

Course Structure and Detailed Syllabus of M.A. Sociology

Maulana Azad National Urdu University, Hyderabad

Department of Sociology**Post Graduate Programme: Credit distribution and courses as per CBCS Pattern**

Program	Core Courses	DS/ID Electives	Generic Electives	Total Credits	Mandatory Non-CGPA		
					AEC	SEC	Co/Extra CC
M.A. Sociology	48	16	8	72	2	2/4	6

Note: Any decision related to credit distribution is the subject matter of the policies adopted at the university level; the same is duly considered and followed.

Semester	Course Code	Course Category	Course Title	L:T:P:	Credits
I	MASO101CCT	Core Course	Introduction to Sociology: Concepts and Themes	3-1-0	4
	MASO102CCT	Core Course	Classical Sociological Thinkers	3-1-0	4
	MASO103CCT	Core Course	Research Methodology: Approaches and Traditions	3-1-0	4
	MASO101DST	DSE	Indian Society: Continuity and Change	3-1-0	4
	MASO102DST	DSE	Family, Marriage and Kinship	3-1-0	4
	MASO103DST	DSE	Social Stratification	3-1-0	4
		Ability Enhancement			
		Non-CGPA Course			
II	MASO201CCT	Core Course	Contemporary Sociological Thinkers	3-1-0	4
	MASO202CCT	Core Course	Approaches to the Study of Indian Society	3-1-0	4
	MASO203CCT	Core Course	Research Methods in Social Sciences	3-1-0	4
	MASO201DST	DSE	Rural Sociology	3-1-0	4
	MASO202DST	DSE	Religion and Society	3-1-0	4
	MASO203DST	DSE	Economic Sociology	3-1-0	4
	PGSO201GET	Generic Elective	Science and Society	3-1-0	4
		Skill Enhancement			
III	MASO301CCT	Core Course	Modern and New Sociological Theories	3-1-0	4
	MASO302CCT	Core Course	Urban Sociology	3-1-0	4
	MASO303CCT	Core Course	Population and Society	3-1-0	4
	MASO301DST	DSE	Sociology of Gender	3-1-0	4
	MASO302DST	DSE	Sociology of Islam and Muslim Communities in India	3-1-0	4
	MASO303DST	DSE	Environment and Society	3-1-0	4
	PGSO301GET	Generic Elective	Sociology of Culture and Mass Media	3-1-0	4
		Ability Enhancement			
IV	MASO401CCT	Core Course	Sociology of Development	3-1-0	4
	MASO402CCT	Core Course	Social Movements in India	3-1-0	4
	MASO401DST	DSE	Sociology of Education	3-1-0	4
	MASO402DST	DSE	Sociology of Deccan Societies	3-1-0	4
	MASO403DST	DSE	Sociology of Health and Medicine	3-1-0	4
	MASO450CCP	Core Course (Practical)	Dissertation		4
		Skill Enhancement			
		Non-CGPA Course			

L=Lecture; T=Tutorial and P=Practical (Field Work can be treated as equivalent to practical), DSE=Discipline Specific Elective, CBCS=Choice Based Credit System

Course Code
MASO101CCT

Course Title
Introduction to Sociology: Concepts and Themes

Semester
1

Scheme of Instruction

Total Duration : 60 hours
Periods/Week : 4
Credits : 4
Instruction mode : Lecture

Scheme for Examination

Maximum Score : 100
Internal Evaluation : 30
End Semester : 70
Exam Duration : 3 Hrs

Course Objectives: This is the basic course, aiming at familiarizing students about basic concepts of sociology such as Society, Community, Institution, culture, Social process, social mobility, social stratification and Social Change. The course also discusses various aspects of socialization, stratification and avenues of social mobility in the society.

Course Outcomes: The students are expected to develop an understanding on the basic concept of sociology. It is important for the learners to make a critical understanding of various elementary concepts and terms before taking up advance courses in sociology like sociological thoughts, theories and various other specialized courses.

Unit	Course Content	Instruction Hours
I	What is Sociology 1.1 Definition, nature and scope of sociology 1.2 Emergence of Sociology: Industrial and French Revolution 1.3 Sociological imagination, social construction of reality	15
II	Basic Concepts 2.1 Society, community and culture 2.2 Norms, values, folkways and mores 2.3 Role and status	15
III	Social Institutions and Groups 3.1 Social institutions: Polity, economy, law, religion and education 3.2 Social groups: Primary and secondary groups, In-group and out-group, reference group	15
IV	Social Processes: Socialization, Social Stratification and Change 4.1 Socialization: Agencies of socialization, socialization and personality 4.2 Social stratification and mobility: Dimensions and theories 4.3 Social change: Factors of change, theories	15

Examination and Evaluation Pattern: It includes both Internal evaluation (30 marks) comprising class test/assignments/book review/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

Berger, Peter (1966). An Invitation to Sociology: A Humanist Perspective. Harmondsworth: Penguin. Chap 1 and 2.

Berger, Peter L. and Thomas Luckmann, (1966) The social construction of reality. Allen Lane London: The

Penguin Press. Part 1.

Beteille, A. (1983). 'Introduction in Andre Beteille (ed.): *Equality and Inequality: Theory and Practice*; Delhi: OUP. 1-27.

Beteille, A. (2002). *Sociology: Essays on Approach and Method*. Oxford University Press. (Chap. 1 and 2).

Bilton, Tony (2003). *Introducing Sociology*. Palgrave Macmillan. (Selected chapters)

Bottomore, T. B. (1972). *Sociology: A Guide to Problems and Literature*. Bombay: George Allen and Unwin (India). (Selected chapters)

Brown, Radcliffe, A.R. (1976). *Structure and Function in Primitive Society*. London: R.K.P. Chap. 11.

Burke, Peter, (1980). *Sociology and History*. George Allen and Unwin. (Chap. 1).

Firth, Raymond (1956). *Human Types*. Thomas Nelson & Sons. (Chap. 5).

Giddens, A. (2013). *Sociology*. New York: Polity Press. (selected Chapters)

Gupta, D.(1991). 'Hierarchy and Difference' in Dipankar Gupta (ed.): *Social Stratification*, Delhi: Oxford University Press, pp:1-27.

Inkles, A. (1982). *What is Sociology: An Introduction to the Discipline and Profession*. New Delhi: Prentice Hall of India. (Selected chapters)

Suggested Readings

Bauman, Zygmunt (1990). *Thinking Sociologically*, London: Blackwell.

Berger, Peter (1966.) *An Invitation to Sociology: A Humanist Perspective*, Harmondsworth: Penguin.

Fulcher & Scott (2003) *Sociology*, Oxford University Press, New York

Grusky, D.V. (1994) *Social Stratification*. Boulder: West view Press, Part I, pp. 10-34.

Harlambos, M. (1998): *Sociology: Themes and Perspective*, OUP, New Delhi

Henslin, Jim (2009) *Sociology: A Down to Earth Approach*, Pearson,

Johnson, Harry M. (1995) *Sociology: A Systematic Introduction*, Allied Publishers, New Delhi

Macionis, John (1996) *Sociology*. Prentice Hall, New Jersey

MacIver and Page (1974) *Society: An Introductory Analysis*, Macmillan & co. New Delhi

P. Gisbert (2010) *Fundamental of Sociology*, Orient Blackswan, New Delhi

Worsley, P. (1987) *Introducing Sociology*, Penguin

Course Code
MASO102CCT

Course Title
Classical Sociological Thinkers

Semester
1

Scheme of Instruction

Total Duration : 60 hours

Periods/Week : 4

Credits : 4

Instruction mode : Lecture

Scheme for Examination

Maximum Score : 100

Internal Evaluation : 30

End Semester : 70

Exam Duration : 3 Hrs

Course Objectives: This paper attempts to orient the students on the emergence of sociology as a discipline and its basic theoretical perspectives. It also tries to imbibe learners to gain sociological imaginations to understand social realities with multiple lenses.

Course Outcomes: Students are expected to imbibe various theoretical perspectives and lenses to understand and reflect on social realities, issues and concerns.

Unit	Course Content	Instruction Hours
I	Early Sociological Thinkers	15
	1.1 Contribution of Ibn-e-Khaldun in the emergence of Sociology	
	1.2 Contributions of Auguste Comte: Law of three Stages, hierarchy of sciences	
	1.3 Contributions of Herbert Spencer: Evolutionism	
II	Karl Marx	15
	3.1 Historical materialism	
	3.2 Structure of capitalist society	
	3.3 Alienation	
III	Emile Durkheim	15
	2.1 Social fact	
	2.2 Anomie	
	2.3 Suicide	
	2.4 Sacred and profane	
	2.5 Solidarity: Organic and mechanical solidarity	
IV	Max Weber	15
	4.1 Social action	
	4.2 Ideal type	
	4.3 Authority and bureaucracy	
	4.4 Protestant ethic and spirit of capitalism	
	4.5 Class, status and party	

Examination and Evaluation Pattern: It includes both Internal evaluation (30 marks) comprising class test/assignments/book review/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**

Alatas, Syed Farid (2014) Applying Ibn Khaldun: The recovery of lost tradition, London and New

York, Routledge.

Bottomore, T. (ed.) (1983). *Dictionary of Marxist Thought*. Oxford: Basic Blackwell Publisher, (see entry on Historical Materialism)

Durkheim, E. (1933). *The Division of Labour in Society*. Glencoe: The Free Press. Book 1, PP: 11-149

Durkheim, E. (1958). *The Rules of Sociological Method*. New York: The Free Press (PP: 50-84)

Durkheim, E. (1970). *Suicide*, London: Routledge and Kegan Paul. Introduction and Book 2)

Giddens, Anthony (2010). *Sociology*, London: Polity. Chap 1. (Social Causes and Social Types)

Khaldun, Ibn (1970). *The Muqaddimah*, Eng Tr. Franz Rosenthal as An Introduction to History, New Jersey: Princeton University Press.

