

Model Curriculum for Three/Four Year Degree Course
(With Multiple Entry /Exit Option)
Based on NEP-2020

Sociology

(For Batch 2024-2027)



Odisha State Higher Education Council, Bhubaneswar
Government of Odisha

Contents

- 1. Structure and Regulation.....**
- 2. Core Courses (4 Credits each).....**
- 3. Multidisciplinary Courses.....**
(3 courses to be chosen from baskets of Multidisciplinary for Semester-I/II/III with 3 credits each)
- 4. Ability Enhancement Courses.....**
(Odia and English are the compulsory courses under Semester-I/II respectively with 4 Credits each)
- 5. Skill Enhancement Courses (SEC).....**
(3 courses to be chosen from baskets of SEC for Semester-I/II/III respectively with 3 credits each)
- 6. Value Added Courses.....**
 - a. Environmental Studies and Disaster management compulsory under Semester-I with 3 Credits**
 - b. 3 courses to be chosen from baskets of VAC for Semester-III/V/VI with 3 credits each**
- b. Summer Vocational Course**
(Students may opt for vocational courses after 2nd Semester and 4th Semester for Certificate Course or Diploma Course respectively with 4 credit each)

PROGRAM OUTCOMES

1. On successful completion of this program, students would be able to acquire scientific outlooks and attitudes to comprehend human behaviour, social phenomena, social action and social issues in a web of interconnected process.
2. Acquiring a fair sociological knowledge in the forms of theories and methods students can be good researcher, PhD scholar and social scientists.
3. The sociological knowledge would help to make students, critical and logical in designing a research project with sound understanding of the ethics and conduct of the subject.
4. Students will be able to explore career opportunities in teaching, research, administrative services, and family and child development services and in health, criminology and educational institutions.
5. The students would be also able to qualify the UGC NET/JRF/state PSC, UPSC and other examination of Social Welfare Departments.
6. Students would be able to get employment opportunities in the Teaching, Research and NGOs and in Private sectors.

Core I

Semester I Introduction to Sociology-I

The sociological concepts remain as gateways to the world of societies. Behind every discipline there are some conceptual building blocks with which the learners get conversant of particular framework of thinking and understanding about the world. In this context, this paper provides a rich background of sociological knowledge to the students.

Course Outcome

- After going through the paper, the students will have a wholesome idea about the emergence and growth of sociology as a subject, its scope, its relationship with other social sciences and other sociological concept and discourses such as social stratification, hierarchy, inequality and social mobility.

Unit-I Introducing the discipline

- Meaning, definition and subject matter. Sociology and common sense
- Modernity and emergence of sociology
- Nature and scope of sociology, sociology as a science.
- Changing contours of sociology

Learning Outcome

- Students can explain how sociology as a discipline emerged, and what were the historical and social contexts accountable for its growth.

Unit II Sociology and its relationship with other social sciences

- Sociology, Anthropology and History
- Sociology and Psychology
- Sociology and Political Science
- Sociology and Economics

Learning Outcome

- Students will be able to explain how other disciplines have contributed to the growth of sociology.

Unit-III Basic Concepts

- Society and Community, Associations, and Institutions
- Social Groups-Primary, Secondary, Reference Groups, In-Group and Out-Group
- Role, Status and identity.
- Folkways, Mores, Values and Norms

Learning Outcome

- Students will be able to demonstrate an understanding of basic concepts in sociology.

Unit-IV: Social Stratification & Mobility

- Meaning and Characteristics, social differences, Hierarchy, inequality & Marginalization.
- Forms of Stratification-Caste, Class, Gender and Race
- Theories of stratification: Functionalist-Parsons, Davis and Moore, Tumin, Marxian & Weberian
- Social Mobility- open and closed system, types of mobility and causes of mobility

Learning Outcome

- Students can explain the sociological significance of understanding hierarchy, stratification and mobility.

