p., n.d. Web. 14 Nov. 2012.

"<http://www.exoticindiaart.com/paintings/FolkArt/>." n.pag. Web. 26 Nov 2012. n.pag. Web. 26 Nov 2012.  
<<http://www.culturalindia.net/indian-clothing/index.html>>.

**Semester-1**

**Course Code & Title:**

**BNSO101AET      Understanding Diversity**

**Course Type: AEC 1**

**Course Credit: 2**

**Course Objectives:** this course shall focus on understanding various dissensions of diversity in Indian context. Besides looking at social, political, economic differentiations, it shall also examine the constitutional safeguards protecting towards multiculturalism and protecting the rights of the marginal and socially excluded groups.

**Course Outcomes:** The learners shall be able to understand and describe the various issues related to diversity, equity, and inclusion from sociological point of view and to provide understanding on the issues related to diversity, social and economic inequities, and political.

Unit	Course Content	Credit Hours
I	<b>Definition and conceptualizing Diversity</b> 1.1 Concepts and forms of diversity 1.2 Diversity and the crisis of multiculturalism 1.3 Forms of marginalization: Race, Ethnicity, Gender, Caste and Class 1.4 Equity, Equality and Social Justice	15
II	<b>Diversity, Politics and development</b> 2.1 Unity and Diversity in India: emergence and challenges 2.2 Constitutionalism and pluralism 2.3 Democracy and diversity 2.4 Civil society and initiatives for diversity and peace building	15

Examination and Evaluation Pattern: As per the Norms of the University

**Text Books and References**

Momin, A. R. (edited) 2009. Diversity, Ethnicity and Identity in South Asia, Jaipur: Rawat Publications

----- (2004) "Multicommunitarianism in a Fragmented World" Asia-Europe Journal, Vol 4, PP 523-537

Oomen T.K., (1997), Citizenship, Nationality and Ethnicity. Cambridge Polity Press

Chatterjee, Partha (1994), The Nation and its Fragments. Delhi: Oxford University Press

Anderson, W. and S. Damle (1987) The Brotherhood in Saffron: The RSS and hindu Revivalism, New delhi

Barth, Frederik (1969), Ethnic Groups and Boundaries. Boston, MA: Little Brown

Parekh, Bikhu (1997) Managing Multicultural Societies, convocation Address, University of Delhi

----- (2000) Rethinking Multiculturalism: Cultural diversity and Political theory. London: Macmillan

Phadnis, Urmila (1989), Ethnicity and Nation Building in South Asia. New Delhi: Sage

Safran, William (1991) Diasporas in Modern Societies: Myths of Homeland and Return, Diaspora, Vol. I pp 83-99

Taylor, Charles (1992) Multiculturalism and the politics of Recognition. Princeton, New

Jersey:Princeton University Press.Bose N K (1967) Culture and Society in India Bomay: Asia Publishing House  
Appadurai, Arjun, Frank J.Korom, Margret A.Mills, 1991 (Ed.) Gender, Genre and Power in South Asian Expressive Traditions, Philadelphia, University of Pennsylvania Press.  
Bhagavat P.D., 1965, The Riddles in Indian Life, Lore and Literature, Bombay, Popular Prakashan.  
Bhattacharya N.N. 1979, The Indian Mother Goddess, New Delhi  
Clifford Geertz. 1973, The Interpretation of Cultures, New York, Basic Books Inc. Dorson,

**Semester-1**

**Course Code & Title: BNSO102AET Hygiene and Preventive Health**

**Course Type: AEC 1**

**Course Credit: 2**

**Course Objectives:** The course aims to make the student aware of the essentials of public health and sanitation thereby warding off diseases and uplifting the living standards of the community. It also focuses to make students to learn the principles of nutrition and dietetics; to understand the ill effects of modern lifestyle, and to study the advantages of being hygienic □

**Course Outcome:** The students are expected to make a complete sense of sociology as a discipline and its basic defining concepts and themes related to health and hygiene in common sense and academic.

Unit	Course content	Credit Hours
I	<b>Introduction to Hygiene and Preventive Health</b> 1.1 Hygiene and Preventive health: Definitions, and Concepts 1.2 Perspectives and relations between Hygiene and Preventive health 1.3 Significance and importance of Preventive health and hygiene in contemporary times 1.4 Promotion and Education of Hygiene Behaviour and preventive health	15
II	<b>Health Hygiene Practices and preventive Education in India:</b> 2.1 Government initiatives & policies in rural & urban area 2.2 Occupation and Hygiene practices in India 2.3 Present scenario of health hygiene in India 2.4 Preventive Health and Public Health	15

**Examination and Evaluation Pattern:** As per the university guidelines and norms

**SUGGESTED PRACTICUM:** Students shall have to choose any one/two of the following suggested activities as their Practicum in a Semester for their in-semester assessment.

Seminars/Presentations on topics from any of the Units

Comparative analysis on Global, national and regional perspectives of health and hygiene

Survey of policy implementations

Case Study reports of cultural beliefs and traditions relating to health.

Critical analysis of indigenous hygiene and health practices in North east India

**Suggested Readings:**

Jiménez et al. 2009. Infrastructure function and hygiene. Journal of Epidemiology and Community Health, 65, 432– 437. doi:10.1136/jech.2009.091637

K Parks. 2023 (27<sup>th</sup> Edition). Textbook of Preventive and Social Medicine. Bhanot Publications.

Dass, K. 2021. Public Health and Hygiene. Notion Press. India. 978-1639209606.

Nagla, Maghu. 2013. Sociology of Health and Medicine. New Delhi: Sage.

Akram, Mohammad. 2013. Sociology of Health. Jaipur: Rawat Publications.

Ziyauddin, K. M. and Renuka Pattnaik et. al. Block-2 Issues and Challenges in Health Care. New Delhi:

IGNOU [eGyanKosh: Block-2 Issues and Challenges in Health Care.](#)

Peter Conard and Valerie Leiter. 2018. The Sociology of Health and Illness: Critical Perspectives. Sage Publications.

Kevin White. 2016. An Introduction to the Sociology of Health and Illness. Sage.

Anant Kumar & Kamiya Srivastava (2011), Cultural and Social Practices Regarding Menstruation among Adolescent Girls, Social Work in Public Health, 26:6, 594-604.

Mohan T and Maria Fernandes, (2010) Menstrual hygiene in South Asia: a neglected issue for WASH (water, sanitation and hygiene) Programmes.

Editorial (1985): “The Distinction between Public Health and Community/Social/Preventive Medicine”. Journal of Public Health Policy, December.

GoI Policies on Health and Hygiene.

**Semester-1**

**Course Code & Title:**

**BNSO103AET School Education and Pedagogy**

**Course Type: AEC**

**Course Credit: 2**

**Course Objectives:** The core objective of this course is explaining the various dimensions of school education. It elaborates the school system, its functions, relations with society and various pedagogical practices in it. The course focuses to lay bare myriad dimension of the schooling as social process.

**Course Outcomes:** Students are expected to be aware and develop an understanding on the themes and issues of school as system and its pedagogical practices.

Unit	Course Content	Credit Hours
I	<b>Understanding school</b> 1.1 School, its functions and relationship with society 1.2 School and socialization 1.3 School cultures 1.4 Educational Inequalities	15
II	<b>Pedagogy and learning process</b> 2.1 Pedagogy: meaning and forms 2.2 Indian and Western perspectives on pedagogy: Gandhi, Krishnamurti, and Freire and Dewey 2.3 Politics, knowledge and curriculum 2.4 Technology in education and pedagogy	15
<b>Examination and Evaluation Pattern:</b> As per the University Norms.		
<b>Text Books and References</b> Dewey, John (1966). <i>The Child and the Curriculum</i> . The University of Chicago Press. Steven H. Cahn (1970). <i>The Philosophical Foundation of Education</i> , Harper & Row Publishers, New York. Freire, P. (2000). <i>Pedagogy of the oppressed</i> (30thanniversary ed.). New York: Continuum Illich, Ivan (1971). <i>De-schooling Society</i> . Penguin Books. Nambissan, Geetha B. and Rao, S. Srinivasa (2013). <i>Sociology of Education in India: Changing Contours and Emerging Concerns</i> , New Delhi: Oxford University Press. Parsons, T. (1961). "The School Class as a Social Systems" in A.H. Halsey et al. (Ed.) <i>Education Economy and Society: A Reader in the Sociology of Education</i> . New York: The Free Press. Sadovanik, A.R. and Coughlan, R. (2010). <i>Sociology of Education: A Critical Reader</i> . Routledge.		



**Semester-II**

**Course Code & Title:**

**BNSO101DCT Sociology of India**

**Course Type: DSC 2 Core**

**Course Credit: 4**

**Course Objectives:** This paper aims to familiarize students about the nature and structure of Indian society. It includes contents about diversity in Indian society and the nature of various social institutions in India.

**Course Outcome:** Students are expected to be able to reflect upon various aspects of Indian society, its structure, continuities and contemporary changes.

Unit	Course Content	Credit Hours
I	<b>India as a Plural Society</b> 1.1 Indian Society: Structure and Process 1.2 Social and Cultural Diversity 1.3 Religions of India 1.4 Linguistic diversity and culture	15
II	<b>Bases of Indian Social Structure</b> 2.1 Caste: definitions, features and functions 2.2 Tribal societies: structure and change 2.3 Gender 2.4 Ethnicity	15
III	<b>Family, Marriage and Kinship</b> 3.1 Family and household in India 3.2 Marriage: forms, functions and change 3.3 Kinship types 3.4 Changes in kinship structure	15
IV	<b>Village Society in India</b> 4.1 Village society 4.2 Agrarian structure 4.3 Panchayat raj system 4.4 Rural-urban continuum	15

**Examination and Evaluation Pattern:** It includes both Internal evaluation (30 marks) comprising class test/assignments/book review/presentations, etc. and external evaluation (70 marks) which is mainly end semester examination comprising objective (MCQs)/short/long answer questions.

**Text Books and References**

Alavi, Hamaza and John Harriss (eds.) 1989. Sociology of 'Developing Societies': South Asia. London: Macmillan.  
 John Harriss, „The Formation of Indian society: Ideology and Power“. pp. 126 – 133.  
 Deshpande, Satish, 2003, Contemporary India : A Sociological View. New Delhi; Viking, pp. 125-150  
 Dumont, L. 1997, Religion, Politics and History in India. Paris: Mouton, Chapter 5  
 Haimendorf, C.V.F., 1967, „The Position of Tribal Population in India“, in Philip Mason (ed.), India and Ceylon : Unity and Diversity, New York: Oxford University Press, Chapter 9.  
 Karve, Iravati. 1994, „The Kinship map of India“, in Patricia Uberoi(ed.) Family, kinship and marriage in India. Delhi: Oxford University Press, pp.50-73.  
 Kumar, Radha. 1999, „From Chipko to sati: The Contemporary women“s movement“, in Nivedita Menon (ed.) Gender and Politics in India. Delhi: Oxford University Press, pp. 342-369.  
 Madan, T.N., 1997, Modern Myths and Locked Minds. Delhi: Oxford University Press, Chapter 8.  
 Mason, Philip 1967. "Unity and Diversity : An Introductory Review" in Philip Mason(ed.) India and Ceylon: Unity and Diversity. London: Oxford University Press, Introduction.  
 Shah, A. M., 1998, The Family in India: Critical Essays. New Delhi: Orient Longman, pp.52-63.  
 Shah, Ghanshyam. 2001, Dalit identity and politics. Delhi: Sage Publications, Chapter 1 and 7.

Srinivas, M.N., 1956, “A Note on Sanskritization and Westernization”, The Far Eastern Quarterly, Volume 15, No. 4, pp 481-496.

Srinivas, M.N., 1969, “The Caste System in India”, in A. Beteille (ed.) Social Inequality: Selected Readings. Harmondsworth: Penguin Books, pp.265-272.

Srinivas, M.N., 1987, The Dominant Caste and Other Essays, Delhi: Oxford University Press, pp.20-59.

Stern, Robert W. 2003. Changing India. Cambridge: CUP. Introduction. Change, societies of India and Indian Society. pp. 1 – 31.

Thorner, Daniel, 1992. “Agrarian Structure” in Dipankar Gupta (ed.), Social Stratification in India, New Delhi: Oxford University Press, pp. 261-270.

Village

**Semester-II**

**Course Code & Title:**

**BNSO201DET Religion and Society**

**Course Type: DSE 2**

**Course Credit: 2**

**Course Objectives:** This course explains conceptual and theoretical understanding of the relationship between religion and society. It also explains various changes, transformations and debates with regards religion in Indian context as well.

**Course Outcome:** This course aims to develop a critical understanding of learners' various religious practices and issues in the context of different social forces, change and contemporary developments in the Indian context as well.

Unit	Course Content	Credit Hours
I	<b>Introduction to Religion and Society</b> 1.1 Religion: Concept and definition 1.2 Evolutionary forms of Religion: Durkheim, Weber, Tylor and Max Muller 1.3 Religion, magic and science 1.4 Religion, politics and polarization	15
II	<b>Religions in India</b> 2.1 Hinduism 2.2 Islam 2.3 Christianity and Sikhism 2.4 Jainism, Buddhism and others	15
<b>Examination and Evaluation Pattern:</b> As per the University norms		
<p style="text-align: center;"><b>Text Books and References</b></p> <p>Asad. T. 1993. Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam, John Hopkins Press: Baltimore, pp 27-54.</p> <p>Berger. 1967. The Sacred Canopy. Garden City: New York, pp175-186.</p> <p>Béteille, A. 2002. Sociology: Essays on Approach and Method. OUP: New Delhi, pp134-150.</p> <p>Chadwick, Owen. The Secularization of the European Mind in the Nineteenth Century. Cambridge: Cambridge University Press, 1975, pp 120.</p> <p>Durkheim, E. 2001. The Elementary Forms of the Religious Life. Carol Cosman (trans). Oxford: Oxford University Press, pp 25-46; 87-100; 153-182.</p> <p>Fuller, C. J. 2004, The Camphor Flame: Popular Hinduism and Society in India, New Jersey: Princeton University Press, Introduction.</p> <p>Gennep A. V, 1960. Rites of Passage. London: Routledge and Kegan and Paul, pp 1 - 14; 65-70; 74-77; 85-90; 101-107; 116-128; 130- 135&amp;141-165.</p> <p>Madan, T.N. 1991. 'Secularism in its Place' in T. N. Madan, T.N. (ed.) Religion in India. New Delhi : OUP, pp 394 -413.</p> <p>Momin. A.R., 2004. 'The Indo-Islamic Tradition' in Robinson, R. (ed.) Sociology of Religion in India. New Delhi: Sage. pp 84-99.</p> <p>Omvedt, G. 2003. Buddhism in India: Challenging Brahmanism and Caste, New Delhi : Sage, pp 23-53.</p> <p>Robinson, R. 2003. 'Christianity in the Context of Indian Society and Culture' in Das Veena (ed.), Oxford Indian Companion to Sociology and Social Anthropology, OUP: New Delhi, pp. 884- 907.</p> <p>Saberwal, S. 1991. 'Elements of Communalism' in T. N. Madan, (ed.) Religion in India. OUP: New Delhi, pp 339 -350.</p> <p>Sontheimer, Gunther-Dietz, and Hermann Kulke. Hinduism Reconsidered. New Delhi: Manohar, 2001.</p>		

Hinduism: The Five Components and their Interaction. pp. 305 – 322.

Srinivas, M.N. 1952. Religion and Society among the Coorgs of South India, Clarendon: Oxford, pp 100-122.

Uberoi, J.P.S. 1991. 'The Five Symbols of Sikhism' in Madan, T.N. (ed.) Religion in India. New Delhi : OUP, pp 320 -333.

Weber Max. 1905. The Protestant Ethic and the Spirit of Capitalism, New York: Free Press, pp 39– 50.

**Semester-II**

**Course Code & Title:**

**BNSO202DET Fieldwork Traditions**

**Course Type: DSE 2**

**Course Credit: 2**

**Course Objectives:** To make the student aware about the fieldwork traditions in Sociological traditions especially Indian Sociologist, and also to learn the sociological traditional of doing field; to understand the stages and processes involved into fieldwork, and to study some significant sociological traditions of doing fieldwork

**Course Outcome:** The students are expected to understand the nuances of doing fieldwork and grasp the sense of sociology as a discipline methodologically and empirically.

Unit	Course Content	Credit Hours
I	<b>Fieldwork Traditions</b> 1.1 Fieldwork tradition in sociology 1.2 Field and Fieldworker 1.3 Field, text and theory 1.4 Ethical and political considerations in fieldwork	15
II	<b>Field studies in Indian society</b> 2.1 Field work among tribes in India (Furer Haimendorf) 2.2 Village studies (M.N. Srinivas and SC Dube) 2.3 Urban studies (Louis Wirth, Park and Burgess, Oscar Lewis) 2.4 Studying minorities in India (Rowena Robinson and Imtiaz Ahmad)	15

**Examination and Evaluation Pattern:** As per the university guidelines and norms.

**SUGGESTED PRACTICUM:** Students shall have to choose any one/two of the following suggested activities as their Practicum in a Semester for their in-semester assessment.

Seminars/Presentations on topics from any of the Units

Undertake any of the fieldwork traditions and write a report based on fieldwork

Doing Case Study on specific issues, Book Review

**Suggested Readings:**

Srinivas M N Shah, A. 2004. The Field and Fieldworker. USA: Oxford.

Thapan, Meenakshi (1998). Anthropological Journeys: Reflections on Fieldwork. Orient Blackswan. ISBN 978-81-250-1221-4.

Malinowski, B. (1913). The family among the Australian Aborigines: a sociological study. London: University of London Press.

Kleinman, Sherryl. 2007. Feminist Fieldwork Analysis . Thousand Oaks, CA: Sage Marvasti,

Amir B. 2004 Qualitative Research in Sociology. Thousand Oaks, CA: Sage.