Nisbet, R.A. (1967). *The Sociological Tradition*. London: Heinemann.

Marx, K. (1954). *Capital* - Vol. I. Moscow: Progress Publishers, Chap. 1, 10 and 14.

Marx, K. and F. Engels (1969). *Selected Works Vol. I*. Moscow: Progress Publishers. PP. 108 137, 142 174, 502-506.

Marx, K. and F. Engels (1976). *The Manifesto of the Communist Party*, in Marx & Engels Collected Works - Vol. 6. London: Lawrence and Wishart,

Ritzer, George, (2000). *Classical Sociological Theory*, New York: McGraw Hill. Chap 1.

Weber, M. (1978). *Economy and Society: An Outline Interpretative Sociology* (edited by G. Roth and C. Wittich) - Vol. 1. University of California Press, Berkeley (Part-I, Chap. 1, 2)

Weber, Max (1976). *The Protestant Ethic and the spirit of capitalism*. London: George Allen and Unwin, PP:1-12

Weber, Max. (1947). *The Theory of Social and Economic Organization*. New York: The Free Press. PP:87 123

Suggested Readings

Abrams, P. (1968) *The Origins of British Sociology*. Chicago: University of Chicago Press.

Aron Raymond, (1968) *Main Currents in Sociological Thought*. Penguin Books.

Coser L.A. (1979) *Masters of Sociological Thought Ideas in Historical & Social context*, New York: Harcourt Brace Jovonorich inc.

Fletcher Ronald, (2000) *The Making of Sociology*. Delhi: Rawat Publications.

Francis, Abraham and Morgan, John Harry (1985) *Modern Sociological Thought: Form Comte to Sorokin*. Delhi: Mcmillan Indian Ltd.

George Ritzer (1992) *Sociological Theory*. McGraw Hill

Giddens, Anthony (1971) *Capitalism and Modern Social Theory: An analysis of the writings of Marx, Durkheim and Max Weber*, Cambridge University Press. (selected chapters)

Nisbet, R.A. (1967) *The Sociological Tradition*, London: Heinemann.

Qadir, M. Abdul (1941) The Social and political ideas of Ibn Khaldun, The Indian Journal of Political Science, Vol. 3, No. 2, pp. 117 126

Course Code
MASO103CCT

Course Title
Research Methodology: Approaches and Traditions

Semester
1

Scheme of Instruction

Total Duration : 60 hours
Periods/Week : 4
Credits : 4
Instruction mode : Lecture

Scheme for Examination

Maximum Score : 100
Internal Evaluation : 30
End Semester : 70
Exam Duration : 3 Hrs

Course Objectives: The purpose of this course is to differentiate between methodology and methods of research. It is imperative to understand the multiplicity of research methods and various philosophical approaches.

Course Outcomes: Students will understand various philosophies of research methodology. They will be able to appreciate the multiple domains of knowledge creation and theoretical underpinning of the same.

Unit	Course Content	Instruction Hours
I	Methodological Traditions	15
	1.1 Positivism	
	1.2 Hermeneutics	
	1.3 Marxism	
	1.4 Interpretative approach	
II	Formulation of Sociological Inquiry	15
	3.1 Inductive	
	3.2 Deductive	
	3.3 Hypothesis building	
III	Scientific Revolution and Knowledge Building	15
	4.1 Kuhn and Popper	
	4.2 Theory building	
IV	Contemporary Trends	15
	2.1 Postmodernism	
	2.2 Constructivism	
	2.3 Reflexivity in Sociology	

Examination and Evaluation Pattern: It includes both Internal evaluation (30 marks) comprising class test/assignments/book review/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**

Beteille, Andre (2002). *Sociology: Essays on Approach and Method*. New Delhi: Oxford University Press. Ch. 6 and 7.
Bourdieu, Pierre (1992). *Invitation to a Reflexive Sociology*. Chicago: University of Chicago Press. (Selected Chapters)
Bryman, Alan (1988). *Quantity and Quality in Social Research*, London: Unwin Hyman. Chap. 3.
Collins, Randall (1994). *Four Sociological Traditions*. Oxford University Press. (Relevant pages from Conflict Tradition)
Davis, Kingsley (1959). "The myth of functional analysis as a special method in sociology and anthropology." *American Sociological Review* 24 (December), PP:757-72.

Durkheim, E. (1958). *The Rules of Sociological Method*. New York: The Free Press. Ch. 1, 2 and 6.
 E.H. Carr (1961) *What is History?* Penguin Books (Selected Chapters)
 Feyraband, Paul (1973). *Against Method*, London: New Left Books. (Introduction, Ch. 1)
 Geertz, Clifford (1973). "Thick Description: Towards an Interpretive Theory of Culture." In *The Interpretation of Cultures: Selected Essays*, New York: Basic Books.
 Popper, K. R. (1959). *The Logic of Scientific Inquiry*, New York: Routledge. (Part I, Ch 1 and 2)
 Weber, Max, (1978). *Economy & Society: An outline of Interpretive Sociology*. Vol. 1, University of California Press, pages 4-26.

Suggested Readings

Bailey, K.D. (1978). *Methods of Social Research*. New York: The Free Press.
 Geertz C. (1973). *The interpretation of cultures: selected essays*. New York: Basic Books.
 Geertz, Clifford (1973b) "Deep Play: Notes on the Balinese Cockfight." In *The Interpretation of Cultures: Selected Essays*, New York: Basic Books.
 Gouldner, A. (1970). *The Coming Crisis of Western Sociology*. New York: Basic Books. Ch. 13.
 Merton, R. K. (1972). *Social Theory and Social Structure*, Delhi: Arvind Publishing House. Chapters 4 & 5.
 Mukherji, P N (ed. 2000). *Methodology in Social Research: Dilemmas and Perspectives*, New Delhi: Sage.
 Myrdal, Gunnar (1970). *Objectivity in Social Research*, London: Gerald Duckworth.
 Nagel, Ernest (1961). *The Structure of Science: Problems in the Logic of Scientific Explanation*. New York: Harcourt, Brace, and World.
 Popper, K. R. (1979). *Objective Knowledge: An Evolutionary Approach*. Clarendon, Oxford
 Radcliffe-Brown, A. R. (1958). *Methods in Social Anthropology*, Delhi: Asia Publishing. Ch. 5.
 Redfield, Robert. (1960). *The Little Community*, Chicago: University of Chicago Press.
 Spencer, M. E. (1982). *The ontologies of Social Science*, Philos. Soc. Sci. 12:121-41
 Srivastava, VK (2004). *Methodology and Fieldwork*. New Delhi: OUP.
 Weber, Max. (1949). *The Methodology of the Social Sciences* (Translated and edited by Edward A Shils and Henry A Finch). New York: The Free Press. Foreword and Ch. 2.
 Goode, W. E. and P. K. Hatt (1952). *Methods in Social Research*, New York: McGraw Hill. Chap. 5 and 6.
 King, Gary, R. Keohane, and S. Verba (1994). *Designing Social Inquiry: Scientific Inference in Qualitative Research*, Princeton: Princeton University Press.
 Kuhn, T., (1996). *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press. Chapters 2 & 3.
 Popper, K. R. (1962). *Conjectures and Refutations*. New York: Basic Books. (Introduction, Ch 1)
 Seale, Clive (2004). *Social Research Methods*. London: Routledge. (Selected readings)
 Seltiz, C. (1959). *Research Methods in Social Relations*, New York: Holt Rinehart and Winston.
 Shah, S.K. and Corley, K.G. (2006). 'Building Better Theory by Bridging the Quantitative-Qualitative Divide', *Journal of Management Studies* (48:3), 1821-1835.
 Srinivas, M.N. & Panini, M.N. (2002) *Collected Essays*, Oxford University Press, (two chapters on sociology and social anthropology)
 Wacquant, L.J.D (1989). Towards Reflexive Sociology: A Workshop with Pierre Bourdieu, *Sociological Inquiry*, 7,1, 26-63.

Course Code:
MASO101DST

Course Title:
Indian Society: Continuity and Change

Semester
1

Scheme of Instruction

Total Duration : 60 hours
Periods/Week : 4
Credits : 4
Instruction mode : Lecture

Scheme for Examination

Maximum Score : 100
Internal Evaluation : 30
End Semester : 70
Exam Duration : 3 Hrs

Course Objectives: The paper aimed to provide a broad picture of both existing institutional disparities and prospective developments in Indian social landscape. It also attempts to make learners aware of various communities, institutional mechanisms and change with regard to avenues of mobility, means of conflict, ways of change, nature of existing inequalities and opportunities of growth and development available in the society.

Course Outcomes: The student would be able to make sense of the Indian traditions with respect to continuity and change in them. They would make a sense of various forms of existing inequalities, disadvantages and transformations.