Lesson Plan

Unit	Thrust Areas	Method	Total No. of Classes	References
I	Emergence and growth of Sociology as a subject of enquiry: Enlightenment, modernity and rise of capitalism. The subject matter of Sociology. Sociology and commonsense.	Theory and Tutorial Class	15	Text book reference: Inkeles, A. (2010). What is sociology?: An introduction to the discipline and profession. London: Prentice-Hall. Video Lectures: Emergence, Growth, Nature and Scope of Sociology by Prof. Maitrayee Chaudhuri. The Consortium for Educational Communication. Link: https://youtu.be/bSE-RcdDlio?si=-xxTjqRKVSvSGEiz
II.	Sociology and its relationship with other disciplines: The contributions of Anthropology, History, psychology,	Theory and Tutorial Class	15	Text book reference: Inkeles, A. (2010). What is sociology?: An introduction to the discipline and profession. London: Prentice-Hall.

	political science and economics for the growth of sociology and vice-versa.			
III	<p>Society and Community, Associations, and Institutions</p> <p>Social Groups- Primary, Secondary, Reference Groups, In-Group and Out-Group</p> <p>Role, Status and identity.</p> <p>Folkways, Mores, Values and Norms</p>	Theory and Tutorial Class	15	<p>Text book reference:</p> <p>1. Michael Haralambos and Robin Heald (1980) <i>Sociology: Themes and Perspectives</i>. London: Oxford University Press.</p> <p>2. MacIver, R. M., & Page, C. H. (1961). <i>Society: An introductory analysis</i>. New York: Rinehart & Winston.</p>
IV	<p>Meaning and Characteristics, social differences, Hierarchy, inequality & Marginalization.</p> <p>Forms of Stratification-Caste, Class, Gender and Race</p> <p>Theories of stratification: Functionalist- Parsons, Davis and Moore, Tumin, Marxian & Weberian</p> <p>Social Mobility- open and closed system, types of mobility and causes of mobility</p>	Theory and Tutorial Class	15	<p>Michael Haralambos and Robin Heald (1980) <i>Sociology: Themes and Perspectives</i>. London: Oxford University Press.</p> <p>Video Lectures:</p> <p>1. Social stratification-I: Social inequality and stratification by Prof. A.K. Sharma. NPTEL Link: https://youtu.be/nStr_Unrhs?si=fqjnk8EhpQKFwERv</p> <p>2. Social stratification-II: Explanations of social stratification by Prof. A.K. Sharma. NPTEL Link: https://youtu.be/0wAdWEOgHSQ?si=IHziqxNPUWv24jaV</p> <p>3. Social stratification-III:</p>

				<p>Theories and facts by Prof. A.K. Sharma. NPTEL.</p> <p>Link: https://youtu.be/s-KacFTOQcc?si=YwKe2YsIxJO n3czJ</p>
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Text Books

- *Michael Haralambos and Robin Heald (1980) Sociology: Themes and Perspectives. London: Oxford University Press.*
- *MacIver, R. M., & Page, C. H. (1961). Society: An introductory analysis. New York: Rinehart & Winston.*
- *Inkeles, Alex. 1987. What is Sociology? An Introduction to the Discipline and Profession. New Delhi: Prentice-Hall of India.*

References:

- *Bottomore, T.B. (1972) Sociology: A guide to problems and literature. Bombay: George Allen and Unwin (India).*
- *Fulcher, J., & Scott, J. (2011). Sociology. Oxford University Press, USA.*
- *Giddens, A, (1991)Introduction to Sociology, Polity Press.*
- *Goldthorpe, J. E. (1985). An introduction to sociology. Cambridge University Press.*
- *Haralambos, M. & Holborn , (2014) Sociology: Themes and Perspectives, Harper Collins; Eighth edition*
- *Horton, P. B., & Hunt, C. L. (1984). Sociology. Edisi keenam. International Student Edition.*

E- resources:

(1) Emergence, Growth, Nature and Scope of Sociology by Prof. Maitrayee Chaudhuri. The Consortium for Educational Communication.

Link: <https://youtu.be/bSE-RcdDIio?si=-xxTjqRKVSvSGEiz>

(2) Social stratification-I: Social inequality and stratification by Prof. A.K. Sharma. NPTEL

Link: https://youtu.be/nStr_-Unrhs?si=fqjnk8EhpQKFwERv

(3) Social stratification-II: Explanations of social stratification by Prof. A.K. Sharma. NPTEL

Link: <https://youtu.be/0wAdWEOgHSQ?si=IHziqxNPUWv24jaV>

(4) Social stratification-III: Theories and facts by Prof. A.K. Sharma. NPTEL.