Murray, Rowena. 2002. How to Write a Thesis. Independence, KY: Open University Press/McGraw-Hill – Taylor and Francis. Isbn: 0335207189

Patel, T. (2006). Appendix. in Fertility Behavior: Population and Society in a Rajasthan village. India: OUP India.

Patel, Tulsi. Rossman, Gretchen, and Sharon Rallis. 2003. Learning in the Field: An Introduction to Qualitative Research. Thousand Oaks, CA: Sage. (Isbn:0761926518)

Patton, Michael. 2002. Qualitative Research and Evaluation Methods. 3rd Edition. Thousand Oaks, CA: Sage.

**Semester-II**

**Course Code & Title:**

**BNSO203DET Globalization and Change**

**Course Type: DSE 2**

**Course Credit: 2**

**Course Objectives:** The course is aimed to explain the process of globalization and its various dimensions, including its impact and change in society.

**Course Outcomes:** The learners would be able to understand the concepts and process of globalization and its impacts, and change in society.

Unit	Course Content	Credit Hours
I	<b>Globalization</b> 1.1 Globalization: meaning and dimensions 1.2 Resistance and change 1.3 Globalization and Neo-liberalism 1.4 Information and media	15
II	<b>Change in Indian society</b> 2.1 Change and continuity in Indian society 2.2 Liberalization, Privatization, Globalization and Their Impact 2.3 Information Technology and the Network Society 2.4 Social exclusion, inclusion and change in India: Experiences of communities at margins	15
<b>Examination and Evaluation Pattern:</b> As per the University Norms.		
<b>Text Books and References</b> Srinivas, M.N., 1956, “A Note on Sanskritization and Westernization”, <i>The Far Eastern Quarterly</i> , Vol. 15, No. 4, pp. 481-496. Giddens, Anthony, 2010, <i>Sociology</i> , Polity Press, Chap 17. Ritzer, 2004, <i>The Mcdonaldisation of Society</i> , Pine Forge Press, Chap 9, 10. Appadurai, 1997, <i>Modernity at large: Cultural dimensions of globalisation</i> , Delhi: Oxford University Press.		

**Semester-II**

**Course Code & Title: BNSO201SET Tools & Techniques of Research**

**Course Type: SEC**

**Course Credit: 2**

**Course Objectives:** This course aims to enhance the skills of students to understand and use techniques employed by social scientists to investigate social phenomena. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both quantitative and qualitative research. The focus is on understanding through suggested exercises.

**Course Outcomes:** The students will get to know and understand various techniques of social science research.

Unit	Course Content	Credit Hours
I	<b>Research Design</b> 1.3 Concepts & Hypotheses 1.4 Framing questions 1.3 Quantitative & Qualitative 1.4 Primary and Secondary Sources	15
II	<b>Tools of Data Collection</b> 2.1 Methods and Tools of Research: Social Survey and Ethnography 2.2 Content Analysis 2.3 Discourse Analysis, narrative analysis and life history method 2.4 Ethics in Sociological Research	15

**Examination and Evaluation Pattern:** As per the University Norms.

**Text Books and References**

Amir B. Marvasti, 2004, *Qualitative Research in Sociology*, London: Sage, Chapter 2, 3, 4, 5, 6 & 7, pp. 14-144  
 Bailey, K.D. 1978, *Methods of Social Research*. New York: The Free Press. (selected chapters)  
 Bryman, A. 2008, *Social Research Methods*, Oxford: Oxford University Press, Chapter 2, 3, 4 & 5, pp. 29-136  
 Burgess, Robert G. 1982, *Field Research: A Sourcebook and Field Manual*. George Allen &Unwin: London Ch. 18.  
 Goode &Hatt 2006, *Methods in Social Research*. Surjeet Publications: Delhi  
 Lofland J. and Lofland L. 1984, *Analysing Social Settings: A Guide to Qualitative Observation and Experiment*, California: Wadsworth  
 Morgan, David L. 1996, "Focus Groups", *Annual Review of Sociology* 22, pp. 29-37



**Semester-II**

**Course Code & Title:**

**BNSO202SET Media and Society**

**Course Type: SEC**

**Course Credit: 2**

**Course Objectives:** This course focuses on making a critical understanding of social currents shaped and reshaped by the mass media today. It covers a range of theoretical aspects, political dimensions, economic aspects and contemporary debates around the media.

**Course Outcomes:** The students will be able to understand; what is media; how it functions and shall develop a critical understanding about the ways and the means in which society gets affected and shaped by media.

Unit	Course Content	Credit Hours
I	<b>Concepts in Sociology of Media</b> 1.4 Media: Definitions, forms and its relationships with society 1.5 Concepts: Ideology, hegemony, mass society, 1.6 Information society (Castells) 1.4 Mass media, culture and socialization	15
IV	<b>Culture, Media and Indian Society</b> 2.1 Political economy of culture and media (Adorno and Horkheimer) 2.2 New media: Role, relevance and impact in Indian context 2.3 Media and gender 2.3 Media, politics and violence	15

**Examination and Evaluation Pattern:** It includes both Internal evaluation (30 marks) comprising class tests/assignments/book reviews/seminar presentations, etc. and external evaluation (70 marks) which is mainly end semester examination comprising objective (MCQs)/short/long answer questions.

#### **Text Books and References**

##### **Essential Readings**

Downing, J., i Ali, M and Srebemy-Mohammadi (1992). *Questioning the Media: A Critical Introduction*. New Delhi: Sage.

Hall, S. (ed.) (1997). *Cultural Representations and Signifying Practices* London, Sage Pradip N. Thomas (eds.) (2004) *Who Owns the Media ?* London: Zed Books.

Herman, Edward S. and Chomsky, Noam (1988). *Manufacturing Consent: The Political Economy of Mass Media*. New York: Pantheon Books.

Mackay, H. and O'Sullivan, T. (1999). *The Media Reader: Continuity and Transformation*. London: Sage.

Appadurai, A. (1986). *The Social Life of Things: Commodities in Cultural Perspective*. New Delhi: Cambridge University Press.

Appadurai, Arjun (1996). *Modernity at Large: The Cultural Dimensions of Globalisation*. New Delhi: Oxford University Press.

Arato, A. and E. Gebhardt (1988). *The Essential Frankfurt School Reader*. New York: The Cossstntinum Publishing Company.

Barthes, R. (1977). 'Rhetoric of the Image', in R. Barthes (ed.): *Image–Music -Text* (32-51). Glasgow: Fontana/Collins.

Barthes, Roland (1972). *Mythologies*. Hill and Wang.

Barthes. (1967) *Elements of Semiology*, New York: Hill & Wang.

Beck, U. (1986). *Risk Society*, London: Sage.

Bourdieu P. (1998). *On Television*. Transl. P. P. Ferguson. New York: New Press.

Gans, H.J. (2004). *Deciding What's News*. Northwestern University Press.

- Hall, S. (1980). 'Cultural Studies: Two Paradigms', *Media, Culture and Society* 2, 57-72.
- James Curran and Myung-Jin Park (eds. 2000). *De-westernizing Media Studies*, Routledge.
- John Corner, Dick Pels (2000). *Media and the Restyling of Politics: Consumerism, Celebrity, and Cynicism*. London: Sage.
- Lacan. (1989). 'The Agency of the Letter in the Unconscious or Reason Since Freud', in J. Lacan (ed.). *Ecrits. A Selection*. Routledge: Tavistock. (Pp. 146-178).
- Levi-Strauss. (1986). *The Raw and the Cooked Introduction to a Science of Mythology*. Middlesex: Penguin Books.
- Said, Edward. (1981). *Covering Islam: How the Media and Experts Determine How We See the Rest of the World*, Pantheon, NY
- Saussure, F.D. (1966). *Course in General Linguistics*, New York: McGraw Hill.
- Turner B.S. (1994). Ideology and utopia in the formation of an intelligentsia: Reflections on the English cultural conduit. In *Orientalism, Postmodernism, and Globalism*, p p. 144-63. London: Routledge.

**Semester-II**

**Course Type: GE**

**Course Code & Title:**

**BNSO201GET Industrial Sociology**

**Course Credit: 2**

**Course Objectives:** The course aimed to examine and explain the emergence and forms of industrial society. It also elaborates the same in Indian context and looks through the lens of past and present to understand the same.

**Course Outcomes:** The learners are expected to make a comprehensive understanding of the industrial societies, their emergence, forms and implications.

Unit	Course Content	Credit Hours
I	<b>Industrialization</b> 1.1 Industrialization: Meaning and features 1.2 Nature of work and Industrial relationships 1.3 Post-industrial society 1.4 Industrial Disputes and Conflicts	15
II	<b>Industrialization in India</b> 2.1 Trade unionism and managerial unionism 2.3 Impact of industrialization on family and society 2.2 Informal industrial sector 2.4 Migration, poverty and unemployment	15

**Examination and Evaluation Pattern:** As per the University Norms.

**Text Books and References**

Aron, R. 1972. *Eighteen Lectures on Industrial Society*. London: Weidenfeld and Nicolson.  
 Ramaswamy E. A. and U. Ramaswamy. 1981. *Industry and Labour*. New Delhi: Oxford University Press.  
 Bell, D. 1976. *The Coming of Post-Industrial Society*. London: Heineman.  
 Castells. M. 2000. *The Rise of Network Society*. Blackwell Publishers.  
 Breman, Jan. 2003. "The Informal Sector" in Veena Das, (ed.) *The Oxford India Companion to Sociology and Social Anthropology*, New Delhi, OUP. (pp. 1287-1312).

**Semester-II**

**Course Code & Title:**

**BNSO202GET Social Exclusion in India**

**Course Type: GE 2**

**Course Credit: 2**

**Course Objectives:** The paper focuses on imparting an understanding on various existing and emerging themes and issues of research in Social exclusion. This course covers wide themes on development, education, gender and various contexts in the domain of sociological scholarship.

**Course Outcomes:** The learners are expected to develop a broad understanding on the critical research areas, wide ranging debates, issues and concerns in contemporary Indian.

Unit	Course Content	Credit Hours
I	<b>Understanding social exclusion</b> 1.1 Social exclusion: Concept and definition 1.2 Discrimination, deprivation, Inequality and social exclusion 1.3 Forms of social exclusion 1.4 Approaches to the study of social exclusion and inclusion (Amartya Sen; Hilary Silver)	15
II	<b>Contemporary debates</b> 2.1 Social exclusion in India: Caste, religion and ethnicity 2.2 Gendered inequalities and discrimination 2.3 Language, identity and discrimination 2.4 Affirmative action and equal opportunities	15

**Examination and Evaluation Pattern:** As per the University Norms.

**Text Books and References**

**Essential Readings**

Beteille, A. (1983). 'Introduction in Andre Beteille (ed.): *Equality and Inequality: Theory and Practice*. Delhi: OUP. (1-27).  
 Dipankar Gupta (ed.) (2000). *Social Stratification*. Delhi: Oxford University Press. PP:471-491.  
 Jodhka, S.S. (Ed.) (2002). *Communities and Identities: Contemporary Discourse on Culture and Politics in India*. New Delhi: Sage.  
 Wharton, A.S. (2005) *The Sociology of Gender: An Introduction to Theory and Research*. London: Blackwell.  
 Holmes, M. (2007) *What is Gender: Sociological Approaches*, New Delhi: Sage Publications.

**Suggestive Readings**

Chakravarti, U. (1995). 'Gender, Caste, and Labour', *Economic and Political Weekly*, 30, 36, 2248-56.  
 Rao, S. Srinivasa (2013). Structural Exclusion in Everyday Institutional Life: Labeling of Stigmatised Groups in an IIT' in *Sociology of Education in India: Changing Contours and emerging Concerns*, eds. by G. B. Nambissan and S. Srinivasa Rao, New Delhi: OUP.  
 Taket, Ann at al (2010). *Theorising Social Exclusion*. New York: Routledge.  
 Chowdhry, P. (1997). 'Enforcing Cultural Codes: Gender and Violence in Northern India', *EPW*, 32, 19, 10119-28.  
 De Beauvoir, S. (1983). *The Second Sex*. Harmondsworth: Penguin.  
 Desai, A.R. (1948). *Social Background of Indian Nationalism*. Bombay: Popular Prakashan.  
 Dube, Leela (1988). On Construction of Gender: Hindu Girls in Patrilineal India, *EPW*, Vol. XXIII, 11-19.  
 Jayal, Niraja Gopal (2013). *Citizenship and Its Discontents: An Indian History*, Ranikhet: Permanent Black.  
 Khare, R.S. (1998). *Cultural Diversity and Social Development*. New Delhi.

- Kumar, Dharma (1992). 'The Affirmative Action Debate in India', *Asian Survey*, 32, 3, 290- 302.
- Oommen, T. K. (2005). *Crisis and Contention in Indian Society*, New Delhi Sage Publications,
- S. Thorat and K.S. Newman (eds), *Blocked by Caste: Economic Discrimination in Modern India*. New Delhi: OUP.
- Sen, Amartya (2000). *Social exclusion: Concept, application and scrutiny*. ADB.
- Shah, G., (2001). *Dalit Identity and Politics*. New Delhi: Sage, , Ch.1 & 7.
- Srinivas, M N (ed. 1996) *Caste: Its Twentieth Century Avatar*. New Delh: Penguin Books.
- Apple, M.W, S. J. Ball, and Gandin, L.A. (2010). *Routledge International handbook of Sociology of Education*, London: Routledge.
- Bourdieu, P. (2002) "The Forms of Capital" in A.H. Halsey et. al. (Eds.) *Education, Culture, Economy, Society*. Oxford: OUP.
- A.H. Halsey (Eds. 1977). *Power and ideology in education*, OUP, New York.
- Pathak, Avijit (2002). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*, Delhi: Rainbow.
- Rao, S. Srinivas, (2008). India's Language Debates and Education of Linguistic Minorities. *EPW*, 43 (36) 63-69.
- Thapan, M. (1991). *Life at School*. New Delhi: Oxford.
- Nambissan, Geetha.B (2010). Exclusion and Discrimination in Schools: Experiences of Dalit Children, in S. Thorat and K.S. Newman (eds), *Blocked by Caste: Economic Discrimination in Modern India*, New Delhi: OPU. 253-87.
- Gandhi, M.K. (1977). *Basic Education*, in The Collected Works. Ahmedabad: Navajivan.
- Gramsci, A. (1987). *Selections from the Prison Notebooks of Antonio Gramsci*. New York: International Publishers.
- Agarwal, Bina (1994). *A field of One's own: Gender and land rights in South Asia*. Cambridge: CUP, (Chapters 1, 3 & 9).
- Agrawal, M. (2009 ed.). *Women Empowerment and Globalization*, Delhi: Kanishka Publishers.
- Chakravarti, U. (1995). 'Gender, Caste, and Labour', *Economic and Political Weekly*, 30(36): 2248-56.
- Chowdhry, P. (1997). 'Enforcing Cultural Codes: Gender and Violence in Northern India', *EPW*, 32(19):10119-28.
- De Beauvoir, S. (1983). *The Second Sex*. Harmondsworth: Penguin.
- Dube, Leela (1988). On Construction of Gender: Hindu Girls in Patrilineal India, *EPW*, Vol. XXIII, PP:11-19.
- Singh, S.C. (2009) *Gender Justice*, New Delhi, Serial Publications.
- Wharton, A.S. (2005) *The Sociology of Gender: An Introduction to Theory and Research*. London: Blackwell.

**Semester-II**

**Course Type: AEC**

**Course Code & Title: BNSO201AET Social Entrepreneurship**

**Course Credit: 2**

**Objectives:** The course focuses to examine Principles, attributes and dimensions of Entrepreneurship, innovation and Entrepreneurial change

**Outcomes:** The learners shall grow an understanding on the aspects and dimensions of social entrepreneurship in India.

Unit	Course Content	Credit Hours
I	<b>Entrepreneurship and Social Entrepreneurship</b> 1.1 Conceptual understanding of Social Entrepreneurship and social enterprises 1.2 Evolution of Social Entrepreneurship in India 1.3 Entrepreneurship: Characteristics, Types and Models/Approaches 1.4 Start-ups and the emerging trends	15
II	<b>Entrepreneurial activity in different fields</b> 2.1 Relations with the market; Management of intellectual resources and motivations Entrepreneur and Manager-leaders 2.2 Entrepreneurial Risks in projects: the specificity of the resources used in entrepreneurship projects; Business and technology 2.3 Ecosystem and social entrepreneurship 2.4 Social Entrepreneurs: Some Case Studies	15

**Examination and Evaluation Pattern:** As per the University Norms.

**Text Books and References**

- Dees, J. Gregory (2001) [1998]. "The Meaning of Social Entrepreneurship". caseatduke.org. Retrieved May 3, 2013.
- Thompson, J.L. (2002). "The World of the Social Entrepreneur". The International Journal of Public Sector Management. **15** (4/5): 413. doi:10.1108/09513550210435746.
- de Bruin, A.; Teasdale, S., eds. (2019). A Research Agenda for Social Entrepreneurship. Edward Elgar Publishing. ISBN 978-1-78897-231-4.
- Purkayastha, Debapratim; Tripathy, Trilochan; Das, Biswajit (January 1, 2020). "Understanding the ecosystem of microfinance institutions in India". Social Enterprise Journal. **16** (3): 243–261. doi:10.1108/SEJ-08-2019-0063. ISSN 1750-8614. S2CID 213274658.
- Yunus, Muhamad (2007). Banker to the Poor. New York: Public Affairs. p. 251. ISBN 9781586481988.

**Semester-II**

**Course Code & Title:**

**BNSO202AET Gender Sensitization**

**Course Type: AEC 2**

**Course Credit: 2**

**Course Objectives:** The course is aimed to provide students with the tools and skills to develop and integrate a gendered perspective in work and life. In particular, students will be acquainted with laws that have an immediate bearing on gender relations.