Unit	Course Content	Instruction Hours
I	Conceptualizing Indian Society 1.1 Socio-cultural composition and diversity in India: Religious, racial, linguistic, cultural, regional and gender diversities, Unity and diversity 1.2 Tradition and modernity	15
II	Caste, Class, Tribes in India 2.1 Caste: Concept and transformation 2.2 Dominant caste 2.3 Class structure of Indian society; Emergence of middle class 2.4 Tribes in India: Transformation, problems and challenges	15
III	Rural and Urban Society in India 3.1 Village communities in India: Structure and change 3.2 Town, city and metropolis 3.3 Rural-urban continuum	15
IV	Disparities and Inequalities 4.1 Social disadvantages in terms of caste, class and gender 4.2 Inter and intra-religious disparities 4.3 Poverty and unemployment	15

Examination and Evaluation Pattern: It includes both Internal evaluation (30 marks) comprising class test/assignments/book review/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

Beteille, Andre (1995). *Caste, Class and Power*. Delhi: Oxford University Press. (Introduction and selected chapters)
Mandelbaum David G. (1998). *Society in India*. Bombay. (Selected chapters)
Gupta, Dipankar (ed.) (2000). *Social Stratification*. Delhi: Oxford University Press, , PP:471-491

- Dirks, N. (2003). *Castes of Mind*, Delhi: Oxford University Press. Ch. 11, 12, and 13
- Jodhka, S. (2013). *Village Studies*, Delhi: OUP. (Selected Chapters)
- Madan, T.N., (1997). *Modern Myths, Locked Minds*, Delhi: Oxford University Press. Ch. 8
- Marriott, M. (ed.) (1990). *India Through Hindu Categories*. Delhi: Sage Publications. (Chapter 1)
- Sheth, D.L. (1999). Secularization of Caste and Making of the New Middle Class, *EPW*, 34, No. 34/35, 2502-2510
- Singh Y. (1983). *Modernisation of Indian Tradition*, Rawat Publications, Jaipur, Ch.1,2
- Singh, Yogendra (1993). *Social Change in India: Crisis and Resilience*, New Delhi: Har-Anand Publications. (Selected Chapters)
- Srinivas, M.N., (1987). *The Dominant Caste and Other Essays*. Delhi: Oxford University Press. PP:20-59
- Srinivas, M.N. (1956). 'A Note on Sanskritization and Westernization' *The Far Eastern Quarterly*, 15, 4, 481-496.

Suggested Readings

- Ahmad, I. (1981). *Ritual and Religion among Muslims in India*. Delhi: Manohar.
- Bina Agarwal (1988). 'Who sows? Who reaps? Women and land rights in India' *Journal of peasant studies*, 15(4):531-81.
- Cohn, B.S., (1990). *An Anthropologist among the Historians and other Essays*. Delhi: Oxford University Press.
- Das, Veena (1968). 'A Sociological Approach to the Caste Puranas of Gujarat', *Sociological Bulletin*, 17, pp:141-64
- Dirks, N B (2002). *Castes of Mind: Colonialism and Making of Modern India*. Delhi: Permanent Black.
- Dube, S C (1958). *India's Changing Village*, London: Routledge.
- Dube, S.C (1995). *Indian Society*, London: Routledge.
- Gupta, Dipankar (2000). *Interrogating Caste*. Delhi: Penguin.
- Hutton, J H (1946) *Caste in India*, Bombay: Oxford University Press.
- Ilaiah, Kancha (1996). *Why I am not a Hindu*, Calcutta: Samya (Bhatkal & Sen).
- 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) PP: 290- 302.
- Nambissan, G (2012). 'Private Schools for the Poor: Business as Usual?', *Economic & Political Weekly*, XLVII, 41, pp 51-58.
- Nandy, Ashis (2013). *Regimes of Narcissism, Regimes of Despair*. New Delhi: Oxford University Press.
- Sharma, K L (1999). *Social Inequality in India: Profiles of Caste Class and Social Mobility*, Jaipur: Rawat Publication.
- Srinivas, M N (ed. 1996). *Caste: Its Twentieth Century Avatar*, New Delhi: Penguin Books.
- Srinivas, M.N. (1987). *The Cohesive Role of Sanskritization and other Essays*, Delhi: O U P.
- Srinivas, M.N. (1990). *Social Change in Modern India*, New Delhi: Orient Longman.
- Thorat, Sukhdeo and Katherine Newman, ed. (2009) *Blocked by Caste: Economic Discrimination in Modern India*, New Delhi: Oxford University Press. Chap. 7&10.
- Van Gennep, A.(1960). *The Rites of Passage*, London: Routledge&Kegan Paul. Introduction, ch.3,6,7&8.
- S. Jackson and S. Scott (2002). *Gender: A Sociological reader*. London: Routledge. Introduction.

Course Code
MASO102DST

Course Title
Family, Marriage and Kinship

Semester
1

Scheme of Instruction

Total Duration : 60 hours
Periods/Week : 4
Credits : 4
Instruction mode : Lecture

Scheme for Examination

Maximum Score : 100
Internal Evaluation : 30
End Semester : 70
Exam Duration : 3 Hrs

Course Objectives: This course attempts to explain the institutions of family, marriage and kinship and exposes student to various concepts, theoretical perspectives and contemporary developments related to them. It also focuses on some of the distinct aspects in the Indian context.

Course Outcomes: It is expected that students shall get a broader understanding and thus will be able to make sense of structure and change of such crucially important social institutions around them in the society.

Unit	Course Content	Instruction Hours
I	Introduction 1.1 Relevance of family and marriage in contemporary society 1.2 Kinship as an object of study: Theoretical approaches (descent, alliance and recent theorizations)	15
II	Family: Types, Structure and Change 2.1 Family: Nature and types 2.2 Family and household 2.3 Family in India, regional diversities and forces of change	15
III	Marriage Patterns and Change 3.1 Marriage as an expression of exchange and alliance 3.2 Monogamy and plural marriages 3.3 Bride-wealth and dowry	15
IV	Concepts and Discourse of Kinship 4.1 Concepts: Descent, residence and inheritance, incest taboo, honour, shame and violence 4.2 Issues and debates: Patriarchy, reproductive technologies and reconfigured kinship, lesbian and gay perspectives	15

Examination and Evaluation Pattern: It includes both Internal evaluation (30 marks) comprising class test/assignments/book review/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**

Fox, R.(1984). Kinship and Marriage: An Anthropological Perspective. Cambridge: Cambridge University Press. (Selected chapters)
Gellner, Ernest (1957). 'Ideal language and kinship structure', Philosophy of Science, vol. 24, No.3, pp. 235-42.
Levi-Strauss, C. (1969). The Elementary Structure of Kinship. London: Eyre and Spottiswoode.
Uberoi, P. (1993). Family, Kinship and Marriage in India, New Delhi: OUP. (Selected chapters)

Suggestive Readings

Basu, Srimati (ed.) (2005). Dowry and inheritance, New Delhi: Women Unlimited, Kali for Women, selected essays.

- Beck, Ulrich and Beck-Gernsheim, Elisabeth (2004). 'Families in a runaway world' in Scott, Jacqueline, Judith Treas and Martin Richards (eds.) The Blackwell Companion to sociology of families, Oxford: Blackwell.
- Das, Veena. (1995). 'National Honour and Practical Kinship' in Critical Events, New Delhi: OUP.
- Dumont, L. (1957). Hierarchy and Marriage Alliance in South Indian Kinship. London: Royal Anthropological Institute.
- Engels, F. (1948) The Origins of the Family, Private Property and the State. Moscow: Progress Publishers.
- Judith, Stacey (2003). 'The making and unmaking of modern families' in David Cheal (ed.) Family: Critical concepts in sociology, New York: Routledge, vol. 4.
- Kolenda, P. (1987). Regional Differences in Family Structure in India. Jaipur: Rawat Publications.
- Radcliffe-Brown, A. R. (Ed. 1950). African Systems of Kinship and Marriage. London: OUP.
- Rodney Needham. (1960). 'Descent Systems and Ideal Language' Philosophy of Science, Vol. 27, No. 1, 96-101.
- Shah, A. M. (1973). Household Dimensions of the Family in India. New Delhi: Orient Longman.

Course Code
MASO103DST

Course Title
Social Stratification

Semester
1

Scheme of Instruction

Total Duration : 60 hours
Periods/Week : 4
Credits : 4
Instruction mode : Lecture

Scheme for Examination

Maximum Score : 100
Internal Evaluation : 30
End Semester : 70
Exam Duration : 3 Hrs

Course Objectives: This course introduces the concept of social stratification and its theoretical foundations. It focuses to familiarize the students with key issues with regard to social stratification across society's i. e. related to class, gender, race, tribe, caste, ethnicity etc.

Course Outcomes: Students would be aware and familiarized with the various aspects of stratification, its categories and social ramifications in Indian context. They would be able to reflect on such issues of crucial importance in the growth and development of Indian society.