Link: <https://youtu.be/s-KacFTOQcc?si=YwKe2YsIxJO n3czJ>

This part two introductory paper provides some additional knowledge on the interrelationship between individual and society, the types of societies and the various social processes that contribute to sustenance of a society.

Course Outcome

- After completing this course, the students will be able to comprehend a wholesome conceptual picture of what Sociology is all about, the basic concepts used and some universal societal processes, and the effects of socialization and social control on social life.

Unit-I: Individual, Society and Culture

- Society: Meaning, prerequisites and relationship between individual and society
- Types of Society – Primitive, Pastoral, Agrarian and Industrial
- Social Structure: Meaning and features
- Culture: Meaning, features and types

Learning Outcome:

- Students will be able to explain the relationship between individual, society and culture, and the very conceptual understanding of society, social structure and culture.

Unit-II: Socialization

- Meaning, definitions & types
- Stages of socialization process
- Agencies of socialization
- Theories of Socialization- G H Mead, C.H Cooley and Sigmund Freud

Learning Outcome

- Students will be able to demonstrate an understanding of the socialization process and different theories of socialization.

Unit-III: Social Control

- Meaning & features
- Importance of social control
- Agencies of social control: formal and informal

Learning Outcome

- Students can explain the role of different agencies in controlling and regulating the social behaviors of individuals in society.

Unit-IV: Social Processes

- Meaning and Forms
- Associative Social Processes- Cooperation, Accommodation, Assimilation
- Dissociative Social Processes- Competition and Conflict

Learning Outcome:

- Students will be able to explain the different social processes such as cooperation, accommodation, assimilation, competition, and conflict.

Lesson Plan:

Unit	Thrust Areas	Method	Total No. of Classes	References
I	<p>Individual, Society and Culture</p> <p>Society: Meaning, prerequisites and relationship between individual and society</p> <p>Types of Society – Primitive, Pastoral, Agrarian and Industrial</p> <p>Social Structure: Meaning and features</p> <p>Culture: Meaning, features and types</p>	Theory class and Tutorial class	15	<p>1. Giddens, A, (2007) <i>Sociology</i>, New York: Polity Press. (Chapter 1 and 2).</p> <p>2. Horton, P. B., & Hunt, C. L. (2007). <i>Sociology</i>. New Delhi: Tata McGraw Hill.</p> <p>Video Lecture:</p> <p>(1) Individual and Society (Part I and II), CEC-UGC.</p> <p>Link: (a) https://youtu.be/OCUGYuyi__4?si=Xt1slBRM-z0En5SG</p> <p>(b) https://youtu.be/NEaYCpoOZOU?si=KUQarUg1Ffh2QYLR</p>
II.	<p>Socialization</p> <p>Meaning, definitions & types</p> <p>Stages of socialization process</p> <p>Agencies of socialization</p> <p>Theories of Socialization- G H Mead, C.H Cooley and Sigmund Freud</p>	Theory class and Tutorial class	15	<p>1. Horton, P. B., & Hunt, C. L. (2007). <i>Sociology</i>. New Delhi: Tata McGraw Hill.</p> <p>Video Lecture:</p> <p>(1) Socialization, CEC-UGC.</p> <p>Link: https://youtu.be/F5RIYlukv-M?si=sdzBGy7tY_Swztjg</p>

III	<p>Social Control Meaning & features Importance of social control Agencies of social control: formal and informal</p>	Theory class and Tutorial class	15	<ol style="list-style-type: none"> 1. Horton, P. B., & Hunt, C. L. (2007). <i>Sociology</i>. New Delhi: Tata McGraw Hill. 2. Gisbert, P. 2019. <i>Fundamentals of Sociology</i>. Hyderabad: Orient Blackswan.
IV	<p>Social Processes Meaning and Forms Associative Social Processes- Cooperation, Accommodation, Assimilation Dissociative Social Processes- Competition and Conflict</p>	Theory class and Tutorial class	15	<ol style="list-style-type: none"> 1. Horton, P. B., & Hunt, C. L. (2007). <i>Sociology</i>. New Delhi: Tata McGraw Hill. 2. Gisbert, P. 2019. <i>Fundamentals of Sociology</i>. Hyderabad: Orient Blackswan.