**Course Outcomes:** This course will sensitize students to issues related to gender and equality among all sexes.

Unit	Course Content	Credit Hours
I	<b>Sex, Gender and Sexuality</b> 1.1 Social construction of sex and gender (Concept of Sex, Gender and Sexuality) 1.2 Cultural construction of masculinity and femininity 1.3 Understanding sexual preference as a right 1.4 Introducing feminist perspectives	15
II	<b>Gender Rights and the Law</b> 2.1 Right to property 2.2 Violence against women: Sexual harassment, rape, domestic violence 2.3 Gender rights and movements 2.4 Gender legislations: Personal laws, Nirbhaya Act	15

**Examination and Evaluation Pattern:** As per the University Norms.

**Text Books and References**

Geetha, V. 2002. Gender. Calcutta: Stree  
 Menon, Nivedita. 2012. Seeing like a Feminist. New Delhi: Zubaan/Penguin Books  
 Bhasin, Kamala. Patriarchy. New Delhi: Kali for Women  
 Murty, Laxmi and Rajshri Dasgupta. 2012. 'Our Pictures, Our Words: A Visual Journey Through The Women's Movement'. New Delhi: Zubaan  
 Pande, Rekha. 2015. Gender Lens: Women's Issues and Perspectives. Jaipur: Rawat Publications.  
 Shah, Chayanika et al. 2005. Marriage, Family and Community: A Feminist Dialogue. Economic and Political Weekly February 19: 709 722  
 Patel, T. Sex Selective Abortion in India: *Gender, Society and New Reproductive Technologies*. New Delhi, India: Sage Publications.  
 Anjum, M. (2000). Viewpoints and Comments: Nation and Gender—Historical Perspective. Sociological Bulletin, 49(1), 111–116. <https://doi.org/10.1177/0038022920000107>.

**Semester-II**

**Course Code & Title:**

**BNSO203AET Eco-Tourism**

**Course Type: AEC 2**

**Course Credit: 2**

**Course Objectives:** The course aims at the application of the ecological principles to tourism and understand the relationship between resources of tourism which includes natural, cultural and peoples way of life in the rural and peripheral area for sustainable ecotourism.

**Course outcome:** The learners' in completion of this course will be able to develop knowledge, understand, and appreciation of environmentally responsible travel to relatively undisturbed natural, rural and peripheral areas that promotes conservation, minimum negative impact, and socioeconomic benefits to the local communities.

**Course Outcomes:**

<b>Unit</b>	<b>Course Content</b>	<b>Credit Hours</b>
<b>I</b>	<b>Understanding the Ecotourism</b> 1.1 Emergence of Ecotourism: mass tourism, sustainable tourism and ecotourism 1.2 Understanding the Ecotourism: Quebec and Oslo declaration, principles and Guidelines 1.3 Ecotourism: types, resources and activities 1.4 Ecotourism, globalization and Sustainable Development Goals	<b>15</b>
<b>II</b>	Ecotourism opportunities and Challenges 2.1 Ecotourism in India: Policies, strategies and guidelines 2.2 Ecotourism, local and indigenous communities: Social, cultural, economic and ecological impacts 2.3 Case studies on Ecotourism (Studies on Periyar National Park, Thenmala Eco-Project, Similipal Ecotourism Project, Sunderbans Eco tourism Project, Kaziranga National Park, Nandadevi Biosphere Reserve, Corbett National Park, Gulf of Manar) 2.4 Future of Eco-tourism	<b>15</b>

**Examination and Evaluation Pattern:** As per the University Norms.

**Suggested Practical**

The practicals will be based on field trips to natural and rural areas, preparing the reports, presentations, and presentation travel ethics and attitude during field visits. The practicals will be as a means to evaluate the understanding and appreciation of responsible travel among the learners to relatively undisturbed natural, rural and peripheral areas that promote conservation, low negative impact, and provide for socioeconomic benefits to the local communities.

**Text Books and References**

Fennel, D (Fourth Edition) (2014) Ecotourism: an introduction. Routledge, London  
 Harrison, D (Revised Edition) (2001) Tourism and the Less Developed World. CABI Wallingford  
 Honey, M (Second Edition) (2008) Ecotourism and Sustainable Development: Who Owns Paradise? Island



Press.

Mowforth, M., and Munt, I. Fourth Edition (2015) *Tourism and Sustainability: Development, Globalization and New Tourism in the Third World*. Routledge, London.

Weaver, D. (Second Edition) (2008) *Ecotourism*. Wiley Australia Tourism

Acott, T.G., La Trobe, H.L. and Howard, S.H. (1998). “An Evaluation of Deep Ecotourism and Shallow Ecotourism”. *Journal of Sustainable Tourism*. 6(3): 238–253.

Carrier, James G. and Donald V. L. Macleod. (2005). “Bursting the Bubble: The Socio-Cultural Context of Ecotourism”. *The Journal of the Royal Anthropological Institute*, 11(2):315-334.

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Ceballos Lascurian, H. (1987). “The Future of Ecotourism”. *Mexico Journal*. 13-14. Ecotourism 124

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Das, S. (2011). “Ecotourism, Sustainable Development and the Indian State.” *Economic and Political Weekly* 46.37: 60-67. xlv.

Devi, Meena Kumari. (2012). “Ecotourism in Assam: A Promising Opportunity for Development”. *SAJTH*, 5 (1): 179-192.

Government of Gujarat (GOG). (2017). *Development of Wild Life and Ecotourism Circuit*. 8th Global Summit. Grieved, Maggie.

Marina Adler and Robin King. (2014). “To Preserve the Mountains and the Community: Indigenous Ecotourism as a Sustainable Development Strategy”. *Social Thought & Research*, 33: 83-111

Higham, James. (ed.) (2007). *Critical Issues in Ecotourism: Understanding a Complex Tourism Phenomenon*. Butterworth-Heinemann

Kinny, A., and T Lanusosang. (2016). *Exploring the Potentials for Ecotourism and Sustainable Tourism Development in Nagaland India*. *International Journal of Applied Research* 2016; 2(9): 156-160.

Mansperger, M. C. (1995). “Tourism and Cultural Change in Small-scale Societies. *Human Organization*”, 54(1), 87-94.

Scheyvens, Regina. (1999). “Ecotourism and the Empowerment of Local Communities”. *Tourism Management* 20: 245-249

Russell, Andrew, and Gillian Wallace. (2004). “Irresponsible Ecotourism. *Anthropology Today*”, 20(3): 1-2.

Stronza, Amanda. (2001). “Anthropology of Tourism: Forging New Ground for Ecotourism and other Alternatives”. *Annual Review of Anthropology*, 30: 261-283

Stronza, Amanda Lee. (2010). “Commons Management and Ecotourism Ethnographic Evidence from the Amazon”. *International Journal of the Commons*, 4(1): 56-77.

Subramaniam, P. (2008). “Outlook for Ecotourism in India”. *The International Forestry Review*, 10(2): 245-255. Special Issue: The Indian Forest Sector - Current Trends and Future Challenges

Vinodan, A., & Manalel, James. (2011). “Local Economic Benefits of Ecotourism: A Case Study on Parambikulam Tiger Reserve in Kerala, India”, *South Asian Journal of Tourism and Heritage*. Vol.4. No.2 93-109.

Weaver, David B (ed). (2001). *The Encyclopedia of Ecotourism*. UK: CABI Publishing.

West, Paige, and James G. Carrier. (2004). *Ecotourism and Authenticity: Getting Away from It All?* *Current Anthropology*. 45 (4): 483-498

World Commission on Environment and Development (WCED). (1987). *Our Common Future*. Oxford, UK: Oxford University Press.

QUÉBEC Declaration on Ecotourism, (2002) United Nations Environment Programme and World Tourism Organization. <https://www.gdrc.org/uem/eco-tour/quebec-declaration.pdf>

OSLO Statement on Ecotourism (2007). International Ecotourism Society.

<https://www.environment.nsw.gov.au/resources/commercial/ttf/251npancc4.pdf>

National Strategy for ecotourism (2022). Ministry of Tourism Government of India.

<https://tourism.gov.in/sites/default/files/2022-09/National%20Strategy%20for%20Ecotourism%202022.pdf>

Guidelines for Sustainable Ecotourism in Forests and Wildlife Areas (2021). Ministry of Environment, Forest and Climate Change, Government Of India. <https://mpforest.gov.in/ecotourism/pdf/MOEFCC.pdf>

**Semester- III**

**Course Type: DSC3 Core**

**Course Code & Title: BNSO301DCT Classical Sociological Theories Course Credit: 4**

**Course Objectives:** The course focuses on classical sociological thinkers. It begins by introducing the founding fathers' basic ideas, such as those of Comte, Khaldun, Marx, Durkheim, and Weber. The idea is to unpack the context of sociological theories and the sociological lens to understand the social reality.

**Course Outcomes:** The students will learn the historical context within which sociological theories/ideas emerged and, thus, understand the complexity of human society through sociological perspectives.

<b>Unit</b>	<b>Course Content</b>	<b>Credit hours</b>
I	<b>Introduction to Sociological Theories and Approaches</b> 1.1 What is theory? Theory, science and common sense 1.2 Emergence and Types of Sociological Theories 1.3 Contributions of Ibn Khaldun, Auguste Comte 1.4 George Simmel's contributions	<b>15</b>
II	<b>Karl Marx</b> 2.1 Life and History of Marx 2.2 Historical Materialism 2.3 Class and Class Struggle 2.4 Alienation	<b>15</b>
III	<b>Emile Durkheim</b> 3.1 Life and History of Durkheim 3.2 Social fact 3.3 Suicide 3.4 Forms of Solidarity	<b>15</b>
IV	<b>Max Weber</b> 4.1 Life and History of Weber 4.2 Social action 4.3 Religion and Society 4.4 Types of Authority	<b>15</b>

**Examination and Evaluation Pattern:** As per the University Norms

**Text Books and References**

Abraham F. and Morgan J.H. (1985). Sociological Thought, New Delhi: Macmillan.  
 Alatas, Syed F. A. (2012). Ibn Khaldun: Makers of Islamic Civilisation Series, New Delhi:, Oxford University Press.  
 Aron, R. (1967). Main Currents in Sociological Thought. Weidenfield and Nicholson, Vol. 1. pp. 107-180.  
 Aron, R. (1967). Main Currents in Sociological Thought. Weidenfield and Nicholson, Vol. 2, pp.177-252.  
 Aron, R. (1967). *Main Currents in Sociological Thought*. Weidenfield and Nicholson, Vol. 2, pp.

11-97. 2.2.2

Calhoun, J. Craig, (2007). *Classical Sociological Theory* 2nd Edition. Blackwell, pp.131-180.

Calhoun, J. Craig, (2007). *Classical Sociological Theory*. 2nd Edition. Blackwell, pp. 73-130, 205-274.

Coser, L. A. (2004). *Masters of Sociological Thought: Ideas in Historical and Social Context* (2nd Ed). Rwa Publication.

Durkheim, E. (1958). *The Rules of Sociological Method*. Glencoe: Free Press, Chapters 1 and 3.

Gerth, H.H. and C. Wright Mills (1948). *From Max Weber: Essays in Sociology*. Routledge and Kegan Paul, Introduction.

Ibn Khaldun. (1958). *Muqaddimah: An Introduction to History*, Translated by Franz Rosenthal, Routledge and Kegan Paul.

Jayapalan, N. (2001). *Sociological Theories*. Atlantic Publisher, pp.35-69, 97-115, 146-178.

Jones R.A. (1986). *Emile Durkheim: An Introduction to Four Major Works*. Sage. Chap. 3 & 4.

Marx, K. and Friedrich Engels. (2002). *The Communist Manifesto*. Penguin.

Mcintosh, I. (2005). *Classical Sociological Theories: A Reader*. Edinburg University Press.

Morrison, K. (2008). *Marx, Durkheim and Weber: Formations of 42 Modern Sociological Thought*, Delhi:Sage.

Ritzer, G. (1992). *Sociological Theory*. McGraw Hill.

Turner, J. H., Beeghley, L. and Powers, C.H. (1995). *The emergence of Sociological theory*. Wadsworth Publishing Co.

### **Urdu Books**

Abid, A. (2023). *Qadeem aur Asri Samajiyati Nazariye* (Classical and Contemporary Sociological Theory in Urdu language), NCPUL.

Meo. S. (2022). *Classiki Samajiyati Nazariyat* (book on sociological theories in Urdu language). DTTLP, MANUU.

**Semester- III**

**Course Type: DSE3**

**Course Code & Title: BNSO301DET Sociology of Tourism**

**Course Credit: 2**

**Course Objectives:** The course aims to provide an understanding of tourism and its significance as a socio-cultural activity. It introduces the sociology of tourism and various theoretical models in the academic discourse, enriching the understanding of tourism as system. Additionally, it examines socio-cultural, economic, and ecological impacts and the need of sustainability in the tourism and the relevant policies and programmes in the Indian context.

**Course Outcomes:** Upon completing the course, students will be able to define and explain tourism concepts and articulate its sociological significance. The students will be able to apply theoretical models to real-world tourism scenarios and critically evaluate socio-cultural, economic, and ecological impacts of tourism. Students will also demonstrate knowledge of social entrepreneurship and sustainable practices in tourism, and critically review Indian tourism policies.

Unit	Course Content	Credit Hours
I	<b>Introduction to Sociology of Tourism</b> 1.1 Understanding Tourism: Definition, Concept and Types 1.2 Sociology of Tourism – Meaning, Subject and Need of the Study 1.3 Social Class Perspectives of Tourism 1.4 Understanding Tourism as a System (Leiper-Geospatial Model, Mathieson & Wall Tourism-Area Life Cycle (TALC) and Doxey-Irridex Model), (Demonstration Effect, Crompton’s Push and Pull Theory, Stanley Plog’s Model, Gunn’s Model)	15
II	<b>Tourism: Impact and Policies</b> 2.1 Tourism, Social Entrepreneurship and Host Communities 2.2: Political Economy of tourism 2.3: Sustainability, Climate Change and Tourism 2.4: Tourism policies in India (National Strategy and Roadmap for Sustainable Tourism 2021 and Ecotourism Guidelines 2021)	15

**Examination and Evaluation Pattern:** As per the University Norms

**Text Books and References**

- Ap, J. (1992). Residents’ perceptions on tourism impacts. *Annals of Tourism Research*, 19(4), 665-690.
- Butler, R. W. (1980). The concept of a tourist area cycle of evolution: Implications for management of resources. *Canadian Geographer*, 24(1), 5-12.
- Cohen, E. (1979). A phenomenology of tourist experiences. *Sociology*, 13(2), 179-201.
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- Cohen, E. (2010). *Cultural Anthropology: The Sociology of Other Cultures*. Routledge.
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- Hall, C. M. (2011). *Tourism and Social Marketing*. Routledge.
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- Iso-Ahola, S. E. (1982). Towards a social psychology of recreational travel. Lexington Books.
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- Shoval, N. (2015). *Tourism, Performance and the Everyday: Consuming the Orient*. Routledge.
- Sinclair, M. T., & Stabler, M. J. (1997). *The Economics of Tourism*. Routledge.
- Smith, M. K. (2017). *Issues in Cultural Tourism Studies*. Routledge.
- Tribe, J. (2018). *The Economics of Recreation, Leisure and Tourism*. Routledge.
- Tribe, J., & Airey, D. (2007). *Developments in tourism research*. Routledge.
- Urry, J. (2016). *The tourist gaze 3.0*. Sage.
- Wearing, S., & McGehee, N. G. (2013). Theorizing the Tourist Gaze: The Interplay of Tourism and Cinema. *Leisure Sciences*, 35(5), 417-426.

**Semester- III**

**Course Code & Title: BNSO302DET Sociology of Law**

**Course Type: DSE3**

**Course Credit: 2**

**Course Objectives:** This course on the Sociology of law examines social norms and legal rules. It introduces the subject's history, concepts, field of knowledge, and standards and legal rules in contemporary India.

**Course Outcomes:** The course would impart an informed understanding of the interconnection between law and society, and various points of intersection and contestations. It will also impart a sociological significance of various forms of legislation and related institutions.

Unit	Course Content	Credit Hours
I	<b>Sociology of Law: An Introduction</b> 1.1 Sociology of Law: Concepts, Definition and Subject Matter 1.2 Origin and development of law 1.3 Law as a Social Institution 1.4 Theoretical Perspectives in Sociology of Law	15
II	<b>Law and Social Change</b> 2.1 Law as a Response to Social Problems and Change 2.2 Society and Judiciary: A case study of a recent case of the Supreme Court of India 2.3 Law, Society and Technology: Cyber Crimes and Law 2.4 Challenges and contemporary issues: Legal reforms, Uniform Civil Code, privacy and surveillance	15

**Examination and Evaluation Pattern:** As per the University Norms

**Text Books and References**

Baxi, U. (2009). *Towards the Sociology of Law*. Satwahain Publications.

Beirne, P and Quinney, R.(1982). *Marxism and law*. Wiley.

Bottomore, T.B.(1962). *Sociology: A Guide to Problems and Literature*. George Allen &Unwin.

Bourdieu, P. (1987). The Force of Law: Toward a Sociology of the Juridical Field. *In: Hastings Law Journal*, 38 (5): 814-853.

Deflem, M. (2008). *Sociology of Law: Visions of a Scholarly Tradition*. Cambridge University Press. 340 p.

Deva, I.(2005). *Sociology of Law*. Oxford University Press.

Luhmann, N. (2004). *Law as a Social System*. Oxford University Press, pp. 53-75 (Chapter 1, The Location of Legal Theory). 22 p.

Oommen,T.K. and Venugopal, C. N.(1993). *Sociology of Law*, Eastern Book.

Sarat, A.(2004). *The Blackwell Companion to Law & Society*. Blackwell.

Sharma ,S. K., Jaswal, P.Sand Jaswal, N. (2013). *Law as a Facilitator of Socio-economic Reforms'*. Central Law Publications.

Singh,Y. (1996) . *Modernization of Indian Traditions*. Rawat.

Vago, S., Nelson, A., Nelson, V., & Barkan, S. E. (2018). *Law and society* (5th Canadian ed.). Routledge.