Unit	Course Content	Instruction Hours
I	Introduction to Social Stratification	15
	1.1 The concept of social stratification in Sociology	
	1.2 Understanding concepts of hierarchy, inequality and social mobility	
II	Perspectives on Stratification	15
	2.1 Functionalist	
	2.2 Marxist	
	2.3 Weberian	
III	Stratification, Inequalities and Mobility in India	15
	3.1 Caste, class, gender and religion as forms of stratification	
	3.2 Production and reproduction of inequalities	
IV	Contemporary Debates in Stratification in India	15
	4.1 Marginalization of SC/STs and Muslims minorities	
	4.2 Emerging middle classes in India	

Examination and Evaluation Pattern: It includes both Internal evaluation (30 marks) comprising class test/assignments/book review/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

Beteille, A. (1983) *The Idea of Natural Inequality and other Essays*. Delhi: OUP. (Pp. 7-32).
Chakravarti, U. 1995. 'Gender, Caste, and Labour', *Economic and Political Weekly*, 30(36): 2248-56.
Gupta, D. (Ed.) (1991) *Social Stratification*. New Delhi: Oxford University Press. (page 1-12)
Max, W. (1992) "Class, Status, Party" in Dipankar Gupta (Ed.), *Social Stratification*. New Delhi: Oxford University Press.
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Tumin, M.M. (2003) *Social Stratification: The Forms and Functions of Inequality*, New Delhi: Prentice Hall of India. (selected chapters)

Suggestive Readings

- Ahmad, I. (ed.). (1981). *Ritual and Religion among Muslims in India*. Delhi: Manohar.
- Balibar, E. and Wallerstein, I. (1991) *Race, Nation, Class: Ambiguous Identities*. London: Verso. (Chapter 4).
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Course Code
MASO201CCT

Course Title
Contemporary Sociological Thinkers

Semester
2

Scheme of Instruction

Total Duration : 60 hours
Periods/Week : 4
Credits : 4
Instruction mode : Lecture

Scheme for Examination

Maximum Score : 100
Internal Evaluation : 30
End Semester : 70
Exam Duration : 3 Hrs

Course Objectives: The paper focused to explain and familiarize students on major contributions of contemporary thinkers in sociology. It provides multiple approaches and perspectives to understand social issues, concerns and various forms of social transformations.

Course Outcomes: The Students would be able to develop a critical understanding on various contemporary sociological thinkers and the learners shall be able to reflect on the application and relevance of such theoretical perspectives with regard to contemporary issues and concerns.

Unit	Course Content	Instruction Hours
I	Michel Foucault 1.1 Power 1.2 Discourse 1.3 Discipline and punish	15
II	Pierre Bourdieu 2.1 Forms of capital 2.2 Habitus and field 2.3 Social and cultural reproduction	15
III	Anthony Giddens 3.1 Institutional analysis and strategic conduct 3.2 Structuration theory 3.3 Late modernity	15
IV	Antonio Gramsci and Jurgen Habermas 4.1 Gramsci: Hegemony and power 4.2 Habermas: Theory of communicative action, public sphere	15

Examination and Evaluation Pattern: It includes both Internal evaluation (30 marks) comprising class test/assignments/book review/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**

Beck, Ulrich (1994). *Risk Society*. London: Polity Press (Selected Chapters)
Bourdieu, Pierre (1986). The forms of capital, In: John G. Richardson (ed.): *Handbook of Theory and Research for the Sociology of Education*. New York: Greenwood Press. Pp: 241-258.
Bourdieu, Pierre (1977). "Structures, Habitus, and Power: Basis for a Theory of Symbolic Power." Pp. 159-197 in *Outline of a Theory of Practice*, Cambridge: Cambridge University Press.
Derrida, J. (1978). *Writing and Difference*, Chicago: University of Chicago. (selected chapters)
Foucault, Michel (1995). *Discipline and Punish: The Birth of the Prison*, New York: Vintage Books. Excerpt: Pp: 3-31, pp. 170-228
Gramsci, A., (1971). *Selections from the Prison Notebooks of Antonio Gramsci*. International Publishers.

(Selected chapters)

Habermas, J. (1987). *The Theory of Communicative Action*. Vol. 2. Lifeworld and System: A Critique of Functionalist Reason, Boston: Beacon.

Mannheim, K. (1936). *Ideology and Utopia*, London: Routledge. (Selected chapters)

Suggestive Readings

Appelrouth, Scott and Edles, Laura Desfor (2008). *Classical and contemporary Sociological Theory*. Pine Forge Press

Bourdieu, Pierre (1977) "Structures and the Habitus." Pp: 72-95 in *Outline of a Theory of Practice*, Cambridge: Cambridge University Press,

Habermas, Jürgen. (1989) *The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society*, Translated by T. Burger, Cambridge, UK: Polity Press. Excerpt: xv-xix, PP:1-88, p. 89 (first paragraph), and p. 140 (full paragraph)

Mannheim, K. ([1925] 1986). *Conservatism: A Contribution to the Sociology of Knowledge*. London: Routledge & Kegan Paul.

Giddens, A. (1984). *The constitution of Society: Introduction of a theory of Structuration*, Barkley: University of California Press. (selected chapters)

Giddens, Anthony (1993). "Problems of Action and Structure." Pp. 88-175 in *The Giddens Reader*, edited by P. Cassell. Stanford, CA: Stanford University Press.

Barry Smart (1985). *Michel Foucault*. Tavistock Publications.

Beck, Ulrich (1994). *Reflexive Modernisation*. Polity Press.

Berens, Hans (2002). *Postmodernism: The Key Figures*. Blackwell Publishers.

Bourdieu, Pierre (1984 [1979]). *Distinction: A Social Critique of the Judgment of Taste*, London: Routledge.

Bourdieu, Pierre. 1993. "The Field of Cultural Production, in *The Field of Cultural Production: Essays on Art and Literature*, edited by R. Johnson. New York: Columbia University Press. Pp. 29-73

Foucault, Michel, (1971). *The Archaeology of Knowledge*. New York : Pantheon Books.

Habermas, J. (1971). *Knowledge and Human Interests*. MA Boston: Beacon Press.

Hans Bertens (1995). *The Idea of the Post Modern*. Routledge.

Lyotard, J.-F. (1984). *The Postmodern Condition: A Report on Knowledge*. Minneapolis: Univ. Min. Press.

Patel, Sujata (2009). *The ISA Handbook of Diverse Sociological Traditions*. London: OUP.

Ritzer, G. (2004). *The McDonaldisation of Society*. Pine Forge Press.

Ritzer, George, (2003). *Contemporary Sociological Theory and its Classical Roots*, New York: McGraw-Hill.

Seidman, Steven (1997). *Postmodern Turn*, London: Blackwell.

Course Code
MASO202CCT

Course Title
Approaches to the Study of Indian Society

Semester
2

Scheme of Instruction

Total Duration : 60 hours
Periods/Week : 4
Credits : 4
Instruction mode : Lecture

Scheme for Examination

Maximum Score : 100
Internal Evaluation : 30
End Semester : 70
Exam Duration : 3 Hrs

Course Objectives: This paper describes various approaches to study of Indian society such as indological, structural functional, dialectical, civilizational and subaltern with reference to thinker such as L. Dumont, G.S. Ghurye, M.N. Srinivas, S.C. Dube, A.R. Dessai. D.P. Mukherjee and B. R. Ambedkar. It imbibes learners with number of perspectives to examine, explore and understand the idea of India, its socio-cultural constituents and developments.

Course Outcomes: The students would make a theoretical understanding of various aspects and strands of Indian society. They will likely to develop a comprehensive understanding of Indian society.

Unit	Course Content	Instruction Hours
I	Theoretical Perspectives 1.1 Development of Sociology and Social Anthropology in India 1.2 Indological/Textual perspective 1.3 G.S.Ghurye: Caste and race 1.4 Ambedkar: Annihilation of caste 1.5 Louis Dumont: Homo Hierarchicus	15
II	Structural-Functional 2.1 M. N. Srinivas 2.2 S. C. Dubey	15
III	Marxist Perspectives 3.1 D.P.Mukherjee 3.2 A.R.Desai 3.3 R.K Mukherjee	15
IV	Contemporary Sociologists 4.1 Yogendra Singh 4.2 Andre Beteille 4.3 T. K. Oommen	15

Examination and Evaluation Pattern: It includes both Internal evaluation (30 marks) comprising class test/assignments/book review/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**

Beteille Andre, (1965). *Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village*, University of California press (Selected Chapters)
Bose N.K. (1975). *The Structure of Hindu Society*, New York: Orient Longman.
Desai, A.R. (1948). *Social Background of Indian Nationalism*, Bombay: Popular Prakashan.
Dube, S.C.(1991). *Indian Society*, New Delhi: National Book Trust. (Selected Chapters)
Dumont, L. (1980). *Homo Hierarchicus*, Chicago: University of Chicago Press.

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- Madan, T. N. (2008). Search for synthesis : The sociology of D. P. Mukherjee. In Patricia Uberor :Nandini Sundar and Satish Deshpande (Ed.). *Anthropology in the east : Founders of Indian sociology and Anthropology*. New Delhi: Permanent Black.
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- Oommen, T. K. (2004). *Nation, Civil Society and Social Movements: Essays in Political Sociology*. New Delhi: Sage Publications. (Selected Chapters)
- Singh, Yogendra (2004.) *Ideology and Theory in Indian Sociology*. Jaipur: Rawat Publication.
- Srinivas, M.N. (1980) *India's Social Structure*. New Delhi: Hindustan Publication.
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Suggestive Readings

- Das, Veena (2003). *The Oxford Companion to Sociology and Social Anthropology*. Vol. I and II, OUP.
- Dhanagare, D N (2004). *Themes and Perspective in Indian Sociology*. Jaipur: Rawat.
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- Hardiman, David (1987). *The Coming of the Devi: Adivasi Assertion in Western India*. Delhi: OUP.
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- Mandelbaum, David G. (1998). *Society in India*. Bombay.
- Mukherjee, Ramkrishna (1989). "Indian Sociology or Sociology in India?, in: Nikolai Genov (ed.), *National Traditions in Sociology*, Newbury Park and New Delhi: Sage. pp. 135-150
- Nagla, B.K. (2008). *Indian Sociological Thought*. Jaipur: Rawat Publication.
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- Patel, Sujata (2011). Social Anthropology or Marxist Sociology? In Sujata Patel's (Ed.) *Doing Sociology in India: Genealogies locations and practices*. New Delhi.
- Singh Y. (1983). *Modernisation of Indian Tradition*, Jaipur: Rawat Publications.
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Course Code
MASO203CCT

Course Title
Research Methods in Social Sciences

Semester
2

Scheme of Instruction

Total Duration : 60 hours
Periods/Week : 4
Credits : 4
Instruction mode : Lecture

Scheme for Examination

Maximum Score : 100
Internal Evaluation : 30
End Semester : 70
Exam Duration : 3 Hrs

Course Objectives: This paper aims to explain what, why and when of social research. It further focuses to provide a broad understanding on research designs, sampling procedures, various tools for data collections and analysis. The course equally emphasize on qualitative and quantitative methods of research so that the course covers all aspects of social research.