Text Book:

1. Giddens, A, (2007) *Sociology, New York: Polity Press.*
2. Horton, P. B., & Hunt, C. L. (2007). *Sociology. New Delhi: Tata McGraw Hill.*
3. Gisbert, P. 2019. *Fundamentals of Sociology. Hyderabad: Orient Blackswan.*

Reference Book:

1. Bottomore, T.B. (1972) *Sociology: A guide to problems and literature. Bombay: George Allen and Unwin (India).*
2. Fulcher, J., & Scott, J. (2011). *Sociology. Oxford University Press, USA.*
3. Giddens, A, (1991) *Introduction to Sociology, Polity Press.*
4. Giddens, A., Duneier, M., Appelbaum, R., & Carr, B. (2009). *Introduction to sociology. New York: WW Norton & Company.*
5. Haralambos, M. & Holborn, (2014) *Sociology: Themes and Perspectives, Harper Collins; Eighth edition*
6. Jayaram, N. (1988). *Introductory sociology. Madras: Macmillan India.*
7. Johnson, Harry M. (1995) *Sociology: A systematic introduction. New Delhi: Allied Publishers.*

E-resources:

(1) Individual and Society (Part I and II), CEC-UGC.

Link: (a) https://youtu.be/OCUGYuyi__4?si=Xt1sIBRM-z0En5SG

(b) <https://youtu.be/NEaYCpoOZOU?si=KUQarUg1Ffh2QYLR>

(2) Socialization, CEC-UGC.

Link: https://youtu.be/F5RlYlukv-M?si=sdzBGy7tY_Swztjg

MULTIDISCIPLINARY COURSE UNDER NEP-2020

Sem I- Public Policy

(3 credit course)

Course outcome

1. To focus on the systematic analysis of issues related to public policy and the decision processes associated with them.
2. To understand and enables students to address contemporary political, economic and social issues in a coherent and comprehensive manner.
3. To promote familiarity with the substantive character of, and problems in the implementation of specific areas of public policy.
4. The main objective of the programme is to impart the students the important skills like quantitative and qualitative analytical skills, receive an exposure to the real world policy making process, and enhance their managerial skills and enduring commitment to the public service values of serving the public interest with accountability and transparency.
5. To encourage students to acquire knowledge, skills and capabilities arising from the need to find solutions to the developmental problems, to defend democratic values, and to resist authoritarian impulses to 'catch up' with or mimic less democratic countries.
6. To equip the students for seeking suitable employment ability
7. To impart knowledge and develop understanding of research methodology and its application for research relevant to problems of governance.

Unit I: Introduction to Public Policy

- Meaning, nature scope and significance of Public, Evolution of Public Policy as a discipline
- Types of Public Policy Relationship between Public Policy and Public Administration
- Conceptual framework of Public Policy, Basis of Policy making, Reasons for the study of Public Policy

Unit II: Public Policy Process

- The context of Public Policy- Political, Economic, Governing, Social and cultural contexts
- Development of the Policy approach
- Role of institutions/ official policy makers in policy making- Legislature, Executive, Bureaucracy (With reference to Politico-administrative dichotomy), Judiciary

Unit III: Public Policy in India

- Public Policy Meaning, Nature, Scope and Significance Public Policy Structural Framework- Preamble, Federalism and Parliamentary system
- Actors in Policy Processes- Government & Non- government Institutions, International Donor Agencies

- Trends of public policy in India- Political Economy of development in India (Pre 1991 and Post 1991)

Suggested Readings:

1. John, P. (2013). *Analyzing public policy*. Routledge.
2. Jenkins-Smith, H. C., & Sabatier, P. A. (1993). The study of public policy processes. *The Nation's health*, 135-142.
3. Knill, C., & Tosun, J. (2020). *Public policy: A new introduction*. Bloomsbury Publishing.
4. Sapru, R. K. (2004). *Public policy*. Sterling Publishers Pvt. Ltd.
5. Moran, M., Rein, M., & Goodin, R. E. (Eds.). (2008). *The Oxford handbook of public policy*. Oxford University Press.
6. John, P. (2013). *Analyzing public policy*. Routledge.
7. Gerston, L. N. (2010). Public policy making. *Process and principles*.
8. Basu, D. D., Manohar, V. R., Banerjee, B. P., & Khan, S. A. (1964). *Introduction to the Constitution of India*. SC Sarkar.
9. Pylee, M. V. (2018). *India's constitution*. S. Chand Publishing.
10. Kapila, U. (Ed.). (2008). *Indian Economy since independence*. Academic Foundation.

Skill Enhancement Course, NEP-2024
Semester I: Sociology of Disaster Resilience and Recovery
(Credit 3)

Objectives: the objective is to develop understanding among the students regarding meaning and different sociological perspectives of disaster and it also help students understand the disaster management policies and the disaster management by the state and its administration.

UNIT 1 INTRODUCTION

- a) Concepts, definitions and Nature of disasters
- b) Sociological perspective to disaster management (Public Sociology, Sociology of Crisis, Risk Society)
- c) Causes and Types of Disasters: Manmade: Famines, floods, earthquakes, epidemics; Natural: wars, industrial, disasters, nuclear disasters. Communal Clashes.

UNIT 2 INDIA'S DISASTER MANAGEMENT POLICY:

- a) Disaster relief and rehabilitation
- b) Pre-disaster management
- c) Need of disaster management

UNIT 3 DISASTER MANAGEMENT AND ADMINISTRATION

- a) Role of the State
- b) Role of Civil Society
- c) Public-Private Partnership

READINGS

1. Das Veena and Nandy Ashish: 'Violence, Victimhood and the Language of Silence', Contributions to Indian Sociology.
2. Sharma Dharendra, 1983, India's Nuclear Estate, New Delhi: Lancers.
3. Haksaret P.N.. al., 1981, A Statement of Scientific Temper, Bombay: Nehru Centre.
4. Nandy Ashish, Science, Authoritarianism and Culture.
5. Bidwai Praful, , Atomic Power on the Run, The Times of India, 13-15 October 1986
6. Sharma Dharendra (Ed.), 1986, The Indian Atom: Power and Proliferation, New Delhi: Philosophy and Social Action.
7. Sharma Dharendra, India's Nuclear Estate
8. Nandy Ashish: The Bomb, The Illustrated Weekly of India, 4 August 1985
9. Bajaj Jatinder K.: The Bhopal Tragedy: The Responsibility of the Scientific Community',
9. Sahasrabudhey Sunil, Bhopal: Science Must Share the Blame, PPST Bulletin, 1985.
10. Gole. S .L, 2007, Disaster Administration and Management Text and Case Studies'. Deep – Deep publication.
11. Gandhi P.T.,2007, 'Disaster Mitigation and Management Post- Tsunami Perspectives'. Deep-Deep publication.
12. Ghosh G.K, 2007, 'Disaster Management' APH Publishing Corporation six volumes.
13. Shiv Visvanathan Bhopal: The Imagination of a Disaster, Alternatives, 1986, II, pp. 147-65.
14. Sen Amartya, 1981, Poverty and Famines New Delhi: OUP.

Indian Society

Every society has its own peculiar structure and institutions that undergo changes. The change agents and the initiatives they take enable the society to change with the passage of time. This paper focuses on the structure and processes of Indian society that continue as well as change.

Course Outcome:

- After completing this course, the students will be able to demonstrate an understanding of composition of Indian society in terms of its diverse culture, complex social structure and will have a better understanding of the factors of unity and diversity that makes a our country as a unique nation.

Unit-I: Composition of and Approaches on Indian Society

- Diverse Composition: Religious composition, linguistic composition & racial composition
- Threat to National Integration (Communalism, Linguism, Regionalism, Casteism)
- Unity in diversity: Factors of unity
- Approaches to the study of Indian society: Structural-Functional, Marxian and Subaltern

Learning Outcome

- Students will be able to explain the diverse composition of Indian society, approaches to study the Indian society, factors of unity and diversity.