**Semester- III**

**Course Type: DSE3**

**Course Code & Title: BNSO303DET Sociological Inquiry**

**Course Credit: 2**

**Course Objectives:** This course introduces sociological inquiry, focusing on key concepts and research methods used in sociology. Students will explore sociological understanding and primary research methods to understand society and social phenomena. This syllabus provides a condensed overview of sociology's fundamental concepts, theories, and research methods, suitable for a two-credit BA course. It offers a practical application to engage students in sociological inquiry.

**Course Outcomes:** - To provide an overview of primary research methods used in sociological inquiry. The course would help develop critical thinking and analytical skills by examining sociological issues. It encourages students to critically analyse and question the construction of social reality in various contexts.

Unit	Course Content	Credit Hours
I	<b>Unit 1: Introduction to Social Imagination</b> 1.1. Understanding Social Imagination 1.2- Sociological perspectives on reality: Berger and Luckmann's theory 1.3 Socialization and Reality: Agents of Socialisation 1.4 Formation of self and identity - Impact of socialization on perception	<b>15</b>
II	<b>Understanding Sociological Imagination</b> 2.1 Society, Media and Reality Construction 2.2 Science and Reality: Theories of Kuhn and Popper 2.3 Globalization and Social Reality: Transnational Flows of Culture and Information- Hybridization and the global-local Nexus 2.4 Knowledge, Power and Discourse	<b>15</b>
<b>Examination and Evaluation Pattern:</b> As per the University Norms		
<p style="text-align: center;"><b>Text Books and References</b></p> <p>Berger, Peter L. (1963). <i>Invitation to Sociology: A Humanistic Perspective</i>. Anchor Books</p> <p>Foucault, M. (1984). <i>Discipline and Punish: The Birth of the Prison</i>. Vintage Books, Berger, P., &amp; Luckmann, T. (1967). <i>The Social Construction of Reality: A Treatise in the Sociology of Knowledge</i>. Doubleday.</p> <p>Goffman, E. (1959). <i>The Presentation of Self in Everyday Life</i>. Garden City. Doubleday.</p> <p>Inkles, A. (1982). <i>What is Sociology: An Introduction to the Discipline and Profession</i>. Prentice Hall of India. (Selected chapters)</p> <p>Mills, C. W. (1959). <i>The Sociological Imagination</i>. Oxford University Press.</p> <p><b>Additional Resources:</b> Journal articles, case studies, and multimedia materials related to social imagination and reality.</p>		



**Semester- III**

**Course Type: SEC2**

**Course Code & Title: BNSO301SET Critical Pedagogy and Learning Course Credit: 2**

**Course Objectives:** The course will examine critical pedagogy and learning processes' definitions, meanings, and ideas. It will also explore the meaning and process of knowledge generation and the crucial role of learning in society.

**Course Outcomes:** The course would generate a critical consciousness towards the meaning and role of critical pedagogy and the learning process in India.

Unit	Course Content	Credit Hours
I	<b>Introducing Critical Pedagogy</b> 1.1 Meaning and idea of critical pedagogy 1.2 Knowledge as social construction 1.3 Learning and Consciousness 1.4 Learning for Change	15
II	<b>Teaching and Learning</b> 2.1 Teacher as a reflective practitioner 2.2 Learning in various contexts 2.3 Political nature of education and the systemic inequities 2.4 Educational policy, curriculum and pedagogical design	15

**Examination and Evaluation Pattern:** As per the University Norms

**Text Books and References**

Apple, M. W. (1983). Ideology and practice in schooling. Temple University Press. Apple, M. W. (1990). Ideology and curriculum. Routledge Falmer.

Aronowitz, S., & Giroux, H. A. (1994). Education under siege. Bergin & Garvey.

Dewey, J. (1902). The child and the curriculum. The University of Chicago Press.

Dewey, J. (2016). Democracy and education: An introduction to the philosophy of education. Lexington, KY: CreateSpace.

Freire, P. (1970). Cultural action for freedom. [Cambridge], Harvard Educational Review.

Freire, P. (2000). Education for Critical Consciousness. Continuum.

Giroux, H. A. (1983). Ideology, culture, and the process of schooling. Temple University Press.

Giroux, H. (1983). Theory and resistance in education: A pedagogy for the opposition. Bergin & Garvey.

Giroux, H. A. (1988). Teachers as intellectuals: Toward a critical pedagogy of learning. Bergin and Garvey.

Giroux, H. A. (2011). On Critical Pedagogy. Continuum.

Giroux, H. A. (1999). Pedagogy and the Politics of Hope: Theory, Culture and Schooling. Westview Press.

Illich, I. (1971). Deschooling Society. NY: Harper & Row.

Kincheloe, Joe L. (2008). Knowledge and Critical Pedagogy: An Introduction. Springer

MacLaren, P. (2015). Life in Schools: An Introduction to Critical Pedagogy in Foundation of Education. (6th Edition) Longman

Pathak, Avijit. (2002). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. Rainbow Publishers Ltd.

Paul Goodman (1960). Growing Up Absurd: Problems of Youth in the Organized System. Random House.

Shotton, J. R. 1998. Learning and Freedom: Policy, Pedagogy and Paradigms in Indian Education and Schooling. ] Sage Publications.

Willis, P. 1977 Learning to Labour. Columbia University Press.

**Semester: III**

**Course Type: SEC 2**

**Course Code & Title: BNSO302SET Digital Sociology**

**Course Credit: 2**

**Course Objectives:** This course aims to familiarize students with the concepts, ideas and issues related to migration and diaspora communities on national and international levels. It covers the history of global and Indian migration in the light of various theoretical postulations developed in social science disciplines such as sociology, anthropology and history.

**Course Outcomes:** By the end of the course, the learners will be able to comprehensively understand the basic concepts related to migration and diaspora studies. They will also develop insight into resolving nuances related to pertinent issues of identity crisis and citizenship stigma that have been prevalent among migrant and diaspora communities across the globe throughout the past decades and centuries.

UNIT	COURSE CONTENT	Credit Hours
I	<b>Introduction to Digital sociology</b> 1.1 Definition: Digitization, Digital Society and Cyber culture 1.2 Theories and practices of digital society 1.3 ICT and its Development 1.4 Emerging digital technologies (AI and Robotics)	15
II	<b>Emerging issues in the digital society</b> 2.1 Netiquettes in the age of digital society 2.2 Ethical issues in the age of AI 2.3 Equity, Inequalities and Digital divides 2.4 Cyber threats and vulnerabilities	15

**Examination and Evaluation Pattern:** As per the University Norms

**Text Books and References**

Abbate, Jane (1999) *Inventing the Internet*, Cambridge, MA: MIT Press, pp. 43-146.  
 Arora, Payal (2019), *The Next Billion Users : Digital Life beyond the West*. Cambridge: Harvard University Press  
 Bhatnagar, S. (2000). *Enhancing Telecom Access In Rural India: Some Options*. Paper presented at India Telecom Conference, Asia-Pacific Research Center, Stanford University.  
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**Semester-III**

**Course Type: SEC 2**

**Course Code & Title: BNSO303SET Village Study and Rural Heritage Course Credit: 2**

**Course Objectives::** The objective of this course is to conceptualize village life, its traditions customs and culture and the heritage like architecture, handicrafts, fairs, festivals, performing arts, music and other little and great traditions. The course attempts to showcase the potential rural tourism products like Indian rural culture and heritage, like the festivals, local crafts and cuisines, folk music, dance, rural sports and cultural events. The course also provides the understanding of the various government initiatives to showcase and conserve rural heritage.

**Course outcome:** This course will leverage India's rural heritage by generating a quest among the learners to understand the rural cultural heritage and vibrant and responsible tourism among them and engaging them to experience rural peripheries and value the India's diverse local culture and heritage.

Unit	Course Content	Credit Hours
I	<b>Village Studies</b> 1.1 Historical background of village studies 1.2 Social structure and significance of the village 1.3 Village life, livelihoods and sustainability 1.4 Village studies: field-view and the fieldwork	15
II	<b>Rural Heritage and Tourism in India</b> 2.1 Indian Heritage: An overview 2.2. Fairs, festivities and performances, 2.3 Rural Tourism: potential and prospects 2.4 Policies and programs of rural tourism	15

**Examination and Evaluation Pattern:** As per the University Norms.

**Suggested Practicals:**

The practicals will be based on field trips in rural areas, preparing the reports, presentations, and presentation of the fieldwork ethics attitude during field visits. The practicals will be as a means to evaluate the understanding and appreciation of rural culture and heritage among the learners and showcase the same for socioeconomic benefits to the local communities.

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**Semester: III**

**Course Type: SEC 2**

**Course Code & Title: BNSO304SET Learning from Diaspora**

**Course Credit: 2**

**Course Objectives:** This course aims to familiarize students with the concepts, ideas and issues related to migration and diaspora communities on national and international levels. It covers the history of global and Indian migration in the light of various theoretical postulations developed in social science disciplines such as sociology, anthropology and history.

**Course Outcomes:** By the end of the course, the learners will be able to comprehensively understand the basic concepts related to migration and diaspora studies. They will also develop insight into resolving nuances related to pertinent issues of identity crisis and citizenship stigma that have been prevalent among migrant and diaspora communities across the globe throughout the past decades and centuries.

UNIT	COURSE CONTENT	Credit Hours
I	<b>Introduction to Sociology of Diaspora</b> 1.1 Definitions and Theories of Diaspora 1.2 Major Diaspora Indian Communities 1.3 Social and cultural issues of Diaspora communities 1.4 Globalization and Diaspora	15
II	<b>Diaspora, Identity and Transformation</b> 2.1 Ethnicity, Religion, Gender and Caste Features of Indian Diaspora 2.2 Diaspora, Identity and Citizenship Issues 2.3 Nationalism, Transnationalism and Ultra Nationalism 2.4 Policy formulation for migrants and diaspora communities	15

**Examination and Evaluation Pattern:** As per the University Norms

**Text Books and References**

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- Vertovec, Steven and Robin Cohen (eds.). 1999. *Migration, Diaspora and Transnationalism*.
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**Semester: III**

**Course Code & Title:**

**BNSO302GET Migrations**

**Course Type: GE 2**

**Course Credit: 2**

**Course Objectives:** Migration is a first and foremost normal human activity. Human beings have always moved from one locality to another locality to settle. As a student of sociology, we should know the new settlement and changes occurs from migration

**Course Outcome:** Students are expected to learn the concept of migration, types of migration, Social change and the history of human settlement through migration.

Unit	Course Content	Credit Hours
I	<b>Basic Concepts</b> 1.1 Introduction of Migration 1.2 Theories of Migration 1.3 Causes of Migration 1.4 Types of Migration	15
II	<b>Migration and social change</b> 2.1 Female Migration and their consequences 2.2 Refugee migration and Social Problem 2.3 Migration and Cultural Diffusion, Assimilation 2.4 Migration, Acculturation of Tribal society	15

**Examination and Evaluation Pattern:** As per the University Norms

#### Text Books and References

##### Suggested Reading

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Srivastava R. Labour Migration in India: Recent Trends, Patterns and Policy issues, *The Indian Journal of Labour Economics*. 2011; 54(3):411-440.

**Semester-III**

**Course Type: GE3**

**Course Code & Title: BNSO302GET Dalit Studies Course Credit: 2**

**Course Objectives:** Dalit studies are one of the most important to understand the social structure and social justice in Indian society. This course aims to make students familiar with the basics understanding on Dalit faces with the social exclusion, hierarchy and subaltern perspective in Indian society. This course will find the inclusive policies for the Dalits.

**Course Outcomes:** The students will be able to find out the equality, equity, affirmative action and social inclusive policy for the Dalits. This course will provide knowledge about social structure and function of Indian society

Unit	Course Content	Credit Hours
<b>I</b>	<b>Basic understanding on Dalits</b> 1.1 Dalit: meaning, nature and Dynamics 1.2 Dalit women and Exclusion 1.3 Caste and Class 1.4 Social Justice	15
<b>II</b>	<b>Dalits: Issues &amp; Challenges</b> 2.1 Question of Dalit Representation 2.2 Dignity and Self Respect movement 2.3 Caste and Media 2.4 Affirmative Action	15
	<b>Examination and Evaluation Pattern:</b> As per the University Norms	

**Text Books and References**

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- Srinivas, M.N (2014) *Caste its Twentieth Century Avatar*, Penguin Books, London, (page244-291)
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**Semester- III**

**Course Type: DSE3**

**Course Code & Title: BNSO301AET Sociological Imagination and Reality      Course Credit: 2**

**Course Objectives:** This course introduces sociological inquiry, focusing on key concepts and research methods used in sociology. Students will explore sociological understanding and primary research methods to understand society and social phenomena. This syllabus provides a condensed overview of sociology's fundamental concepts, theories, and research methods, suitable for a two-credit BA course. It offers a practical application to engage students in sociological inquiry.

**Course Outcomes:** - To provide an overview of primary research methods used in sociological inquiry. The course would help develop critical thinking and analytical skills by examining sociological issues. It encourages students to critically analyse and question the construction of social reality in various contexts.

Unit	Course Content	Credit Hours
I	<b>Unit 1: Introduction to Social Imagination</b> 1.1. Understanding Social Imagination 1.2- Sociological perspectives on reality: Berger and Luckmann's theory 1.3 Socialization and Reality: Agents of Socialisation 1.4 Formation of self and identity - Impact of socialization on perception	<b>15</b>
II	<b>Understanding Sociological Imagination</b> 2.1 Society, Media and Reality Construction 2.2 Science and Reality: Theories of Kuhn and Popper 2.3 Globalization and Social Reality: Transnational Flows of Culture and Information- Hybridization and the global-local Nexus 2.4 Knowledge, Power and Discourse	<b>15</b>
<b>Examination and Evaluation Pattern:</b> As per the University Norms		
<p style="text-align: center;"><b>Text Books and References</b></p> <p>Berger, Peter L. (1963). <i>Invitation to Sociology: A Humanistic Perspective</i>. Anchor Books</p> <p>Foucault, M. (1984). <i>Discipline and Punish: The Birth of the Prison</i>. Vintage Books, Berger, P., &amp; Luckmann, T. (1967). <i>The Social Construction of Reality: A Treatise in the Sociology of Knowledge</i>. Doubleday.</p> <p>Goffman, E. (1959). <i>The Presentation of Self in Everyday Life</i>. Garden City. Doubleday.</p> <p>Inkles, A. (1982). <i>What is Sociology: An Introduction to the Discipline and Profession</i>. Prentice Hall of India. (Selected chapters)</p> <p>Mills, C. W. (1959). <i>The Sociological Imagination</i>. Oxford University Press.</p> <p><b>Additional Resources:</b> Journal articles, case studies, and multimedia materials related to social imagination and reality.</p>		

**Semester- III**

**Course Type: AEC**

**Course Code & Title: BNSO302AET Critical Thinking and Writing      Course Credit: 2**

**Course Objectives:** This course introduces students to the principles of critical thinking and academic writing in sociology. Through analysis of sociological texts, discussions on key sociological concepts, and structured writing assignments, students will enhance their ability to think critically, analyze complex sociological issues, and communicate their ideas effectively in writing.

**Course Outcomes:** By the end of the course, students will be able to critically analyse, identifying main arguments, strengths, and weaknesses. They will construct well-reasoned and well-supported written arguments that integrate sociological theories and empirical evidence and will demonstrate proficiency in academic writing, including proper citation and adherence to disciplinary conventions.

Unit	Course Content	Credit Hours
I	<b>Introduction to Critical Thinking</b> 1.1: Importance and Elements of critical thinking: analysis, evaluation, inference, and explanation 1.2: Understanding and Framing Arguments: Premises and Conclusions 1.3: Types of Arguments: Deductive and Inductive 1.4: Common Logical Fallacies and Identifying Fallacies in Everyday Situations	15
II	<b>Developing Critical Writing Skills</b> 2.1 Problem formulation, Identifying arguments, evidence, assumptions and fallacies 2.2 Using evidence to support arguments and articulation: empirical data, case studies, theoretical frameworks 2.3 Analysing and Evaluating Sources and writing, Revising and Editing for Clarity and Precision 2.4 Components of an academic essay: introduction, body paragraphs, conclusion	15
<b>Examination and Evaluation Pattern:</b> As per the University Norms		
<b>Text Books and References</b>  Bassham, G., Irwin, W., Nardone, H., & Wallace, J. (2011). <i>Critical Thinking: A Student's Introduction</i> (4th ed.). McGraw-Hill Education. Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). <i>The craft of research</i> (4th ed.). University of Chicago Press. Browne, M. N., & Keeley, S. M. (2017). <i>Asking the Right Questions: A Guide to Critical Thinking</i> (12th ed.). Pearson. Cavender, N. M., & Kahane, H. (2018). <i>Logic and Contemporary Rhetoric: The Use of Reason in Everyday Life</i> (13th ed.). Cengage Learning.		

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- Ennis, R. H. (2015). *Critical thinking across the curriculum: A brief edition of thought and knowledge*. Rowman & Littlefield Publishers.
- Graff, G., & Birkenstein, C. (2018). *They say / I say: The moves that matter in academic writing* (4th ed.). W. W. Norton & Company.
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- Lipman, M. (2003). *Thinking in education*. Cambridge University Press.
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**Semester- III**

**Course Type: AEC**

**Course Code & Title: BNSO303AET Understanding Civil Society Organizations Course Credit: 2**

**Course Objectives:** The course is designed to help students understand civil society's meaning, concept, and role in India. It will explore various forms of civil society, operate in diverse historical and social contexts, and delve into the contemporary state of civil society in India, especially concerning state, market, and global developments.

**Course Outcomes:** The learners will gain the basic nuances of the conceptual framework, structure, and operation of civil society in India. They will be able to make sense of the need and role of civil society and its relations with the market, state, and society.