Course Outcomes: 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. It also expects learners would make a complete understanding of research by learning various tools including quantitative techniques to do research.

Unit	Course Content	Instruction Hours
I	Principles of Quantitative Research 1.1 Basic elements of quantitative research 1.2 Research types: Exploratory, descriptive and experimental 1.3 Review of literature and problem formulation 1.4 Cross-sectional and longitudinal design	15
II	Sampling Procedures, Tools for Quantitative Data Collection and Analysis 2.1 Universe, unit of analysis, probability and non-probability sampling methods, sample size, sampling error 2.2 Questionnaire construction, interview method 2.3 Tools for data analysis: Data processing and use of excel and SPSS, measures of central tendency and dispersion, measures of association, correlation and difference: chi-square, pearson's and t-tests	15
III	Qualitative Research Methods 3.1 Meaning and types of qualitative methods 3.2 Ethnographic methods: Participant observation, case studies, in-depth interview, focus group discussion, oral and life history, content analysis, visual ethnography	15
IV	Issues in Research Methods 4.1 Reliability and validity in research 4.2 Mixing and triangulation: Quantitative and qualitative 4.3 Ethical issues and concerns in research	15

Examination and Evaluation Pattern: It includes both Internal evaluation (30 marks) comprising class test/assignments/book review/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

- Bailey, K.D. (1978). *Methods of Social Research*. The Free Press. (selected chapters)
- Bryman, A. and Cramer, D. (2009). *Quantitative Data analysis with SPSS 14, 15 and 16*. London: Routledge.
- Bryman, Alan. (1988). *Quantity and Quality in Social Research*. London :Unwin Hyman, Chap. 2 & 3.
- Geertz, Clifford. (1973). *Interpretation of Cultures*. New York: Basic Books, Ch.1.
- Goode & Hatt (2006). *Methods in Social Research*. Delhi: Surjeet Publications.
- Moser, C. A. and G. Kalton (1971) *Survey Methods in Social Investigations*. Heinemann Educational Books, London, Chapters 1-4.
- Sayer, Andrew. (1992). *Method in Social Science*. (revised 2nd edition), Routledge (relevant chapters)
- Seale, Clive (2004) *Social Research Methods*. Routledge. (Selected readings)
- Whyte, W. F. (1955). *Street Corner Society*. Chicago: University of Chicago Press, Appendix.

Suggested Readings

- Bernard, H. Russell (1998 Ed). *Handbook of Methods in Cultural Anthropology*. Sage.
- Burgess, Robert G. (1982). *Field Research: A Sourcebook and Field Manual*. London: George Allen & Unwin. Ch. 18.
- Epstein AL & Srinivas M.N (1978). *The Craft of Social Anthropology*. Transaction Publishers
- Gupta, S. P. (1990). *Elementary Statistical Methods*. New Delhi: Sultan Chand.
- Kerlinger, F.N. (1973). *Foundations of Behavioral Research*. Delhi: Surjeet Publications.
- Kumar, R. (2009). *Research Methodology: A Step by Step Guide for Beginners*. Pearson.
- Norman Blaikie (2000). *Designing Social Research: The Logic of Anticipation*. Polity Press.
- Srinivas M.N and Shah A.M. (1979). *Field Worker and the Field*. New Delhi: OUP.
- Srivastava, VK (ed) (2004). *Methodology and Fieldwork*, New Delhi: OUP.
- Young, P.V (1995). *Scientific Social Surveys and Research*. New Delhi: PHI.

Course Code
MASO201DST

Course Title
Rural Sociology

Semester
2

Scheme of Instruction

Total Duration : 60 hours
Periods/Week : 4
Credits : 4
Instruction mode : Lecture

Scheme for Examination

Maximum Score : 100
Internal Evaluation : 30
End Semester : 70
Exam Duration : 3 Hrs

Course Objectives: This course focuses in examining rural institutions, legislations, and social issues emerging due to transformation of the rural society. It also explains various forms of disparities and transformations taking place in rural India.

Course Outcomes: Students will develop critical understanding of social institutions, social problems and various strategies of development in rural India with sociological perspectives.

Unit	Course Content	Instruction Hours
I	Rural Sociology: An Introduction	15
	1.1 Rural Societies: Structure, processes and institutions	
	1.2 Rural-urban differences, rurbanism	
	1.3 Land reforms, agrarian class relations and mode of production debate	
II	Panchayat Raj Institutions	15
	2.1 Panchayat Raj systems: Structure and functions, 73rd constitutional amendment	
	2.2 Rural leadership and factionalism	
	2.3 Representation and participation: Women, Dalits, Muslims and OBCs	
III	Social Issues in Rural Societies	15
	3.1 Agrarian unrest and peasant movements	
	3.2 Pauperisation and depeasantisation	
	3.3 Bonded and migrant labourers (Rural to urban & rural to rural)	
IV	Change in Contemporary Rural India	15
	4.1 Caste and class dynamics	
	4.2 Changing village life, urbanization of the village	

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**

- Bardhan, P. K. (1984). *Land, Labor, and Rural Poverty: Essays in Development Economics*. New Delhi: Oxford University Press.
- Beteille, A. (1974). *Studies in Agrarian Social Structure*. Delhi: Oxford University Press.
- Beteille, A. (1974). "Harmonic and Disharmonic Systems", in *Studies in Agrarian Social Structure*. Delhi: Oxford University Press.
- Chakravarti, Anand (2001). *Social Power and Everyday Class Relations*. Delhi: Sage.
- Desai A R (1977). *Rural Sociology in India*, Bombay: Popular Prakashan.
- Henningham, S. (1990). *A Great Estate and its Landlords in Colonial India* (Darbhanga 1860 1942), Delhi: Oxford University Press.
- Jodhka, S. (2013). *Village Studies*, Delhi: Oxford University Press.

Patnaik, Utsa (1987). *Peasant Class Differentiation: A Study in Method with Reference to Haryana*. Delhi: Oxford University Press.

Thorner, D. and Alice T. (1962). *Land and Labour in India*, Bombay: Asia Publications.

Suggested Readings

Beteille, A. (1999). *Caste, Class and Power*. Delhi: Oxford University Press.

Byress, T. J. 1986. "The Agrarian Question, Forms of Capitalist Agrarian Transition, and the State: An Essay with Reference to Asia", *Social Scientist*, 14,11 & 12, pp. 3-67.

Lipton, Michael (1982). *Why Poor People Stay Poor: A Study of Urban Bias in World Development*. New Delhi: Heritage Publishers.

Mearns, R.(1999). "Access to Land in Rural India: Policy Issues and Options" *World Bank Policy Research Working Paper* 2123, May 1999 (BB)

Patnaik, U. (1976). 'Class Differentiation within the peasantry: An Approach to Analysis of Indian Agriculture', *EPW*, xi, 30, 82-A101.

Pouchepadass, J. (1980). 'Peasant classes in Twentieth century Agrarian Movements in India', in Hobsbaum, E. J. H. (et. al. eds.) *Peasants in History: Essays in Honour Daniel Thorner*, Calcutta: Oxford University Press.

Reddy, K. V. (1988). *Rural Development in India: Poverty and Development*, Bombay: Himalaya Publishing House.

Thorner, A. (1982). *Semi-Feudalism or Capitalism? Contemporary Debate on classes and Modes of production in India*, Delhi: OUP.

Weber, M. (1988). *The Agrarian Sociology of Ancient Civilizations*, New York: , Verso, Chapter IV, pp.387-411).

Course Code
MASO202DST

Course Title
Religion and Society

Semester
2

Scheme of Instruction

Total Duration : 60 hours
Periods/Week : 4
Credits : 4
Instruction mode : Lecture

Scheme for Examination

Maximum Score : 100
Internal Evaluation : 30
End Semester : 70
Exam Duration : 3 Hrs

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 develop a critical understanding of learners various religious practices and issues in the context of different social forces, change and contemporary developments in Indian context as well.

Unit	Course Content	Instruction Hours
I	Introduction to Religion and Society 1.1 Religion: Definition, significance and interconnection with society 1.2 Concepts of morality, magic and science	15
II	Sociological Theories and Perspectives on Religion 2.1 Evolutionary theories (Tylor and Max Muller) 2.2 Karl Marx 2.3 Emile Durkheim 2.4 Max Weber	15
III	Aspects of Religion in India 3.1 Plurality and pluralism 3.2 Caste differentiation within religious communities 3.3 Secularism and communalism 3.4 Proselytisation	15
IV	Social Change and Religion in India 4.1 Religious movements and change in India 4.2 Popular religion, emerging cults and religion in the public sphere 4.3 Individual religiosity and new religiosity	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**

Durkheim, E(1961). *The Elementary Forms of Religious Life* (latest edition). New York: Collier Books.
Malinowski, B. (1948) *Magic, Science and Religion: Selected Essays*. Massachusetts: Beacon Press.
Roberts, K.A.(1984). *Religion in Sociological Perspective*. New York: Dorsey Press.
Turner, B.S.(1991). *Religion and Social Theory* (2nd edition). London: Sage.
Weber, M. (1993). *The Sociology of Religion*. Massachusetts: Beacon Press.