Unit	Course Content	Credit Hours
I	<b>Introducing civil society</b> 1.1 Concept and meaning of civil society 1.2 Classical interpretation of civil society 1.3 Origins of civil society 1.4 Elements of civil society	15
II	<b>Civil society and development In India</b> 2.1 Changing relations among state, market and civil society 2.2 Citizenship rights and governance in India 2.3 NGO's and CDO's Role and Relevance 2.4 Civil Society, Global Governance and New Technologies	15

**Examination and Evaluation Pattern:** As per the University Norms

**Text Books and References**

- Beteille, A. (2001). Civil Society and the Good Society, *Sociological Bulletin*, Vol. 50, No. 2, pp. 286-307
- Beteille, A. (1999). Citizenship, State and Civil Society. *Economic and Political Weekly*, 34 (36):2588-2591.
- Chandhoke, Neera. (2001). The 'Civil' and the 'Political' in Civil Society. *Democratization* 8 (2):1.
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- Kaviraj, Suddipta, and Sunil Khilnani. (2001). *Civil Society: History and Possibilities*. Cambridge University Press [selected chapters]
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**Semester- III**

**Course Type: VAC3**

**Course Code & Title: BNSO301VAT Human Values and Professional Ethics**

**Course Credit: 2**

**Course Objectives:** Understanding moral values guides human beings in their professional lives, and awareness of ethics and human values is essential for sociology students. Professional ethics and Human values are very relevant subjects in today's conflicts and stress.

**Course Outcome:** The student is expected to acquire knowledge that is very helpful in professional life.

Unit	Course Content	Credit Hours
I	<b>Introduction to Ethical and Professional Values</b> 1.1 Professional Ethics and Human Values: Introduction and Definition 1.2. Relevance and scope of ethics 1.3 Ethical Principles, Moral developments and Ethical egoism 1.4 Theories of Ethics	<b>15</b>
II	<b>Forms and Practices of Ethical and Professional Values</b> 2.1 Ethics and professions, ethical values, standards and practices concerning the legal profession, 2.2 Trust and Respect as the Foundational Value of Relationship 2.3 Ethics in public affairs and Ethical standards for elected representatives of the people 2.4 Indian Values and ethics, Respect of elders, Statuses, Cooperation, Ethics in work life	<b>15</b>

**Examination and Evaluation Pattern:** As per the University Norms

**Text Books and References**

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Singer, P. 1993. *Practical Ethics*. 2nd edition, Cambridge: Cambridge University Press, chapter 10;  
Smart, J.J.C., and Williams, B., 1973. *Utilitarianism: For & Against*. Cambridge: Cambridge University Press, pp. 93-118;  
Taylor, G., 1981. Integrity. *Proceedings of the Aristotelian Society*, S55, pp. 143-159.

**Semester-III**

**Course Type: VAC3**

**Course Code & Title: BNSO302VAT Understanding India**

**Course Credit: 2**

**Course Objectives:** To enable students to understand India's traditional social structures and new formal structures. To familiarize students with the processes of change and continuity in and across the urban, rural and tribal communities. To equip students to analyse the recent methods of change initiated by the forces of globalization that are affecting social structure and processes in Indian society.

**Course Outcomes:** The course will provide critical and a comprehensive understanding about Indian society, in terms of its structure and processes.

Unit	Course Content	Credit Hours
I	<b>Introduction</b> 1.1 Diversity in Indian Society: Nature, Structure and Processes 1.2 Diversity and Pluralism 1.3 Tribes, Caste and Ethnicity in India: Forms and Changes 1.4 Rural-urban Continuum and Dichotomy	15
II	<b>Continuity, Change and Development</b> 2.1 Modernity and Nation Building: Practices and Processes 2.2 Processes of social change: Industrialization, urbanization, Sanskritisation, Westernization, Modernization and Islamisation 2.3 Social reform movements: Backward classes, gender and Dalit movement 2.4 Rural and Urban Developments: Programme and Policies	15

**Examination and Evaluation Pattern:** As per the University Norms

**Text and References**

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 Ambedkar, B. R. (1971). "Annihilation of caste". Bheem Patrika Publication.  
 Bose, N. K. (1975). "The structure of Hindu society". Orient Longman.  
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- Nogbri, T. (2003). "Development, ethnicity and gender: Selected essays on tribes in India". Rawat Publication.
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- Weiner, M., & Katzenstein, M. F. (1981). "India's preferential policies: Migrants, the middle classes, and ethnic equality". University of Chicago Press.
- Yinger, J. M. (1997). "Ethnicity: Source of strength? Source of conflict?". Rawat Publication.

**Semester- III**

**Course Code & Title:**

**BNSO303VAT Cyber Security**

**Course Type: VAC3**

**Course Credit: 2**

**Course Objectives:** This course introduces foundational concepts of cybersecurity and focuses on understanding basic cybersecurity principles and terminology and how cybersecurity issues affect individuals and society. It also explains the ethical and societal implications of cybersecurity practices and the application of cybersecurity knowledge in daily life and personal security.

**Course Outcomes:** Students will understand the basic terminologies of cybersecurity and the current cybersecurity threat in the digital arena. They will also develop an understanding of the type and nature of cyber-crimes and how to report them through the prescribed legal and Government channels.

Unit	Course Content	Credit Hours
I	<b>Introduction to Cybersecurity</b> 1.1 Cybersecurity: Concept and Importance 1.2 Forms of Cybersecurity threats: Phishing, malware, etc 1.3 Classification of cyber-crimes: Cyber-crime against women and children, and financial frauds etc. 1.4 Privacy in the Digital Age: Risks and Challenges	15
II	<b>Cybersecurity Policies and Regulations</b> 2.1 Regulation of cyberspace: Issues and challenges 2.2 Reporting of cybercrimes: Remedial and mitigation measures 2.3 Organizations dealing with Cybercrime and Cybersecurity in India, 2.4 Overview of cybersecurity laws and regulations. IT Act 2000 and its Amendments, National cybersecurity Policy 2013 and National Cybersecurity Strategy 2020.	15

**Examination and Evaluation Pattern:** As per the University Norms

**Text Books and References**

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- Oliver, H. A. (2001). *Security in the Digital Age: Social Media Security Threats and Vulnerabilities*. CreateSpace Independent Publishing Platform.
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**Semester- IV**

**Course Type: DSC**

**Course Code & Title: BNSO401DCT Marriage, Family and Kinship**

**Course Credit: 4**

**Course Objectives:** This course highlights and critically examines contemporary marriage, family, and kinship systems. It considers theoretical issues and ethnographies, with particular emphasis on the diversity of practices in India.

**Course Outcome:** The students will understand the concepts of family, marriage, and kinship and their processes, structures, and related theoretical frameworks, with special reference to the Indian context.

Unit	Course Content	Credit Hours
I	<b>Family and Household</b> 1.1 Concept of family and household 1.2 Family: Structure and change 1.3. Gender roles and family 1.4 Relevance of family in contemporary society	15
II	<b>Kinship: Structure and Change</b> 2.1 Concept and Types of Kinship 2.2 Approaches to the study of kinship (descent, alliance and recent theorizations) 2.3 Lineage, Gender roles and discrimination 2.4 Kinship forms in south and north India	15
III	<b>Marriage Systems: Forms, Choice and Regulation</b> 3.1 Marriage: Definition, Concept and Forms 3.2 Hindu, Muslim, Sikh and Christian marriage system 3.3 Bride-wealth 3.4 Dowry and Divorce	15
IV	<b>Contemporary debates</b> 4.1 New reproductive technologies 4.2 Marriage migration 4.3 Family and work: Issues of choice and agency 4.4 LGBTQIA+ perspectives	15

**Examination and Evaluation Pattern:** As per the University Norms

**Text Books and References**

Carsten, J. (2004). *Assisted Reproduction in After Kinship* (pp. 1-30 & 163-183). Cambridge University Press.

Charsley, K. (2005). Unhappy husbands: Masculinity and migration in transnational Pakistani marriages. *Journal of the Royal Anthropological Institute*, 11(N.S.), 85-105.

Chowdhry, P. (1998). Enforcing cultural codes: Gender and violence in Northern India. In M. E. John & J. Nair (Eds.), *A Question of Silence: The Sexual Economies of Modern India* (pp. 332-367). Kali for Women.

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- Leach, E. R. (1961). Polyandry, inheritance and the definition of marriage with particular reference to Sinhalese customary law. In E. R. Leach (Ed.), *Rethinking Anthropology* (pp. 105-113). The Athlone Press.
- Parkin, R., & Stone, L. (2004). General introduction. In R. Parkin & L. Stone (Eds.), *Kinship and Family: An Anthropological Reader* (pp. 1-23). Blackwell.
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- Sharma, U. (1993). Dowry in North India: Its consequences for women. In P. Uberoi (Ed.), *Family, Kinship and Marriage in India* (pp. 341-356). Oxford University Press.
- Simpson, B. (2004). Gays, paternity and polyandry: Making sense of new family forms in contemporary Sri Lanka. In R. Chopra, C. Osella, & F. Osella (Eds.), *South Asian Masculinities: Context of Change, Sites of Continuity* (pp. 160-174). Kali for Women.



**Semester- IV**

**Course Code & Title: BNSO401DET Sociology of Sanitation**

**Course Type: DSE4**

**Course Credit: 2**

**Course Objectives:** This will help students to understand the Social Dimensions of Sanitation and explore the historical and cultural contexts of sanitation practices across different societies visa vice help to analyze the social norms, beliefs, and behaviors associated with sanitation. The students will also learn how to identify and discuss disparities in access to sanitation services across various demographics, including gender, class, caste ad and geography, enabling them to evaluate these disparities' impact on health, education, and economic outcomes. The course will also help to investigate the Role of Policy and Governance, see implications and explore Environmental and Public Health Implications, enhance research skills by doing some serious reading fieldwork, and find themselves capable of developing practical solutions to sanitation problems. The relationship between sanitation, environmental sustainability, and public health can also be understood through case studies of successful and unsuccessful sanitation interventions in India or globally.

**Course Outcomes:** Find a project-based internship, if available, around this theme and prepare a report that will add knowledge to the less researched areas and studies of the Sociology of sanitation in India. Students will also learn to design research problems related to sanitation and learn to collaborate with peers to design and present actionable plans for improving sanitation in specific communities. This sociological research on sanitation-related topics will enable them to learn to review already written reports and policy documents and also find the capability of writing a report, either secondary or fieldwork that could show them to demonstrate a thorough understanding of the subject.

Unit	Course Content	Credit Hours
I	<b>Introduction to Sociology of Sanitation</b> 1.1 Sociology of sanitation: Concept, subject matter and scope 1.2 Cleanliness, impurity and Sanitation: a sociological perspective 1.3 Perspectives on Sanitation (Traditional, Colonial and post-colonial) 1.4 Caste, occupation and Swachh Bharat Mission (SBM)	15
II	<b>Sanitation and Public Health in India</b> 2.1 Sanitation Infrastructure and Public Health 2.2 Marginalized communities and their access to sanitation facilities 2.3 Corporatization and Emerging technologies for sanitation improvement 2.4 Role of government and NGOs in sanitation initiatives	15

**Examination and Evaluation Pattern:** As per the University Norms

**Text Books and References**

Akram, Mohammad.2015. Sociology of Sanitation. Rpro Indi Publications.  
 Atluri, Tara, 2011. 'You Marxist, I Clean Toilet Racism, Labor, and the Bathroom attendant'. Issue one, spring. FRAME: a journal of visual and material culture.  
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Sengupta N. 1980. 'Destitutes and Development: a study of theBauri community in the Bokaro region'. New Delhi: Concept Publishing Company

Shyamlal. Bhangi.: A Sweeper Caste and its Socio - economic Portraits. New Delhi: Bombay Popular Prakashan.

Sinha S. 2001. 'People at the Bottom- A Portrait of Scavengers', New Delhi: Concept Publishing Company

Srivastava, B N. 1997, 'Manual scavenging in India: A disgrace to the country. New Delhi: Concept Publishing, (NHRC).'

Ziyouddin KM and Eswarappa K, ed., 2009. Dimensions of Social Exclusion: An Ethnographic Explorations. Cambridge Scholars Publishing, UK

Ziyouddin, K M. 2024. " Sociology of Health in a Dalit Community: Axes of Exclusion", U.K. Cambridge Scholars Publishing.

Ziyouddin, K M.2013. Muslim Scavengers in India: Perception and Perspectives of Social Exclusion. LAP Lambert Academic Publishing GmbH & Co.

Ziyouddin, K. M. 2022. *Sanitation, Health and Workers Involved in traditional occupations - Nuances and Concerns in Clean India Mission*.Vol. 6, No. S2. e-ISSN: 2550-696X, P-ISSN: 2550-6978. International Journal of Health Sciences.

Ziyouddin, K. M. 2022. *Situating Hadis' Occupation and Caste: Exclusionary Journey from Manual Workers to Sanitation Workers in India*, Caste- A Global Journal of Social Exclusion, Brandeis University. USA. Vol. 3 No. 2 pp. 263–284. October. (pp. 263-284).

### **Additional Readings:**

Academic articles and reports from organizations like WHO, UNICEF, and Government of India publications on sanitation and reports of various committees related to Sanitation, Manual Scavenging eradications.

Srivastava, Saurabh. 2021. Sanitation: Key Explorations through Multidisciplinary Approach', Indian Anthropologist, 51 (2): 71-84. [Special Issue on 'Landscape of Sanitation in India: Reflections on Swachhta' (Guest Editor: Dr Farhat Naz)]

**Semester-IV**

**Course Type: DSE4**

**Course Code & Title: BNSO402DET Rural Sociology**

**Course Credit:2**

**Course Objectives:** The main objective of this course is to sharpen students' understanding of rural life in India. It will help them develop a sociological perspective to analyse the rural social structure, trends of change, and various emerging rural issues.

**Course Outcomes:** The course will introduce the students to the main concepts and perspectives for understanding rural society. It will focus on analyzing rural social structure, rural development policies and programmes, rural power structure and changes, and the agrarian scenario in India in the era of globalization.

Unit	Course Content	Credit Hours
I	<b>Unit I: Concepts and Approaches to the Study of Rural Society</b> 1.1 Concept and Features of Rural Society 1.2 The idea of Indian village & village Studies 1.3 Rural-Urban dichotomy and continuum 1.4 Agrarian Structure and Jajmani system: Changing modes of production and commercialisation, Agrarian unrest and movements	15
II	<b>Unit II: Rural Development and Policies</b> 2.1 Rural Transformation & Community Development: Five Years Plans, Skill Development and Employment Programmes, 2.2 Panchayati Raj Institutions 2.3 Problems of rural labour, Bonded labour, Migrant labourers, Farmers' suicide 2.4 Rural poverty and unemployment; MGNREGA	15

**Examination and Evaluation Pattern:** As per the University Norms

**Essential Readings:**

Agrawal, B. (1998). Disinherited peasants, disadvantaged workers: A gender perspective on land and livelihood. "EPW, 33"(134).  
 Athreya, V. B., & Lindberg, D. S. (1990). "Barriers broken: Production relations and agrarian change in Tamilnadu". Sage.  
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 Desai, A. R. (1977). "Rural sociology in India". Popular Prakashan.  
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 Doshi, S. L., & Jain, P. C. (Eds.). (2009). "Rural sociology". Rawat Publications.  
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 Jodhka, S. S. (Ed.). (2012). "Village society". Orient Blackswan.

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- Mohanty, B. B. (Ed.). (2016). "Critical perspectives on agrarian transition: India in the global debate". Routledge.
- Mukherji, R. (1957). "The dynamics of rural sociology". Berlin.
- Nayak, B. (2012). Health and rural development: A sociological study. "Shodh Prerak, 2"(1).
- Patnaik, U. (Ed.). (1990). "Agrarian relations and accumulation: The mode of production debate in India". Oxford University Press.
- Paul, S. K. (2015). "Rural development: Concept and recent approaches". Concept.
- Singh, K. (1999). "Rural development". Sage Publications.
- Srinivas, M. N. (1972). *Remembered village*. Oxford University Press.

**Semester-IV**

**Course Type: DSE4**

**Course Code & Title: BNSO403DET Understanding Labour Issues**

**Course Credit:2**

**Course Objectives:** This course explores various issues related to labor and employment in today's society. It examines the historical development, current challenges, and future trends impacting workers, workplaces, and labor policies.

**Course Outcomes:** The sole propose of evolve potential solutions to contemporary labor issues based on empirical evidence and theoretical frameworks. By the end of the course, students should be able to: analyze key historical events and movements that shaped labor relations; a valuate current labor issues and challenges facing workers and employers; discuss the role of government policies, laws, and regulations in shaping labor practices, and critically assess the impact of globalization and technology on employment trends.

Unit	Course Content	Credit Hours
I	<b>Introduction to Labor Issues and History</b> 1.1 Importance of labor issues in contemporary society 1.2 Introduction to key concepts and terminology 1.3 Industrial Revolution and its impact on labour 1.4 Labor movements and their influence on policy	15
II	<b>Globalization, Work and Discrimination</b> 2.1 Gig economy and precarious work 2.2 Policies for adapting to technological changes 2.3 Gender, Caste, Class & racial disparities in employment and workplace 2.4 Equal opportunity laws and affirmative action 2.5 Case studies on multinational corporations and labour rights	15

**Examination and Evaluation Pattern:** As per the University Norms

**Essential Readings:**

1992. Gendered instructions: Cultural lag and gender bias in the Hay System of Job Evaluation. Work and Occupations 19:387–423.  
 1996a The New World of Work. London: British North-American Research Committee.  
 1996b Technicians in the workplace: Ethnographic evidence for bringing work into organization studies. Administrative Science Quarterly 41:404–41.  
 Adler, P.S. 1992. Technology and the Future of Work. New York: Oxford University Press.  
 Aoki, M. 1988. Information, Incentives, and Bargaining in the Japanese Economy . New York: Cambridge University Press.  
 Applebaum, H. 1992. The Concept of Work: Ancient, Medieval, and Modern. Albany, NY: SUNY Press

- Attewell, P. 1987. The deskilling controversy. *Work and Occupations* 14:323–46.
- Baba, M.L. 1995. Work and technology in modern industry: The creative frontier. Pp. 120–146 in *Meanings of Work: Considerations for the Twenty-First Century*, F.C. Gamst, ed. Albany, NY: SUNY Press.
- Bell, D. 1973. *The Coming of Post-Industrial Society: A Venture in Social Forecasting*. New York: Basic Books.
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<https://doi.org/10.17226/9600>.
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- Weber, M. 1968. *Economy and Society*. Berkeley, CA:University of California Press.
- Zussman, R. 1985. *Mechanics of the Middle Class*. Berkeley:University of California Press.

**Semester- IV**

**Course Type: SEC2**

**Course Code & Title: BNSO401SET Critical Pedagogy and Learning Course Credit: 2**

**Course Objectives:** The course will examine critical pedagogy and learning processes' definitions, meanings, and ideas. It will also explore the meaning and process of knowledge generation and the crucial role of learning in society.

**Course Outcomes:** The course would generate a critical consciousness towards the meaning and role of critical pedagogy and the learning process in India.

Unit	Course Content	Credit Hours
I	<b>Introducing Critical Pedagogy</b> 1.1 Meaning and idea of critical pedagogy 1.2 Knowledge as social construction 1.3 Learning and Consciousness 1.4 Learning for Change	15
II	<b>Teaching and Learning</b> 2.1 Teacher as a reflective practitioner 2.2 Learning in various contexts 2.3 Political nature of education and the systemic inequities 2.4 Educational policy, curriculum and pedagogical design	15

**Examination and Evaluation Pattern:** As per the University Norms

**Text Books and References**

Apple, M. W. (1983). Ideology and practice in schooling. Temple University Press. Apple, M. W. (1990). Ideology and curriculum. Routledge Falmer.

Aronowitz, S., & Giroux, H. A. (1994). Education under siege. Bergin & Garvey.

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Freire, P. (1970). Cultural action for freedom. [Cambridge], Harvard Educational Review.

Freire, P. (2000). Education for Critical Consciousness. Continuum.

Giroux, H. A. (1983). Ideology, culture, and the process of schooling. Temple University Press.

Giroux, H. (1983). Theory and resistance in education: A pedagogy for the opposition. Bergin & Garvey.

Giroux, H. A. (1988). Teachers as intellectuals: Toward a critical pedagogy of learning. Bergin and Garvey.

Giroux, H. A. (2011). On Critical Pedagogy. Continuum.

Giroux, H. A. (1999). Pedagogy and the Politics of Hope: Theory, Culture and Schooling. Westview Press.

Illich, I. (1971). Deschooling Society. NY: Harper & Row.

Kincheloe, Joe L. (2008). Knowledge and Critical Pedagogy: An Introduction. Springer

MacLaren, P. (2015). Life in Schools: An Introduction to Critical Pedagogy in Foundation of Education. (6th Edition) Longman

Pathak, Avijit. (2002). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. Rainbow Publishers Ltd.

Paul Goodman (1960). Growing Up Absurd: Problems of Youth in the Organized System. Random House.

Shotton, J. R. 1998. Learning and Freedom: Policy, Pedagogy and Paradigms in Indian Education and Schooling. ] Sage Publications.

Willis, P. 1977 Learning to Labour. Columbia University Press.

**Semester: IV**

**Course Type: SEC 2**

**Course Code & Title: BNSO402SET Digital Sociology**

**Course Credit: 2**

**Course Objectives:** This course aims to familiarize students with the concepts, ideas and issues related to migration and diaspora communities on national and international levels. It covers the history of global and Indian migration in the light of various theoretical postulations developed in social science disciplines such as sociology, anthropology and history.

**Course Outcomes:** By the end of the course, the learners will be able to comprehensively understand the basic concepts related to migration and diaspora studies. They will also develop insight into resolving nuances related to pertinent issues of identity crisis and citizenship stigma that have been prevalent among migrant and diaspora communities across the globe throughout the past decades and centuries.

UNIT	COURSE CONTENT	Credit Hours
I	<b>Introduction to Digital sociology</b> 1.4 Definition: Digitization, Digital Society and Cyber culture 1.5 Theories and practices of digital society 1.6 ICT and its Development 1.4 Emerging digital technologies (AI and Robotics)	15
II	<b>Emerging issues in the digital society</b> 2.5 Netiquettes in the age of digital society 2.6 Ethical issues in the age of AI 2.7 Equity, Inequalities and Digital divides 2.8 Cyber threats and vulnerabilities	15

**Examination and Evaluation Pattern:** As per the University Norms

**Text Books and References**

Abbate, Jane (1999) *Inventing the Internet*, Cambridge, MA: MIT Press, pp. 43-146.  
 Arora, Payal (2019), *The Next Billion Users : Digital Life beyond the West*. Cambridge: Harvard University Press  
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 Boyd, Danah (2014) *It's Complicated: the social lives of networked teens*. New Haven: Yale University Press.  
 Castells, Manuel (2009), *Communication Power*, Oxford: Oxford University Press.  
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Donner, Jonathan (2015) After Access: Inclusion, Development, and a More Mobile Internet, Cambridge: MIT Press.

Dutton, William (2013), Handbook of Internet Studies, Oxford University Press

Graham, Mark & Dutton, William (2014) Society and the Internet. Oxford: Oxford University Press.

Naughton, John (2014) From Gutenberg to Zuckerberg: Disruptive Innovation in the Age of the Internet, New York: Quercus.

Rajaraman, V. (2012). History of Computing in India: 1955-2010. IEEE Computer Society.

Peter F. Cowhey and Jonathan D. Aronson, (2009) Transforming Global Information and Communication Markets, Cambridge, MA, MIT Press.

The Menlo Report. Ethical Principles Guiding Information and Communication Technology Research. [http://www.caida.org/publications/papers/2012/menlo\\_report\\_actual\\_formatted/menlo\\_report\\_actual\\_formatted.pdf](http://www.caida.org/publications/papers/2012/menlo_report_actual_formatted/menlo_report_actual_formatted.pdf) •

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**Semester-IV**

**Course Type: SEC 2**

**Course Code & Title: BNSO403SET Village Study and Rural Heritage Course Credit: 2**

**Course Objectives::** The objective of this course is to conceptualize village life, its traditions customs and culture and the heritage like architecture, handicrafts, fairs, festivals, performing arts, music and other little and great traditions. The course attempts to showcase the potential rural tourism products like Indian rural culture and heritage, like the festivals, local crafts and cuisines, folk music, dance, rural sports and cultural events. The course also provides the understanding of the various government initiatives to showcase and conserve rural heritage.

**Course outcome:** This course will leverage India's rural heritage by generating a quest among the learners to understand the rural cultural heritage and vibrant and responsible tourism among them and engaging them to experience rural peripheries and value the India's diverse local culture and heritage.

Unit	Course Content	Credit Hours
I	<b>Village Studies</b> 1.5 Historical background of village studies 1.6 Social structure and significance of the village 1.7 Village life, livelihoods and sustainability 1.8 Village studies: field-view and the fieldwork	15
II	<b>Rural Heritage and Tourism in India</b> 2.1 Indian Heritage: An overview 2.2. Fairs, festivities and performances, 2.3 Rural Tourism: potential and prospects 2.4 Policies and programs of rural tourism	15

**Examination and Evaluation Pattern:** As per the University Norms.

**Suggested Practicals:**

The practicals will be based on field trips in rural areas, preparing the reports, presentations, and presentation of the fieldwork ethics attitude during field visits. The practicals will be as a means to evaluate the understanding and appreciation of rural culture and heritage among the learners and showcase the same for socioeconomic benefits to the local communities.

**Text Books and References**

Beteille, A. (1980). 'The Indian Village: Past and Present' in E.J. Hobsbawm et al. eds. Peasants in History: Essays in Honour of Daniel Thorner, OUP, Calcutta  
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Lane, B. (1994). What is rural tourism?. Journal of sustainable tourism, 2(1-2), 7-21.

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Lane, B., & Kastenholz, E. (2015). Rural tourism: the evolution of practice and research approaches–towards a new generation concept?. Journal of Sustainable tourism, 23(8-9), 1133-1156.

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Ramakumar, A., & Shinde, R. (2008, May). Product development and management in rural tourism. In Conference on Tourism in India–Challenges Ahead (Vol. 15, p. 17).

National Strategy and Roadmap for Development of Rural Tourism in India : An Initiative Towards Atmanirbhar Bharat, Ministry of Tourism Government of India, Dec 2021

**Semester: IV**

**Course Type: SEC 2**

**Course Code & Title: BNSO404SET Learning from Diaspora**

**Course Credit: 2**

**Course Objectives:** This course aims to familiarize students with the concepts, ideas and issues related to migration and diaspora communities on national and international levels. It covers the history of global and Indian migration in the light of various theoretical postulations developed in social science disciplines such as sociology, anthropology and history.

**Course Outcomes:** By the end of the course, the learners will be able to comprehensively understand the basic concepts related to migration and diaspora studies. They will also develop insight into resolving nuances related to pertinent issues of identity crisis and citizenship stigma that have been prevalent among migrant and diaspora communities across the globe throughout the past decades and centuries.

UNIT	COURSE CONTENT	Credit Hours
I	<b>Introduction to Sociology of Diaspora</b> 1.5 Definitions and Theories of Diaspora 1.6 Major Diaspora Indian Communities 1.7 Social and cultural issues of Diaspora communities 1.8 Globalization and Diaspora	15
II	<b>Diaspora, Identity and Transformation</b> 2.1 Ethnicity, Religion, Gender and Caste Features of Indian Diaspora 2.2 Diaspora, Identity and Citizenship Issues 2.3 Nationalism, Transnationalism and Ultra Nationalism 2.4 Policy formulation for migrants and diaspora communities	15

**Examination and Evaluation Pattern:** As per the University Norms

**Text Books and References**

Al-Ail, Nade and Khalid Koser (eds). 2002. New Approaches to Migration: Transnational Communities and the Transformation of Home. London: Routledge.

Bhat, C.S. 2006. "Continuity and Change in the Perception of 'Indianness': Issues of Identity among the Indians and the Indian Diaspora". In: Martina-Ghosh Schellhorn (ed.), Peripheral Centres, Central Peripheries: Anglophone India and its Diaspora, pp.243-250. Berlin: LIT Verlag.

Bhatia, Sunil. 2007. American Karma: Race, Culture, and Identity in the Indian Diaspora. New York: New York University Press.

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Clarke, Colin, Ceri Peach and Steven Vertovec (eds.). 1990. South Asian Overseas: Migration and Ethnicity. Cambridge University press: Cambridge.

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- Parekh, Bhikhu, Gurhpal Singh and Steven Vertovec (eds.). 2003. *Culture and Economy in the Indian Diaspora*. London: Routledge.
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- Rayaprol, Aparna. 1997. *Negotiating Identities: Women in the Indian Diaspora*. New Delhi: Oxford.
- Koshy, Susan and R. Radhakrishnan (eds.). 2008. *Transnational South Asians: The Making of a Neo-Diaspora*. New Delhi: Oxford University Press.
- Nina Glick Schiller. 2007. "The Centrality of Ethnography in the Study of Transnational Migration". In: Ajaya Kumar Sahoo and Brij Maharaj (eds.), *Sociology of Diaspora: A Reader*, pp. 118-155. New Delhi: Rawat Publications.
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- Sahoo, Ajaya Kumar & J. G. Hans, eds. 2014. *Indian Transnationalism Online: New Perspectives on Diaspora*. London: Ashgate.
- Vertovec, Steven and Robin Cohen (eds.). 1999. *Migration, Diaspora and Transnationalism*.
- Nayak B & Bhoi D (2021). *Indian Diaspora , women and social challenges: "Mapping through Gender Perspective"* In: Naik G (eds). *Gender Dynamics and Emerging Issues in 21st Century* , Mital Publication, New Delhi.

**Semester- IV**

**Course Code & Title: BNSO401GET Urban Poverty**

**Course Type: GE4**

**Course Credit: 2**

**Course Objectives:** This course explores the multifaceted dimensions of urban poverty within the context of sociology. It examines the causes, consequences, and dynamics of poverty in urban settings, focusing on theoretical perspectives, empirical research, and policy implications. Students will analyse socio-economic inequalities, urban development issues, and interventions aimed at poverty alleviation.

**Course Outcomes:** By the end of the course, students will be able to describe and analyse the complexities of urban poverty, including its spatial, social, and economic dimensions. They will be able to critically evaluate urban poverty, identifying its key factors and dynamics, and the effectiveness of policy interventions and strategies aimed at poverty alleviation.

Unit	Course Content	Credit Hours
I	<b>Introduction to Urban Poverty</b> 1.1 Definitions and dimensions of urban poverty 1.2 Urban slums: Characteristics and problems 1.3: Socio-economic Disparities, Vulnerability and Urban Space 1.4: Sustainable urban development strategies	15
II	<b>Causes and Consequences of Urban Poverty</b> 2.1 Homelessness, Informal Settlements and Urban Infrastructure 2.2 Urban environmental degradation and vulnerabilities in urban areas 2.3 Crime, Violence, and Social Networks in the urban spaces 2.4 Urban governance, policies, and poverty alleviation	15
<b>Examination and Evaluation Pattern:</b> As per the University Norms		
<p style="text-align: center;"><b>Text Books and References</b></p> <p>Beck, U. (1992). <i>Risk society: Towards a new modernity</i> (M. Ritter, Trans.). SAGE Publications.</p> <p>Bourdieu, P. (1986). The forms of capital. In J. G. Richardson (Ed.), <i>Handbook of theory and research for the sociology of education</i> (pp. 241-258). Greenwood Press.</p> <p>De Soto, H. (2000). <i>The mystery of capital: Why capitalism triumphs in the West and fails everywhere else</i>. Basic Books.</p> <p>Desmond, M. (2016). <i>Evicted: Poverty and profit in the American city</i>. Crown Publishers.</p> <p>Fainstein, S. S. (2010). <i>The just city</i>. Cornell University Press.</p> <p>Gans, H. J. (1962). <i>The urban villagers: Group and class in the life of Italian-Americans</i>. Free Press.</p> <p>Harvey, D. (2008). The right to the city. <i>New Left Review</i>, 53, 23-40.</p> <p>Harvey, D. (2012). <i>Rebel cities: From the right to the city to the urban revolution</i>. Verso.</p> <p>Kabeer, N. (2012). Women's economic empowerment and inclusive growth: Labour markets and enterprise development. International Development Research Centre.</p> <p>Lefebvre, H. (1996). The right to the city. In E. Kofman &amp; E. Lebas (Eds.), <i>Writings on cities</i> (pp. 63-181). Blackwell.</p> <p>Moser, C. O. N. (1996). <i>Confronting crisis: A comparative study of household responses to</i></p>		

- poverty and vulnerability in four poor urban communities*. World Bank.
- Pugh, C. (2015). *Urban politics: Critical approaches*. SAGE Publications.
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- Wilson, W. J. (1996). *When work disappears: The world of the new urban poor*. Vintage Books.

**Semester- IV**

**Course Code & Title: BNSO402GET Abortion, Surrogacy, and IVF**

**Course Type: GE4**

**Course Credit: 2**

**Course Objectives:** This paper Enables students to learn about Abortion, surrogacy and IVF, which is increasing day by day all over the world. Students doing this course would understand and learn about the idea and consequences of abortion, the process of In-vitro fertilisation, and the role and responsibility of surrogate mothers in society.

**Course Outcome:** Students are expected to learn the concepts of abortion, surrogacy and IVF, which are the emerging discourse of Contemporary Society.

Unit	Course Content	Instruction Hours
I	<b>Basics of Abortion, Surrogacy and IVF</b> 1.1 Abortion: Idea and Types of Abortion. <b>1.2 Surrogacy: Concept, Issues and Perspectives.</b> 1.3 In-Vitro fertilisation (IVF) 1.4 History and Political Economy of Abortion, Surrogacy and IVF	15
II	<b>Socio-cultural Dimensions of Abortion, Surrogacy and IVF</b> 2.1 Social context of abortion, Surrogacy and IVF 2.2 Abortion, surrogacy, IVF and women's right to health. 2.3 Sex Discrimination and Sex-Selective Abortion and Government Policies 2.4 Religious Perspective of Abortion, Surrogacy and IVF	15

**Examination and Evaluation Pattern:** As per the University Norms

**Text Books and References**

Abiade Olawanle Abiola, 2022, Surrogacy Versus Reproductive Rights: A Legal Perspective, [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=4278790](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4278790)

Anu, Kumar, Pawan, Inder, Deep, Sharma, Nandini, Surrogacy and Women's Right to Health in India  
 Arnold F, Kishor S and Roy TK, Sex-selective abortions in India, Population and Development Review, 2002, page 759–785.

B.R. Ganatra and S.S. Hirve. Induced Abortions Among Adolescent Women in Rural Maharashtra, India. Reproductive Health Matters 10(19): 2002: 76-85.

Bairagi R, Effects of sex preference on contraceptive use, abortion and fertility in Matlab, Bangladesh, International Family Planning Perspectives, 2001, page:137–143.

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Bhende, Asha A. 1994. "A Study of Sexuality of Adolescent Girls and Boys in Under-privileged Groups in Bombay. *Indian Journal of Social Work*, 55(4). Bombay: Tata Institute of Social Sciences.