Suggested Readings

Asad, T. (1982). *Genealogies of Religion: Discipline and Reasons of Power in Christianity and Islam*. Baltimore: Johns Hopkins Press. (Selected Chapters).

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- Freud, S. (1959). *Obsessive Actions and Ritual Practices*. London: The Hogarth Press.
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- Geertz, C. (1973) . *The Interpretation of Culture*. New York: Basic Books. (Selected Chapters).
- Madan, T.N. (1992). *Religion in India*. New Delhi: Oxford
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- Roberts, K.A. (1984). *Religion in sociological perspective*. New York: Dorsey Press,
- Turner, B.S.(1991). *Religion and Social Theory* (2nd edition). London: Sage
- Weber, M. (2001). *The Protestant Ethic and the Spirit of Capitalism*. London: Routledge

Course Code
MASO203DST

Course Title
Economic Sociology

Semester
2

Scheme of Instruction

Total Duration : 60 hours
Periods/Week : 4
Credits : 4
Instruction mode : Lecture

Scheme for Examination

Maximum Score : 100
Internal Evaluation : 30
End Semester : 70
Exam Duration : 3 Hrs

Course Objectives: This course focuses to introduce economic sociology as sub-field of Sociology. It explains various concepts of economics in sociological perspective and contexts. The course while introduces various theoretical aspects also takes learners to understand issues of global economy and its implications to the local.

Course Outcomes: The learners are expected to make a sociological understanding of various economic institutions, practices and critical issues both local and global in nature.

Unit	Course Content	Instruction Hours
I	Introduction to Economic Sociology	15
	1.1 Introducing economic sociology, new economic sociology	
	1.2 Understanding market as social institution	
II	Perspectives on Economy and Society	15
	2.1 Class, religion and economic life (Marx and Weber)	
	2.2 Money and rationality (Simmel)	
	2.3 Conspicuous consumption (Veblen)	
	2.4 Formalist and substantivist debates (Polyani, Dalton and Mauss)	
III	State, Market and Society	15
	3.1 Economic activities in context: Embeddedness perspective, social capital, social network	
	3.2 Markets, politics and morality	
IV	Contemporary Concerns and Debates	15
	4.1 Making sense of global economy: Benefits and consequences	
	4.2 Neoliberalism and the shifting role of state (A case study of India)	
	4.3 Issues of poverty and unemployment	

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**

Dobbin, Frank (2004). *The New Economic Sociology: A Reader*. Princeton University Press: Princeton. (Selected chapters)

Granovetter, Mark and Swedberg, Richard (Eds.) (2001). *The Sociology of Economic Life*. Boulder, CO: Westview. (Selected chapters)

Lie, John (1997) "Sociology of Markets." Annual Review of Sociology. 23:346-354. (8 pp.) Clifford Geertz (1978) "The Bazaar Economy", *American Economic Review*. 68,2:28-32.

Sen, Amartya (1977). "Rational Fools: A Critique of the Behavioral Foundations of Economic Theory." *Philosophy and Public Affairs* 6: 317- 44.

Smelser, Neil J. and Swedberg, Richard (Eds.) (2005). *The Handbook of Economic Sociology*, New York and

Princeton: Russell Sage Foundation and Princeton University Press. Veblen, Thorstein. (1994). *The Theory of the Leisure Class*. New York: Penguin.

Suggestive Readings

Bourdieu, Pierre (2000) "The Aesthetic Sense as the Sense of Distinction." In Schor and Holt, *The Consumer Society Reader* (New Press). Pp. 205-211.

Chandler, Jr. Alfred D. (1977) "Introduction" from *The Visible Hand*. Cambridge: Belknap, pp.1- 12 (12 pp.)

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Collins, Randall Mauro F. Guillén, Paula England and Marshall Meyer (Eds.) (2002) *The New Economic Sociology: Developments in an Emerging Field at the Millennium*. New York: Russell Sage Foundation.

Cowen, Tyler (2002) *Creative Destruction: How Globalization is Changing the World's Cultures*. Princeton: Princeton University Press. Pp 1-18, 73-101.

Granovetter, Mark (1983) "The Strength of Weak Ties: A Network Theory Revisited." *Sociological Theory* 1: 201-233.

Granovetter, Mark (1985) "Economic Action and Social Structure: The Problem of Embeddedness." *American Journal of Sociology* 91: 485-510.

Hochschild, Arlie Russell (2003) *The Commercialization of Intimate Life*. Berkeley: University of California Press. Pp. 30-44, 185-197.

Krippner, Greta (2007) "Embeddedness and the Intellectual Projects of Economic Sociology." *Annual Review of Sociology* 33: 219-240.

Marx, Karl. (2000) "The Fetishism of the Commodity and its Secret." In Schor and Holt, *The Consumer Society Reader* (New Press). Pp. 331-342

McCloskey, Deirdre (1998) "Bourgeois Virtue and the History of P and S." *The Journal of Economic History* 58: 297-317.

Portes, Alejandro (1998) "Social Capital: Its Origins and Applications in Modern Sociology." *Annual Review of Sociology* 24: 1-24.

Radin, Margaret Jane (2005) "Contested Commodities." In Martha Ertman and Joan Williams (eds). 2005. *Rethinking Commodification* (NYU Press), Pp. 81-95.

Uzzi, Brian (1997) "Social Structure and Competition in Interfirm Networks: The Paradox of Embeddedness." *Administrative Science Quarterly* 42: 35-67.

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Course Code
PGSO201GET

Course Title
Science and Society

Semester
2

Scheme of Instruction

Total Duration : 60 hours
Periods/Week : 4
Credits : 4
Instruction mode : Lecture

Scheme for Examination

Maximum Score : 100
Internal Evaluation : 30
End Semester : 70
Exam Duration : 3 Hrs

Course Objectives: This course attempts to introduce the discourse of science from the sociological point of view. It deals with the social aspects and context of science to locate and understand the sociology of science as a sub-discipline.

Course Outcomes: The learners shall develop an understanding on relationship between science and society in a sociological perspective and thus enable them to reflect upon dynamic nature of science and its critical role in growth and development of Indian society as well.

Unit	Course Content	Instructi on Hours
I	Understanding Sociology of Science 1.1 Concepts of science, rationality, scientific temper, scientific inquiry and knowledge 1.2 Origin of modern science	15
II	Perspectives on Science 2.1 Paradigm, falsification and norms 2.2 Social constructivism	15
III	Critique and Alternative Traditions in Science 3.1 Sociological understanding of laboratories 3.2 Alternative traditions 3.3 Societal dominance and scientific communities	15
IV	Science in Indian Context 4.1 Origin and growth of science in India: Pre-colonial and colonial times 4.2 Growth of science and science policy in post-independent and contemporary India: Issues, opportunities and challenges	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**

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Kumar, Deepak (1995) Science and the Raj. New Delhi: OUP.
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Course Code
MASO301CCT

Course Title
Modern and New Sociological Theories

Semester
3

Scheme of Instruction

Total Duration : 60 hours
Periods/Week : 4
Credits : 4
Instruction mode : Lecture

Scheme for Examination

Maximum Score : 100
Internal Evaluation : 30
End Semester : 70
Exam Duration : 3 Hrs

Course Objectives: This paper attempts to orient the student on modern and new sociological theories in holistic way. The paper covers a wider range of sociological theories that is from the very begging to the contemporary developments.

Course Outcomes: This would enable the learners to understand sociological theories and their development. It is expected that the learners would make a critical understanding of sociological theories and their relevance in contemporary sociological developments.

Unit	Course Content	Instruction Hours
I	Functionalism, Structuralism and New Developments 1.1 Functionalism (Malinowski, Parsons and Merton) 1.2 Structuralism (Levi-Strauss) and post-structuralism (Derrida)	15
II	Developments in Conflict Theory 2.1 Structure, function and conflict: Coser and Althusser 2.2 Culture, consumption and capitalism: Horkheimer and Adorno	15
III	Micro-Interpretative Theories 3.1 Symbolic interactionism: Mead and Goffman 3.2 Phenomenology: Schultz 3.3 Ethnomethodology: Garfinkel	15
IV	New theoretical trends in Sociology 4.1 Postmodernism (Baudrillard) 4.2 Reflexive modernization and the theory of risk society (Giddens and Beck)	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

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Course Code
MASO302CCT

Course Title
Urban Sociology

Semester
3

Scheme of Instruction

Total Duration : 60 hours

Periods/Week : 4

Credits : 4

Instruction mode : Lecture

Scheme for Examination

Maximum Score : 100

Internal Evaluation : 30

End Semester : 70

Exam Duration : 3 Hrs

Course Objectives: This course examines various perspectives and theories associated with Urban Sociology. The course will also deal with problems and issues faced by urban communities in India.

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	Instruction Hours
I	Introduction to Urban Sociology	15
	1.1 Nature and scope of urban sociology, new urban sociology	
	1.2 Urbanism as a way of life (Wirth)	
	1.3 Classical understanding of city and urban ecology (Weber, Park and Burgess)	
II	Perspectives on Urban Society	15
	2.1 Slum formation and urban poverty (Stokes, Lewis)	
	2.2 Political economy and urbanization (Castells, Harvey)	
	2.3 Right to city (Lefebvre)	
III	Urbanization in India	15
	3.1 Urbanization & urbanism in India	
	3.2 Rise of small and mega cities	
	3.3 Urban space and marginalized groups	
IV	Problems and Issues in Urban India	15
	4.1 Poverty, unemployment and crime	
	4.2 Casteism, communalism and violence	
	4.3 Environmental pollution and health concerns	

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

Bell, Daniel (1973). *The coming of Post Industrial Society: A Venture in Social forecasting*, London: Heinemann.

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Suggested Readings

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 Suri, Shipra Narang and Birch, Eugenie (2014) India and the Sustainable Cities Goal, *EPW*, vol XLIX no 46, PP 26-28
 Swapna Banerjee-Guha (2009). Neoliberalising the 'Urban': New Geographies of Power and Injustice in Indian Cities, *EPW*, xlv, 22, 95-107.
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Course Code
MASO303CCT

Course Title
Population and Society

Semester
3

Scheme of Instruction

Total Duration : 60 hours
Periods/Week : 4
Credits : 4
Instruction mode : Lecture

Scheme for Examination

Maximum Score : 100
Internal Evaluation : 30
End Semester : 70
Exam Duration : 3 Hrs

Course Objectives: This course aims to make learners familiarize with the demographic processes, concepts, theoretical aspects and relationship between population and society. It also focuses on aspects of population policy and programme in India.

Course Outcomes: besides, theoretical and conceptual understanding, the learners would be able to make a sense of how demographic processes are influenced not merely by biological factors but more importantly by social, cultural, economic and political factors and have wider implication for the society. The students will be able to reflect upon the issues of population growth, policy and initiatives taken in this regard.

Unit	Course Content	Instruction Hours
I	Population Studies 1.1 Meaning, scope and significance 1.2 Demographic processes: Fertility, morbidity, mortality and migration	15
II	Population Theories 2.1 Malthusian theory, Neo-Malthusian theory 2.2 Demographic transition theory 2.3 Optimum population theory	15
III	Population Compositions in India 3.1 Age and sex composition and its consequences 3.2 Ethnic and rural-urban compositions 3.3 Population growth and urbanization: Trends, causes and consequences	15
IV	Population Policies, Programmes and Politics in India 4.1 Population policy, programmes and initiatives: Relevance and their critique 4.2 Politics of population growth	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

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Suggested Readings

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Course Code
MASO301DST

Course Title
Sociology of Gender

Semester
3

Scheme of Instruction

Total Duration : 60 hours
Periods/Week : 4
Credits : 4
Instruction mode : Lecture

Scheme for Examination

Maximum Score : 100
Internal Evaluation : 30
End Semester : 70
Exam Duration : 3 Hrs

Course Objectives: This paper intends to understand the social bases of gender. It explains various concepts, theories and contemporary issues and concerns related to gender, women empowerment and debates around it.

Course Outcomes: The learners shall develop a critical understanding about different dimensions of gender, its theoretical underpinnings, existing inequalities and development of women in India.

Unit	Course Content	Instruction Hours
I	Social Construction of Gender	15
	1.1 Sex and gender	
	1.2 Structure of patriarchy	
II	Perspectives of Gender Inequality	15
	2.1 Liberal	
	2.2 Marxist	
	2.3 Radical	
	2.4 Post-Modernist	
III	Gender: Issues of Inequalities and Development	15
	3.1 Class, caste, family and work	
	3.2 Development policies, liberalisation and globalisation and their impact on women	
	3.3 Resistance and Movements: Eco-feminism and contemporary LGBT movements	
IV	Women and Development in India	15
	4.1 Tradition, modernity and gender in India: Socio-historical perspective	
	4.2 Civil society, states' efforts and women's empowerment in India	
	4.3 Gender, religion and politics: Resistance and voices of Muslim women	

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

- Abbott, P., Wallace, C. & Tyler, M. (2005). *An Introduction to Sociology: Feminist Perspectives*, London: Routledge.
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Dutta, R. & Kornberg, J. (2005 eds.). *Women in Developing Countries*. New Delhi: Viva Books.

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Course Code	Course Title	Semester
MASO302DST	Sociology of Islam and Muslim Communities in India	3

Scheme of Instruction

Total Duration : 60 hours

Periods/Week : 4

Credits : 4

Instruction mode : Lecture

Scheme for Examination

Maximum Score : 100

Internal Evaluation : 30

End Semester : 70

Exam Duration : 3 Hrs

Course Objectives: This paper aims to familiarize students with Islam as a religion and the existing diversities within it. It also explains various changes, reforms and political discourse with reference to Islam and diverse Muslim communities in Indian context as well.

Course Outcome: The students are expected to understand Islam as religion in an in-depth manner and are thus able to reflect on various issues and debates related to the same. The learners will be able to critically reflect upon the issues of exclusion, violence, marginalization and development discourse related to Islam and Muslims in India.

Unit	Course Content	Instruction Hours
I	Introduction: The Islamic World	15
	1.1 A brief History of the emergence and spread of Islam	
	1.2 Approaches to the study of Islam and Muslim societies	
	1.3 Stereotyping of Muslims and Islam: Role of media and civil society	
II	Diversity among Muslim Communities in India	15
	2.1 Sects and castes among Muslims: Myth or reality	
	2.2 Marriage and kinship among Muslims of India: Diversities and change	
	2.3 Sufism, shrines, and inclusive influence	
III	Socio-economic and Political Status of Muslims in India	15
	3.1 Education: Formal education and Madrasa education	
	3.2 Reform movements and their Influence	
	3.3 Politics: Participation, ideologies, strategies, leadership and political mobilization.	
IV	Contemporary Issues	15
	4.1 Socio-Economic condition of Muslims in India: Committees and commissions	
	4.2 Justice, security and citizens' rights: Affirmative action and emerging concerns	
	4.3 Challenges to Islam today	

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**

Aslan, Reza (2006). *No God But God*. London: Arrow Books.

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Suggested Readings

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Course Code
MASO303DST

Course Title
Environment and Society

Semester
3

Scheme of Instruction

Total Duration : 60 hours
Periods/Week : 4
Credits : 4
Instruction mode : Lecture

Scheme for Examination

Maximum Score : 100
Internal Evaluation : 30
End Semester : 70
Exam Duration : 3 Hrs

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	Instruction Hours
I	Understanding Society and Environment	15
	1.1 Environmental sociology: Nature and scope	
	1.2 Nature versus nurture debate	
	1.3 Approaches to the study of environment: Marxian, Gandhian, Ecofeminism	
II	Development, Environment and Risk	15
	2.1 Environmental pollution: Types and impacts	
	2.2 Development and environment	
	2.3 Risk society (Ulrich Beck)	
III	Politics on Environmental Change	15
	3.1 Environmental movements: Reality or rhetoric	
	3.2 Environmental inequality and social justice: Caste and gender dynamics	
IV	Environmental Policy and Initiatives in India	15
	4.1 Environmental policy and laws in India: Relevance and critique	
	4.2 Climate change and India	
	4.3 Civil society initiatives	

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:**

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.
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.
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Suggestive Readings

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Course Code
PGSO301GET

Course Title
Sociology of Culture and Mass Media

Semester
3

Scheme of Instruction

Total Duration : 60 hours
Periods/Week : 4
Credits : 4
Instruction mode : Lecture

Scheme for Examination

Maximum Score : 100
Internal Evaluation : 30
End Semester : 70
Exam Duration : 3 Hrs

Course Objectives: This course focuses to make a critical understating of social currents shaped and reshaped by the mass media today. It covers 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 does it function and shall develop a critical understanding about the ways and the means in which society get affected and shaped by media.

Unit	Course Content	Instruction Hours
I	Introduction and Concepts in Sociology of Culture and Mass Media 1.1 Culture and mass media: Definitions, forms and relationships 1.2 Concepts: Ideology, hegemony, mass society, information society (Castells) 1.3 Media, culture and socialization	15
II	Theoretical Approaches to Media Studies 2.1 Cultural studies 2.2 Public sphere 2.3 Semiotics	15
III	Political Economy of Media: Manufacturing Consent 3.1 Political economy of culture and media: Adorno, Horkheimer and Chomsky 3.2 Media as industry: Issues of ownership, profit and corporatization of media	15
IV	Culture, Media and Indian Society 4.1 Media/new media: Role, relevance and impact in Indian context 4.2 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.

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Course Code
MASO401CCT

Course Title
Sociology of Development

Semester
4

Scheme of Instruction

Total Duration : 60 hours
Periods/Week : 4
Credits : 4
Instruction mode : Lecture

Scheme for Examination

Maximum Score : 100
Internal Evaluation : 30
End Semester : 70
Exam Duration : 3 Hrs

Course Objectives: This course focuses on development discourses in contemporary world from sociological perspectives. This course helps to understand the students how different trajectories of transformations, politics and policies, interests intersect together in influencing development and growth of society.

Course Outcomes: The learners shall develop an in-depth and critical understanding about models of development and their relevance. They will also be able to make sense of developmental discourse and its politics in Indian context as well.

Unit	Course Content	Instruction Hours
I	Introducing the Idea of Development 1.1 Sociology of development: Definition, nature and scope 1.2 Perspectives on development: Liberal, marxist and ecological 1.3 Epistemological critiques of development	15
II	Theoretical Perspectives on Development and Underdevelopment 2.1 Modernization theory 2.2 Dependency theory 2.3 World System theory 2.4 Perspectives of Gandhi, Tagore, Ambedkar and Amartya Sen	15
III	Politics of Development 3.1 Post-development theories and their critique 3.2 Grassroots level movements in development 3.3 Displacement, rehabilitation and developmental projects	15
IV	Contemporary Issues in Development in India 4.1 Globalization and its discontents 4.2 Sustainable development 4.3 Development of SC/STs, Women, Muslim minorities in India	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

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Preston, Peter W (1996). *Development Theory: An Introduction to the Analysis of Complex Change*, Wiley-Blackwell

Roberts, T.J. and A. Hite (eds. 2000). *From Modernisation to Globalisation: Perspectives on Development and Social Change*, London: Blackwell.