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- Peter R Brinsden, Tim C Appleton, Elizabeth Murray, Mohammed Hussein, Fidelis Akagbosu, and Samuel F Marcus : *Treatment by in vitro fertilisation with surrogacy: experience of one British centre*, 2000 Apr 1; P 924–929
- Pikee Saxena, Archana Mishra, and Sonia Malik,, *Surrogacy: Ethical and Legal Issues*, *Indian J Community Med*. 2012 Oct-Dec; 37(4): 211–213
- Radkar. *Abortions in Rural Community near Urban Areas: Experience of Married Women*. AAP Qualitative Studies Final Report, 2003
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- Sharmila Rudrappa, *Working India's reproduction assembly line: Surrogacy and reproductive rights*. *The Western humanities review* · September 2012
- Sheela Saravanan, *A Feminist Discourse on Surrogacy: Reproductive Rights and Justice Approach*, 27 march 2018, P 47- 78, Springer link online, [https://link.springer.com/chapter/10.1007/978-981-10-6869-0\\_3](https://link.springer.com/chapter/10.1007/978-981-10-6869-0_3)

**Semester- IV**

**Course Code & Title: BNSO401AET Menstrual Health**

**Course Type: AEC**

**Course Credit: 2**

**Course Objectives:** This course aims to provide adequate Knowledge concerning menstrual health, sanitation, hygiene, hygiene management, and the role of society that a student should know. It, locates in sociology of gender, examines the status of women vis a vis health, government policies and programmes as well.

**Course Outcome:** Students are expected to learn about Menstrual-Related complexities and societal practices in India and the world because menstrual health is a global Issue.

Unit	Course Content	Credit Hours
I	<b>Introducing Menstrual Health</b> 1.1 Knowledge, Attitude and Practices of Menstrual Hygiene 1.2 Knowledge concerning Menarche at societal level 1.3 Adolescent Girls and menstrual hygiene 1.4 Menstrual health and hygiene management	15
II	<b>Menstrual Health, Societal Problems and Supports</b> 2.1 Knowledge , Skill, facilities , Services and Use of Absorbent Materials 2.2 Menstrual Problem among disabilities, Homeless and Refugees 2.3 Societal Guidance and Support on menstrual health and hygiene 2.4 Socio-cultural, Physical, health difficulties during menstruation	15

**Examination and evaluation pattern:** It includes both Internal evaluation (15 marks) comprising class test/assignments/book review/seminar presentations, etc. and external evaluation (35 marks) which is mainly end semester examination comprising objective (MCQs)/short/long answer questions.

**Text Books and References**

Agnew, S., & Gunn, A. C. (2019). Students' engagement with alternative discursive construction of menstruation. *Health Education Journal*, P 670–680.

Armour, M., Hyman, M. S., Al-Dabbas, M. A., Parry, K., Ferfolja, T., Curry, C., ... Holmes, K. (2021). Menstrual health literacy and management strategies in young women in Australia: A national online survey of young women aged 13-25 years. *Journal Of Pediatric And Adolescent Gynecology*, P 135–143.

Adinma E, Adinma J. Perceptions and practices on menstruation amongst Nigeria secondary school girls. *African journal of reproductive health*. 2008; P:74–83.

Avril M, Houston A, Zehihuan H, Lawrence J. Knowledge, Attitudes, and Consequences of Menstrual Health in Urban Adolescent Females. *Journal of Pediatric and Adolescent Gynecology*. 2006

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- Dr Shamima Yasmin DSY. Menstrual hygiene among adolescent school students: An in depth crosssectional study in an urban community of West Bengal, India. *IOSR J Dent Med Sci.* 2013. doi:10.9790/0853-0562226
- Gómez-Sánchez P, Pardo-Mora Y, Hernández-Aguirre H, Jiménez-Robayo S, Pardo-Lugo JC. Menstruation in history. *Invest Educ Enferm.* 2012
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- Kaur, Rajanbir; Kaur, Kanwaljit; Kaur, Rajinder; Menstrual Hygiene, Management, and Waste Disposal: Practices and Challenges Faced by Girls/Women of Developing Countries; 2018; <https://www.hindawi.com/journals/jep/2018/1730964/>
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- Menstrual Hygiene Matters: a resource for improving menstrual hygiene around the world by Sarah House, Thérèse Mahon, Sue Cavili; 2016; <https://menstrualhygieneday.org/wp-content/uploads/2016/12/Menstrual-hygiene-matters-low-resolution.pdf>
- Menstrual Hygiene Day (MH Day); Managing menstruation for women and girls with disabilities; <https://menstrualhygieneday.org/managing-menstruation-for-women-and-girls-with-disabilities/>
- Najafi F, Mozafari S, Mirzaee S. Assessment of 3rd Grade Junior School Girl Students' Knowledge and Attitude toward Puberty Age Sanitation. *Journal of Guilan University of Medical Sciences.* 2012
- Ooi, Jorene; BLEEDING WOMEN DRY: TAMPON TAXES AND MENSTRUAL INEQUITY; 2018; <https://scholarlycommons.law.northwestern.edu/cgi/viewcontent.cgi?article=1352&context=nulr>
- Sommer, Marni; Menstrual hygiene management in humanitarian emergencies: Gaps and recommendations; 2012; <http://media.ifrc.org/ifrc/wp-content/uploads/sites/13/2018/10/waterlines-menstrual-hygiene-article.pdf>
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**Semester- IV**

**Course Code & Title: BNSO402AET Report writing**

**Course Type: AEC**

**Course Credit: 2**

**Course Objectives:** The course aims to introduce and examine diverse writing skills and explain various aspects and elements of preparing, editing and presenting a report.

**Course Outcomes:** The learners will develop an appropriate writing skill, articulation style and enjoy the opportunity to enhance their professional and academic reporting ability in academia and the workplace.

Unit	Course Content	Credit Hours
I	<b>Introducing Report writing</b> 1.1 What is a Report? 1.2 Effective Report Writing: Structuring and Sequencing Material 1.3 Thinking about the Reader: Setting Objectives 1.4 Obtaining and Prioritizing the Information	15
II	<b>Format and Processes of Report Writing</b> 2.1 Writing Style: Accuracy, Brevity and Clarity 2.2 Using Illustrations: Graph, figures, Tabulation, etc. 2.3 Presentation, Format and Layout 2.4 Referencing, Editing and Proofing	15
<b>Examination and Evaluation Pattern:</b> As per the University Norms		
<p style="text-align: center;"><b>Text Books and References</b></p> <p>Bowden, J. (2011). <i>Writing a report: how to prepare, write &amp; present really effective reports</i>. 9<sup>th</sup> ed. How To Books.</p> <p>Cottrell, S. (2014). <i>Dissertations and project reports: a step by step guide</i>. Palgrave Macmillan.</p> <p>Jacques B. (2001). <i>Simple and Direct: A Rhetoric for Writers</i>: New York</p> <p>Lobban, C.S. and Schefter, M. (2017) <i>Writing undergraduate lab reports: a guide for students</i>. Cambridge University Press.</p> <p>Northedge, A. (2005). <i>The Good Study Guide</i>. Open University</p> <p>Northey, Margot E. (2015). <i>Making sense: a student's guide to research, writing &amp; style</i>. 8th ed.</p> <p>Turabian, Kate L. (2007). <i>A manual for writers of term papers theses, and dissertations</i>. 7th ed.,</p> <p>William, G. (2013). <i>From Dissertation to Book</i>. Chicago.</p> <p><b>Refer to latest APA, etc. style for referencing style</b></p> <p>Publication Manual of the American Psychological Association (7th Edition, 2020). American Psychological Association.</p>		

**Semester- IV**

**Course Code & Title: BNSO403AET Gender Sensitization**

**Course Type: AEC4**

**Course Credit: 2**

**Course Objectives:** This paper will introduce gender sensitization and related issues and sensitize the students regarding gender inequalities prevalent in society.

**Course Outcome:** This paper will create awareness about gender issues and gender sensitisation among students. This paper will also teach students about social setup and its impact on women.

Unit	Course Content	Credit Hours
I	<b>Gender an overview</b> <b>1.1 Gender Sensitization: Meaning, Nature &amp; Importance</b> <b>1.2 Gender sensitization in an educational context</b> 1.3 Gendered Inequalities 1.4 Gender-based Division of Labour	15
II	<b>Gender Justice, media, and Violence</b> 2.1 Gender, Media and Politics 2.2 Gender Justice and Human Rights 2.3 Discrimination and violence against women and their impact on society 2.4 Women Empowerment: Policies and Programme	15

**Examination and Evaluation Pattern:** As per the University Norms

#### **Text Books and References**

Ankara (2011) The Inclusion Of Gender Equality In The Main Plans And Policies In The European Union: The Analysis Of Holland, Romania And Turkey. Directorate General On The Status Of Women

Anupama Sihag, Raj Pal Singh, Gender Sensitization: Issues And Challenges, Avni Publications, January 2019

Aziz AZ, Moussa J (2015) The Due Diligence Principle And The Role Of The State: Discrimination Against Women In Family And Cultural Life. United Nation Working Group On Discrimination Against Women In Law And In Practice.

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- Shikha Bhatnagar, Women's Empowerment & Gender Parity: @Gender Sensitization - Book 1,



**Semester- IV**

**Course Code & Title: BNSO401VAT Sociology of Disaster**

**Course Type: VAC**

**Course Credit: 2**

**Course Objectives:** This course aims to provide students with a comprehensive understanding of the sociological aspects of disasters, including their types, impacts, and the social vulnerabilities they expose. It explores community resilience, the role of social capital, and the efficacy of relief efforts by governmental and non-governmental organizations. Additionally, it examines the influence of globalization, media, activism, and international cooperation on disaster management.

**Course Outcomes:** Upon completing this course, students will be able to critically analyze the social dimensions of disasters, assess the roles of various stakeholders in disaster response and management, and understand the global context of disasters. They will develop insights into the media's influence on public perception and the importance of social capital and community resilience in mitigating disaster impacts.

<b>Unit</b>	<b>Course Content</b>	<b>Credit Hours</b>
<b>I</b>	<b>Introduction to the Sociology of Disaster</b> 1.1: Sociology of Disaster: Definition and Significance 1.2: Disaster: Forms and impacts 1.3 Social Vulnerability, marginalities and Risk (Caste, race, ethnicity and Gender) 1.4: Community Resilience and Role of Social Capital in Disasters	<b>15</b>
<b>II</b>	<b>Disaster Management and Globalization</b> 2.1: Disaster Movements and Activism: Role of non-state actors 2.2: Media Representation and Public Perception of Disasters 2.3: Disaster Management, NDMA and Judicial Interventions in India 2.4: Disasters in the Context of Globalization, Transboundary Implications and International Cooperation	<b>15</b>

**Examination and Evaluation Pattern:** As per the University Norms

**Text Books and References**

Bullard, R. D. (Ed.). (2005). *The quest for environmental justice: Human rights and the politics of pollution*. Sierra Club Books.

Chouliaraki, L., & Zaborowski, R. (2017). *Crisis communication in a digital world*. Polity Press.

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**Semester-3**

**Course Type: VAC**

**Course Code & Title: BNSO402 VAT Research and Publication Ethics**

**Course Credit:2**

**Course Objectives:** This course has two units focusing on the basics of the philosophy of social science research, publication ethics, and research integrity. The Sessions are designed to identify research misconduct, predatory publications, and plagiarism introduced in this course.

**Course Outcomes:** At the end of the course, the student will be aware of research and publication ethics and misconduct. They would also gain an understanding on avoiding misconduct, manipulation and malpractices and thus producing quality research.

Unit	Course Content	Credit Hours
I	<b>Research Ethics</b> 1.1 Ethics: Definition, Introduction and Importance in Research 1.2 Significance of Intellectual Honesty and Research Integrity in Publishing 1.3 Violation of Publication Ethics, Authorship and Contributorship 1.4 Ethics in Research Setting	<b>15</b>
II	<b>Publication Ethics</b> 2.1 Best Practices, Standards-Setting Initiatives and Guidelines in Publishing 2.2 Scientific Misconducts: Falsification, Fabrication, and Plagiarism (FFP) 2.3 Identification of Publication Misconduct, Complaints and Appeals 2.4 Redundant Publications: Duplicate and Overlapping Publications	<b>15</b>

**Examination and Evaluation Pattern:** As per the University Norms

#### **Text Books and References**

Bird, A. (2006). Philosophy of Science. Routledge.  
 Chaddah, P. (2018) Ethics in Competitive Research: Do not get scooped or plagiarised.  
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 Mertens, D. M., & Ginsberg, P. E. (2009). The handbook of social research ethics. Sage Publications.  
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Environmental Health Sciences.

Yadav, Santosh Kumar. 2000. Research and Publications Ethics. Ishwar Books

**Semester- IV**

**Course Code & Title: BNSO403VAT Academic Writing**

**Course Type: VAC4**

**Course Credit: 2**

**Course Objectives:** The course will describe various forms of academic writing, nuances of critical reading, fair paraphrasing, transition and flow, public speaking and research notes. Academic writing based on our observations and experiences in the classroom

**Course Outcomes:** The learner shall develop a clear sense of what academic writing is, how it is different from other writings, and what the basic prerequisites of academic writing are. Hands-on experience and free-flow discussion in the classroom will empower the learner to develop critical skills and a taste for academic writing.

Unit	Course Content	Credit Hours
I	<b>Introduction</b> 1.1 Introducing academic writing: Difference between academic writing and other writings 1.2 Prerequisites of good academic writing: close reading, note-making, and outlining 1.3 What distinguishes academic writing: developing critical and authorial voice 1.4 Forms of write-ups: Research paper, Research proposals, conference abstract and book chapters/ book proposals, review paper and thesis and dissertation writing	15
II	<b>Writing for academics</b> 2.1 Mapping a piece of academic writing as a whole 2.2 Performing quality literature review 2.3 Writing exercise and Discussion: Titles, abstracts, introductions, and conclusions 2.4 Writing ethics and integrity: Identify and avoid plagiarism	15

**Examination and Evaluation Pattern:** As per the University Norms

**Text Books and References**

Becker, H. S. (2007a). *Writing for social scientists* (2nd ed.). Chicago: University of Chicago Press.

Edwards, M. E. (2012). *Writing in Sociology*. Sage.

Graff, Gerald, and Cathy Birkenstein. (2005). *They Say/I Say: The Moves That Matter in Academic Writing*. Norton.

Jacques B. (2001). *Simple and Direct: A Rhetoric for Writers*. New York.

Johnson, W. A., Rettig, R., Scott, G., & Garrison, S. (2010). *The sociology student writer's manual* (6th ed.). Pearson Hall

Jonathan Bennett and Samuel Gorovitz, (1997) Improving Academic Writing,” *Teaching Philosophy* 20: 9.

Northey, Margot E. (2015). *Making sense: a student's guide to research, writing & style*. 8th ed.,

Susan Peck MacDonald. (1987). Problem Definition in Academic Writing, *College English* , Mar., 1987, Vol. 49, No. 31, pp. 315-331

Sociology Writing Group. (2014). *A guide to writing sociology papers* (7th ed.). New York: Worth.

Turabian, Kate L. (2007). *A manual for writers of term papers theses, and dissertations*. 7th ed

William G. (2013). *From Dissertation to Book*. Chicago.

***Please refer to the latest Edition of APA.***

Publication Manual of the American Psychological Association (7th Edition, 2020). American Psychological Association.

**Semester-V**

**Course Type: DSC 1 Core**

**Course Code & Title: BNSO501DCT Social Demography      Course Credit: 4**

**Course Objectives:** The course aims to provide students with an understanding of the relationship between population dynamics and social structures. It explores key concepts in social demography, the impact of demographic changes on society, and how population issues are interlinked with social, political, and economic systems. Students will learn about population growth, migration, fertility, mortality, and their influence on social development.

**Course Outcome:** By the end of the course, students will be able to understand the key concepts in population studies and demographic theories, analyze the relationship between population dynamics and societal changes, evaluate population policies and their impact on social systems, and apply demographic tools and data to understand current population trends and challenges.

<b>Unit</b>	<b>Course Content</b>	<b>Credit Hours</b>
I	<b>Introduction to Social Demography</b> <b>1.1</b> Definition and Scope of Social Demography <b>1.2</b> Basic Demographic Concepts: population size, structure, distribution and change. <b>1.3</b> Methods in Population Studies: Census, Survey, Statistics, Demographic Models <b>1.4</b> Theories of Population Change: Malthusian and Neo-Malthusian, Demographic Transition, Optimum Theory, Critiques	15
II	<b>Population Growth and Its Impact on Society</b> <b>2.1</b> Population Growth: Causes, effects, and challenges <b>2.2</b> Impact on family and social structures, <b>2.3</b> Urbanisation and labour markets <b>2.4</b> Population and Economic Development	15

III	<b>Demographic Processes:</b> Fertility, Mortality, Morbidity and Migration <b>3.1</b> Fertility, mortality and morbidity: Biological, social, cultural, and economic factors, <b>3.2</b> Theories of fertility transition, including socio-economic models (Childbirth, Number of Births, Reproductive Choices, Gap between births, contraceptive use, etc.) <b>3.3</b> Reproductive Health and Rights: The importance of reproductive health services in developing societies <b>3.4</b> Migration: Forms, types, effects and factors	15
IV	<b>Population and Society in India</b> <b>4.1</b> National Population Policies in India <b>4.2</b> Gender and Population Policies: Women's rights, fertility control, and gendered impacts of demographic policies. <b>4.3</b> Policies for Ageing Populations: Concerns and Challenges <b>4.4</b> Contemporary Population Issues: Population Myth, Control, and Politics	15
Examination and evaluation pattern: As per the university norms		

**Text Books and References**

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**Semester-v**

**Course Type: DSC 1 Core**

**Course Code & Title: BNSO502DCT Urban Sociology**

**Course Credit: 4**

**Course Objectives:**

1. Analyze classical and contemporary theories of urban sociology.
2. Examine urbanization trends, socio-spatial inequalities, and governance in India.
3. Explore issues like slums, caste, communal dynamics, digital divides, and climate resilience in cities.

**Course Outcomes:** Students are expected to develop a critical outlook on various aspects of urban societies in terms of its theoretical aspects, issues of urban growth, politics and problems of urban poors and various concerns of urban dwellers.