Sainath, P. (2005). *Everybody Loves a Good Draught*. New Delhi: Penguin.

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Course Code
MASO402CCT

Course Title
Social Movements in India

Semester
4

Scheme of Instruction

Total Duration : 60 hours
Periods/Week : 4
Credits : 4
Instruction mode : Lecture

Scheme for Examination

Maximum Score : 100
Internal Evaluation : 30
End Semester : 70
Exam Duration : 3 Hrs

Course Objectives: This course introduces students to the features and theories of movements and then applies the same to the study of particular social movements in India, such as peasants, backward classes, tribes, Hindus and Muslim movements.

Course Outcomes: The learners are expected to develop an understanding of contemporary trends in the area of social movements. They shall be able to reflect the role of various movements including religious in the growth and development of Indian society.

Unit	Course Content	Instruction Hours
I	Definition, Types and Theories of Social Movements	15
	1.1 Social movements: Definition and characteristics	
	1.2 Components and typologies of social movement	
	1.3 Theories of social movement	
II	Movements among Marginalized Groups	15
	2.1 Peasant movements	
	2.2 Tribal movements	
	2.3 Dalit and backward caste movements	
	2.4 Women's movement	
III	Movements among Hindus, Muslims and Sikhs	15
	3.1 Arya Samaj	
	3.2 Jamat-e-Islami and tabligh movement	
	3.3 Khilafat movement	
	3.4 Khalistan movement	
IV	Contemporary Trends in Social Movements	15
	4.1 Emergence of new social movements: Causes and implications	
	4.2 Movements to save ecology and environment	
	4.3 LGBT movement	

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

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Course Code
MASO401DST

Course Title
Sociology of Education

Semester
4

Scheme of Instruction

Total Duration : 60 hours
Periods/Week : 4
Credits : 4
Instruction mode : Lecture

Scheme for Examination

Maximum Score : 100
Internal Evaluation : 30
End Semester : 70
Exam Duration : 3 Hrs

Course Objectives: The objective of the course is to help students get exposed to sociological understanding of functions and contribution of education as an integral part of society. This paper also focuses on conceptual, theoretical and critical debates of contemporary times.

Course Outcomes: The students develop critical understanding of the role of education as a transmitter of existing culture as well as powerful agent of social change.

Unit	Course content	Instruction Hours
I	Introduction and Perspectives	15
	1.1 Definition and scope of sociology of education, new sociology of education	
	1.2 Theories of socialization, education and socialization	
	1.3 Education and social stratification, mobility and change	
II	Perspectives on Education	15
	2.1 Classical: Durkheim, Marx and Dewey	
	2.2 Alternative: Illich and Freire	
	2.3 Indian: Gandhi, Maulana Azad and Ambedkar	
III	Education in Indian Society	15
	3.1 Traditional and modern education: Socio-historical context	
	3.2 Educational experiences of diverse social groups (dalits, tribes, minorities, gender)	
IV	Current Debates in Indian Education	15
	4.1 Debates of equity, equality and quality	
	4.2 Madrasa education: Emerging concerns and issues	
	4.3 Curriculum and language debates	

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

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Course Code
MASO402DST

Course Title
Sociology of Deccan Societies

Semester
4

Scheme of Instruction

Total Duration : 60 hours
Periods/Week : 4
Credits : 4
Instruction mode : Lecture

Scheme for Examination

Maximum Score : 100
Internal Evaluation : 30
End Semester : 70
Exam Duration : 3 Hrs

Course Objectives: The course focuses to familiarize students with the Deccan society in terms of its cultural constructions, historicity and various social institutions. The course covers wide range of socio-religions, political and developmental issues. It covers various movements, reforms initiatives and various other issues of critical importance to understand Deccan society.

Course Outcomes: The student will be able to locate and make sense of Deccan as society and its cultural form in sociological perspective. They would be able to reflect on Deccan society in terms of its socio-economic conceptualizations, socio-historical significance and more importantly its developmental discourse from its remote past to the present.

Unit	Course Content	Instruction Hours
I	Deccan Society: An Introduction	15
	1.1 Deccan society: Geographic, social and cultural specificities	
	1.2 Historicising Deccan society	
II	Multicultural Character of Deccan Society	15
	2.1 Tribes in Deccan: Issues and concerns	
	2.2 Muslims in Deccan: Historicity and diversities	
	2.3 Multilingual and multiethnic communities of Deccan	
III	Movement and Development Dynamics	15
	3.1 Telangana movement	
	3.2 SC, STs and backward caste movement	
	3.3 Regional disparities, development and distress	
	3.4 Marginalisation and development of Muslims: Issues and concerns	
IV	Contemporary Issues	15
	4.1 Issues of socio-economic development	
	4.2 Locating history, richness and changes in Deccani Urdu	
	4.3 Society and culture in Hyderabad: A case study	

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

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Suggestive Readings

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Course Code
MASO403DST

Course Title
Sociology of Health and Medicine

Semester
4

Scheme of Instruction

Total Duration : 60 hours
Periods/Week : 4
Credits : 4
Instruction mode : Lecture

Scheme for Examination

Maximum Score : 100
Internal Evaluation : 30
End Semester : 70
Exam Duration : 3 Hrs

Course Objectives: This course covers different sociological aspects of health and medicine. It attempts to give a theoretical understanding of sociology of health, how it emerged and varied notions of medical and its practices. It also intends to impart knowledge about nature of practices, evidences and different stakeholders in the area of health and medicine.

Course Outcomes: Students would be able to make sociological understanding of health issues and contemporary debates. They will become familiar with the issues of health and medicine in terms of concepts, theories and present dynamics; be it the role of the state, society or non-state actors such as private sector in the arena of health and medicine.

Unit	Course Content	Instruction Hours
I	Introduction	15
	1.1 Sociology of health: Emergence and scope	
	1.2 Sociological perspectives (functional, interactionist and marxist)	
	1.3 Medicalization and demedicalization	
	1.4 Ethno-medicine and medical pluralism	
II	Narrating Health and Illness	15
	2.1 Patients, practitioners and media	
	2.2 State and medicine	
	2.3 Narrative as evidence	
	2.4 Illness and social stigma	
III	Health Challenges in India	15
	3.1 Public health in India	
	3.2 Reproductive and child health	
	3.3 Occupational health	
IV	Contemporary Policies and Issues	15
	4.1 Health policies in India	
	4.2 Millennium Development Goals (MDGs) and health targets	
	4.3 Privatization and corporatization of health, people's experiences and responses	

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**

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Suggested Readings

Anand, Sudhir, Peter Fabienne, and Sen Amartya (ed.), (2006), *Public Health, Ethics and Equity*, OUP, New Delhi

Bhardwaj, Ruby (2010) "Medical Pluralism in India: The Interface of Complementary and Alternative Therapies with Allopathy", in Arima Mishra (ed.), *Health, Illness and Medicine: Ethnographic Readings*, Orient Blackswan, New Delhi

Conrad, Peter (2007), *The Medicalization of Society: On the Transformation of Human Conditions into Treatable Disorders*, Johns Hopkins University Press.

Conrad, Peter (2008). *The Sociology of Health and Illness*. Macmillan.

Good, B. (1994). *Medicine, Rationality, and Experience: An Anthropological Perspective*. Cambridge: Cambridge University Press.

Joshi, P C (2000). 'Relevance and Utility of Traditional Medical Systems (TMS) in the Context of a Himalayan Tribe', *Psychology and Developing Societies*, 12, 5-29.

Kulczycki, Andrzej (1999). *The Abortion Debate in the World Arena*. New York: Routledge.

Nettleton, Sarah (2006) *The Sociology of Health and Illness*. Polity.

Nichter, M. (2008) *Global Health: Why cultural perceptions, social representations and biopolitics matter*. Tucson: Univ. of Arizona Press,

Porter, Dorothy (1999). *Health, Civilization, and the State A History of Public Health from Ancient to Modern Times*, Routledge

Scheper-Hughes, Nancy and Loïc Wacquant (eds. 2002) *Commodifying Bodies*. London: Sage.

Seale, C. and Julia, A.-Hall (1994). 'Euthanasia: Why people want to die earlier', *Social Science and Medicine*, 39, 5, 647-654.

Course Code
MASO450CCP

Course Title
Dissertation

Semester
4

Course Objectives: The course is meant to introduce students to sociological field research which is very essential in pursuing the discipline and explore connection between theory and the practice. This course is thus aimed to help the students to juxtapose theory and the real-world situation in the domain of sociology.

Course Outcomes: This will also enhance student's capability with regard to an in-depth understanding of research tools, data collection and data analysis, documenting, report writing and presentation.

Course Credit and Evaluation Pattern

This research project is a compulsory course for students in their fourth semester in M. A. Sociology. The dissertation will carry a total of 4 credits (70 per cent Weightage for dissertation and 30 per cent for viva-voce)

The students shall have to undertake this research project under the guidance of a faculty member on a given topic chosen by the respective student. The allotment of supervisor will be done by the Department. Initially the students shall have to submit a research proposal on which they intend to carry out their study. The students have to present their proposal in a seminar in the presence of faculty members. After the submission of proposal, the students have to conduct fieldwork for a minimum of two weeks. After finishing the fieldwork, they have to write research report under the guidance of their supervisors. There will be a viva-voce examination conducted by a committee of the Department.