Unit	Course Content	Credit Hours
I	<b>Unit I: Foundations of Urban Sociology</b> 1.1 Concepts in Urban Sociology: Urban, Urbanisation and Urbanism/Urbanity, Rural-Urban Continuum 1.2 Classical perspectives: Simmel, Weber, Park and Burgess 1.3 New urban sociology and critiques in Global South contexts. 1.4 Postcolonial critiques of urban theories (Ananya Roy, D. Chakrabarty).	15
II	<b>Unit II: Theoretical Perspectives</b> 2.1 Political economy of cities: Castells' collective consumption, Harvey's neoliberalism. 2.2 Theories of slum formation: Charles Stokes, Oscar Lewis 2.3 Right to the City (Lefebvre) and Urban Activism 2.4 Gender and urban space: Safety, mobility, and Why Loiter campaigns	15
III	<b>Unit III: Urbanization in India</b> 3.1 Urbanization trends: Demographic Data (2001–2021), migration, and regional disparities. 3.2 Census Towns, small cities and megacities: Smart Cities Mission, periurban challenges. 3.3. Transportation: Mobility and Social Hierarchies 3.4 Digital urbanisation: Tech parks, gig economy, and digital exclusion	15
IV	<b>Unit IV: Contemporary Urban Challenges in India</b> 4.1 Multidimensionality of Urban Poverty: Informality, Education and Healthcare Access 4.2 Housing and Segregation: Exclusion and Spatial Justice 4.3 Sanitation, Ecology, Water and Waste: Problems and Challenges 4.4 Identity-based violence and marginalised groups: Caste, gender, ethnicity, LGBTQIA+ communities, and migrant labour	15
<b>Examination and Evaluation Pattern:</b> As per the University Norms		



### Text Books and References

- Anand, N. (2017). *Hydraulic city: Water and the infrastructures of citizenship*. University of California Press.
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**Semester-V**

**Course Type: DSE 5**

**Course Code & Title BNSO501DET Refugees and Forced Migration: Concepts and Issues**

**Course Credit: 2**

**Course Objectives:** The course introduces students to refugees, their historical and contemporary significance, and the sociological, legal, and humanitarian perspectives on refugee issues. It will explore the causes of displacement, the international refugee protection framework, and the challenges refugees face regarding integration, rights, and security.

**Course Outcome:.** This syllabus provides an overview of the concept of refugees, examining their legal protection, causes of displacement, and the challenges they face. It allows students to critically engage with both the humanitarian and socio-political dimensions of refugee issues.

Unit	Course Content	Instruction Hours
I	<b>Concepts, Causes and Types</b> <b>1.1</b> Concepts, Types and definitions of refugees, Understanding the difference between refugees, internally displaced persons (IDPs), asylum seekers, and migrants. <b>1.2</b> Political and economic causes: war, persecution, and conflict (e.g., civil wars, ethnic violence, religious persecution). Economic crises, poverty, and lack of opportunities. <b>1.3</b> Environmental and social causes: Natural disasters and climate change, Discrimination, human rights violations, and societal breakdowns. <b>1.4</b> Challenges in Refugee Protection: Security concerns, anti-refugee sentiment, and political challenges in host countries.	15
II	<b>Refugee Crises, Host Societies and Global Responses</b> <b>2.1</b> Contemporary Refugee Crises: Recent Crises (e.g. Syrian Civil War, Rohingya crisis, Tibetan, Palestinians displacement) <b>2.2</b> Socio-Cultural and Economic Integration: Challenges of accessing education, healthcare, employment, social identity, cultural assimilation, and integration process <b>2.3</b> Political and Legal Barriers: Citizenship, Statelessness, voting rights, and status of refugees in host countries <b>2.4</b> Contemporary Issues and Challenges: Politicisation of refugee policies and protection, international organisations (e.g., UNHCR, Red Cross), NGOs, humanitarian aid and assisting host countries.	15
<b>Examination and evaluation pattern:</b> As Per University rule		

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**Semester-V**

**Course Type: DSE 5**

**Course Code & Title: Sustainable Development: Theories, Concepts, and Global Perspectives**

**Course Credit: 2**

**Course Objectives:** This course explores sustainable development through a sociological lens. Students will analyze economic, social, and environmental dimensions, studying theories like Ecological Modernization and Dependency Theory. Focus includes global frameworks (SDGs, Paris Agreement) and India's policies (Swachh Bharat, Climate Action). The course examines environmental justice, urban sustainability, and grassroots movements, emphasizing caste, class, and gender inequalities in development.

**Learning Outcomes:** After the completion of this course, the students will be able to

- 1) Define sustainable development principles
- 4) Examine social construction of environmental issues
- 5) Evaluate Indian policies' social impacts
- 6) Study community movements for sustainable development and
7. Gain a critical perspective on development-justice tradeoffs.

Unit	Course Content	Credit Hours
I	<b>Unit 1. Introduction to Sustainable Development</b> 1.1. Definition, evolution, and principles of sustainable development (Economic, social, and environmental) 1.2. Theoretical Understanding of Sustainable Development (Ecological Modernization and Dependency Theory) 1.3. SDG Summits and Conventions (eg, Rio Earth Summit, Paris Agreement) 1.4. Sustainable development as a tool for social justice	15
II	<b>Unit 2: Sustainable Development in India</b> 2.1. Key policies and programmes: National Action Plan on Climate Change, Swachh Bharat Mission 2.2. Urban sustainability: Case studies of smart cities 2.3. Policies addressing environmental justice, urban space and social inequality in India 2.4. Climate change and vulnerable communities: role of civil society and grassroots movements in promoting sustainability	15
<b>Examination and Evaluation Pattern:</b> As per the University Norms		

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**Semester-V**

**Course Type: DSE 5**

**Course Code & Title: BNSO501DET Contemporary Sociological Concerns in Indian Society**

**Course Credit: 2**

**Course Objectives:** The course aims to provide students with an understanding of the social problems facing Indian society. It explores the various factors contributing to social issues such as poverty, inequality, caste discrimination, gender-based violence, and environmental degradation. The course will also analyze the role of government policies, NGOs, and social movements in addressing these problems.

**Course Outcome:** By the end of this course, students will be able to Understand the major social problems affecting Indian society, analyze the causes, consequences, and impact of these social issues on individuals and communities, examine the role of government and social institutions in addressing social problems, critically evaluate policies and strategies aimed at mitigating social problems in India, reflect on the relationship between social problems and broader societal structures such as culture, economy, and politics.

Unit	Course Content	Instruction Hours
I	<b>Sociological Concerns and Issues</b> <b>1.1</b> Sociological Concerns and Problems <b>1.2</b> Social Change and Processes <b>1.3</b> Emerging Sociological Concerns <b>1.4</b> Perspectives: Durkheim, Marx and Merton's Perspective	15
II	<b>Contemporary Sociological Concerns in India</b> <b>2.1</b> Poverty and Economic Inequality: Nature and Extent of Poverty, Anti-Poverty Programmes <b>2.2</b> Caste Discrimination, Social Exclusion and Inclusive Policies: Contemporary Situations and Conditions <b>2.3</b> Gender-based Violence and Discrimination: Exploring Forms, causes and Solutions, Role of State and NGOs, Impact on Women's Rights and Empowerment <b>2.4</b> Subaltern Groups and Urbanity: Inequality, Identity, Space and Politics of Representation	15
<b>Examination and evaluation pattern:</b> As Per University Rule.		



### Text Books and References

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**Semester-VI**

**Course Type: DSC 7**

**Course Code & Title: BNSO601DCT Modern Sociological Theories**

**Course Credit: 2**

**Course Objectives:** The paper introduce students to the major modern sociological theories, examine the historical development and evolution of sociological thought, help students understand key concepts from major sociologists and their implications for understanding social dynamics, critically assess the relevance and application of these theories in contemporary society and encourage students to apply these theories in analyzing real-world social phenomena

**Course Outcome:** By the end of the course, students will be able to Understand and articulate key concepts in modern sociological theory and identify the major theorists and their contributions to sociological thought, Critically evaluate the strengths and weaknesses of various sociological theories, apply sociological theories to analyze contemporary social issues and phenomena and engage in informed discussions and debates on theoretical perspectives.

<b>Unit</b>	<b>Curse Content</b>	<b>Credit Hours</b>
I	<b>Structural Functionalism and Neo-Functionalism</b> 1.1 Functionalism (Malinowski, Parsons and Merton) 1.2 Neo-functionalism (Coser, Alexander and Luhmann) 1.3 Structuralism (Levi-Strauss) 1.4 Post-Structuralism (Derrida and Foucault)	15
II	<b>Conflict Perspectives</b> 2.1 Conception of Class and Class Relationships: Marx 2.2 Class and class conflict in industrial societies: Dahrendorf 2.3 Structural Marxism: Louis Althusser 2.5 Hegemony: Antonio Gramsci	15
III	<b>Interactionist Perspectives</b> 3.1 Looking Glass Self Theory: C. H. Cooley 3.2 Mind, Self and Society: G.H. Mead 3.3 Symbolic interactionism: Herbert Blumer 3.4 Presentation of self in everyday life: Erving Goffman	15
IV	<b>Phenomenology, Ethnomethodology and Postmodernism</b> 4.1 Foundation and Phenomenology of Social World: Edmund Husserl and A. Shultz 4.2 Ethnomethodology: Harold Garfinkel 4.3 The social construction of reality: P. Berger and T. Luckmann 4.4 Post-Modernism: Jean Francois Lyotard and Jean Baudrillard	15
<b>Examination and evaluation pattern:</b> As per the University Norms.		



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**Semester-VI**

**Course Type: DSC 8 Core**

**Course Code & Title: BNSO602DCT Sociology of Health and Medicine**

**Course Credit: 4**

**Course Objectives:**

1. To provide a theoretical and empirical understanding of the sociology of health and medicine.
2. To explore the social, cultural, political, and economic dimensions of health and illness.
3. To critically analyse the role of the state, society, and non-state actors in shaping health systems and policies.
4. To examine contemporary health challenges and debates globally and in the Indian context.

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

1. Analyze and be able to illustrate sociological insights into health and illness through sociological perspectives.
2. Understand the interplay between health, society, and culture.
3. Critically evaluate health policies and systems in India and globally.
4. Engage with contemporary medicalisation, privatisation, and health equity debates.

<b>Unit</b>	<b>Course Content</b>	<b>Credit Hours</b>
<b>I</b>	<b>Unit I: Understanding Sociology of Health and Medicine</b> 1.1 Health, Illness and Medicine: History, Scope, and Concepts 1.2 Theoretical Perspectives: Functionalist, Interactionist, Marxist, Feminist, and Postcolonial 1.3 Social Construction of Health and Illness: Redefining Health, Medicalization, and De-medicalization 1.4 Ethnomedicine, Medical Pluralism (Religious and Spiritual Medicine) and AYUSH	15
<b>II</b>	<b>Unit II: Social Determinants of Health and Illness</b> 2.1 Social Determinants of Health and Illness: Caste, Class, Gender, Ethnicity, and Other Forms of Inequalities in Access to Healthcare 2.2 Social Barriers to Well-Being and Health: Stigma, Stereotypes, and Discrimination 2.3 The Patient and Practitioner Relationship: Trust, Authority, and Control 2.4 Epidemics, Pandemics and Global Health Governance: Lessons from COVID-19 Experiences and Beyond	15

<b>III</b>	<b>Unit III: Politics of Health Systems, Policies, and Health Challenges</b> 3.1 Health Systems in India: Evolution and Challenges in rural and urban healthcare 3.2 Reproductive and Child Health: Concepts and History 3.3 Assisted Reproductive Technologies (ARTs), Surrogacy and Motherhood: Social, ethical, and legal challenges 3.4 Health Policies, Programmes and Problems: References from NHM, Ayushman Bharat, Universal Health Coverage (UHC), and select experiences of state health policies	15
<b>IV</b>	<b>Unit IV: Contemporary Issues and Debates of Health and Healthcare</b> 4.1 Privatization and Corporatization of Health: Rise of corporate hospitals and healthcare markets, ethical concerns and medical malpractice 4.2 Health and Technology: Digital health, telemedicine, organ transplants and AI in healthcare 4.3 Health disparities and marginalised communities: Role of NGOs, CSOs and Faith-Based Organizations in healthcare advocacy and rights 4.4 Global Health Challenges: Lessons from Pandemics	15
<b>Examination and Evaluation Pattern:</b> As per the University Norms		

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**Semester-VI**

**Course Type: DSE 6**

**Course Code & Title: BNSO601DET Health and Wellness Tourism Course Credit: 4**

**Course Objectives:** This course aims to provide students with a comprehensive understanding of health and wellness tourism, exploring its foundations, drivers, and societal impacts. It examines the psychological, sociological, and economic motivations behind wellness tourism, analyzes case studies, and addresses contemporary challenges. Students will critically evaluate the role of wellness tourism in addressing global health issues and explore emerging trends, sustainability, and technological advancements in the industry.

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

1. Define and analyze the scope and drivers of health and wellness tourism.
2. Evaluate wellness tourists' psychological, sociological, and economic motivations.
3. Assess case studies and challenges in wellness tourism, particularly in India.
4. Critically examine the role of wellness tourism in addressing societal health issues.
5. Explore emerging trends, sustainability, and technology in the wellness tourism industry.

Unit	Course Content	Credit Hours
I	<b>Unit 1: Fundamentals of Health and Wellness Tourism</b> 1.1. Yoga, Ayurveda, Spa and Holistic Healing: Definition, Scope, and Concepts 1.2. Wellness Tourism and Drivers and Motivations: Modern Lifestyles (stress, urbanization), Psychological motivations (escapism, self-improvement, and mindfulness), Social Motivations (identity, social trends, and cultural influences) 1.3. Political Economy of Health and Wellness Tourism: Role of Government Policies, Economic Impact on Local Economies, Commodification and Cultural Appropriation 1.4. Wellness Tourism in India: Case Studies (e.g., Kerala's Ayurvedic Tourism and Rishikesh as a Global Yoga Hub), Cultural and Economic Dimensions	15
II	<b>Unit 2: Contemporary Issues and Future Directions in Wellness Tourism</b> 2.1. Globalization and Traditional Healing Practices: Adaptation of Traditional and Complementary Health Practices (e.g., Ayurveda, yoga and meditation, and traditional Chinese medicine) in Global Markets 2.2. Emerging Trends in Wellness Tourism: AI, Virtual Reality, Personalised Wellness Experiences and Digital Detox 2.3. Sustainability: Eco-friendly Resorts, Spiritual Healing Centres and Community-based Models 2.4 Post-Pandemic Trends: Immunity-boosting Tourism and Localised Wellness Experiences	15
<b>Examination and Evaluation Pattern:</b> As per the University Norms		

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#### **Additional Resources:**

Documentaries:

Heal (2017): Explores the connection between mind, body, and healing.

The Yoga Tradition of the Mysore Palace (2016): Focuses on the history and cultural significance of yoga in India.



**Semester-VI**

**Course Type: DSE 6**

**Course Code & Title: BNSO602DET Public Policy      Course Credit: 4**

**Course of objectives:** This course aims to provide students with a foundational understanding of public policy, its formulation, implementation, and evaluation. It explores theoretical frameworks, sociological perspectives, and practical challenges in policy making. Students will analyze key social policies in India, examine the role of public policy in addressing inequality and social justice, and critically evaluate contemporary issues such as globalization, digital transformation, and sustainable development.

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

1. Understand the nature, scope, and theories of public policy.
2. Analyze the stages of policy formulation, implementation, and evaluation.
3. Examine the role of public policy in addressing social issues and promoting social justice.
4. Evaluate key social policies in India and their impact on society.
5. Critically assess contemporary issues in public policy, including globalisation and sustainability.

Unit	Course Content	Credit Hours
I	<b>Unit 1: Foundations and Theories of Public Policy</b> 1.1. Introduction to Public Policy: Concepts, nature, scope and typologies 1.2. Role of Public Policy in Addressing Social Change and Resilience: focusing on poverty, education, and health 1.3 Theories of Public Policy: Rational Choice Theory, Incrementalism (Lindblom's model), Systems Theory (David Easton's Input-Output model). 1. 4. Policy Formulation, Decision Making and Implementations: Processes and Stakeholders	15
II	<b>Unit 2: Public Policy in Practice and Contemporary Issues</b> 2.1. Policy Evaluation: Studying Impact Assessment and Cost-Benefit Analysis 2.2. Challenges in policy implementation: bureaucracy, corruption, and resource constraints 2.3. Public Policy and Social Justice: Lessons from MGNREGA, National Health Mission, and Right to Education Act 2.4. Contemporary Issues in Public Policy: Impact of Globalization, Digital transformation, e-governance, Climate change and sustainable development on national policies	15
<b>Examination and Evaluation Pattern:</b> As per the University Norms		

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**Semester-VI**

**Course Type: DSE 6**

**Course Code & Title: BNSO602DET Multiculturalism and Nation-Building    Course Credit: 2**

**Course Objectives:** This course explores the concepts of secularism and communalism, examining their implications for society, politics, and culture. It focuses on the historical evolution of secularism, the rise of communalism, and their relationship in contemporary society. The course encourages students to critically evaluate these ideologies, their influence on identity politics, and their impact on national integration, religious tolerance, and democracy.

**Course Outcome:** Upon completing this course, students will be able to explain the principles and theories of secularism, identify the historical and contemporary forms of communalism, and analyse the relationship between secularism and communalism in society and politics. Critically assess how secularism can contribute to peace and how communalism can undermine social cohesion. Discuss the challenges of maintaining secularism in pluralistic societies.

<b>Unit</b>	<b>Course Content</b>	<b>Credit Hours</b>
<b>I</b>	<b>Introducing Multiculturalism</b>  1.1 Multiculturalism: Concepts and Evolutions Multiculturalism in Western and Indian contexts 1.3 Theories of Multiculturalism 1.4 Multiculturalism and Modern State: Challenges and Approaches	15
<b>II</b>	<b>Secularism and Communalism</b>  2.1 Secularism and Communalism: Concepts, and Characteristics 2.2 Secularism and Communalism: Theories and types of Secularism and Communalism in Pre- and post independence 2.3 Secularism, communalism, Multiculturalism and Nation-building: Role of State, Civil Society and Constitution 2.4 Citizenship and Constitutionalism	15
<b>Examination and evaluation pattern:</b> As per the University Norms.		

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