Unit-II: Hindu Social Organization

- Features of Hindu Social Organization
- Varna Vyavastha and relevance
- Ashrama and Purusarthas
- Doctrine of Karma

Learning Outcome

- Students will be able to demonstrate their understanding on various aspects of Hindu social organization.

Unit-III: Marriage, Family and Kinship in India

- Marriage: Meaning and Types of Marriage among the Hindu, Muslims, Christians, and Tribes
- Hindu Joint Family-Meaning, features & disintegration
- Kinship: Meaning, terminology and regional variations
- Recent changes in the institutions of marriage and family

Learning Outcome

- Students will be able to demonstrate their understanding pertaining to Marriage, Family and Kinship system among different communities and societies in India.

Unit-IV: The Caste System in India

- Meaning & features of caste

- Functions & dysfunctions of caste
- Theories of the origin of caste system : Occupational, Religious and Racial
- Recent Changes in Caste System

Learning Outcome

- Students will be able to explain their understanding of caste system, which is one among the most debated topics of Indian sociology.

Lesson Plan:

Unit	Thrust Areas	Method	Total No. of Classes	References
I	Composition of and Approaches on Indian Society Diverse Composition: Religious composition, linguistic composition & racial composition Threat to National Integration (Communalism, Linguism, Regionalism, Casteism) Unity in diversity: Factors of unity Approaches to the study of Indian society: Structural-Functional, Marxian and Subaltern	Theory class and Tutorial class	15	1. Hasnain, N. and Hasnain, A. (2021) <i>Indian Society - Themes and Social Issues</i> . New Delhi: Mc Graw Hill (Chapter 2 and 3) 2. Singh, Y. (2018). <i>Modernization of Indian tradition</i> . New Delhi: Rawat Publications.
II.	Hindu Social Organization Features of Hindu Social Organization Varna Vyavastha and relevance Ashrama and Purusarthas Doctrine of Karma	Theory class and Tutorial class	15	1. Hasnain, N. and Hasnain, A. (2021) <i>Indian Society - Themes and Social Issues</i> . New Delhi: Mc Graw Hill. (Chapter 5).
III	Marriage, Family and Kinship in India Marriage: Meaning and Types of Marriage	Theory class and Tutorial class	15	1. Hasnain, N. and Hasnain, A. (2021) <i>Indian Society - Themes and Social Issues</i> . New Delhi: Mc Graw Hill. (Chapter 3).

	among the Hindu, Muslims, Christians, and Tribes Hindu Joint Family- Meaning, features & disintegration Kinship: Meaning, terminology and regional variations Recent changes in the institutions of marriage and family			Video Lecture: (1) Sociology of Kinship Marriage & Family. CEC-UGC. Link: https://youtu.be/9IbjyiSdiTA?si=eEEAFefNcMs3wKUR (2) Kinship, Vidya-Mitra, UGC. Link: https://youtu.be/-84pft4MwSc?si=XdduVoKhJLMhFYDi
IV	The Caste System in India Meaning & features of caste Functions & dysfunctions of caste Theories of the origin of caste system: Occupational, Religious and Racial Recent Changes in Caste System	Theory class and Tutorial class	15	1. Hasnain, N. and Hasnain, A. (2021) <i>Indian Society - Themes and Social Issues</i> . New Delhi: Mc Graw Hill. (Chapter 5 and 6) Video Lecture: (1) Sociology of Caste in India, CEC-UGC. Link: https://youtu.be/pykIo_3nGa0?si=n--PuzPhaZXaII (2) Study of Caste in India, CEC-UGC. Link: https://youtu.be/Vs3B2B7ntn4?si=MfQHQjkYpi4G5PMY

Text Books:

1. Hasnain, N. and Hasnain, A. (2021) *Indian Society - Themes and Social Issues*. New Delhi: Mc Graw Hill (Chapter 2 and 3)
2. Kar, P.K. (2022). *Indian Society*. New Delhi: Kalyani Publishers.
3. Singh, Y. (2018). *Modernization of Indian tradition*. New Delhi: Rawat Publications.

References

1. Kolenda, P. M. (2017). *Region, Caste, and Family Structure: A comparative study of the Indian "joint" family*. In *Structure and change in Indian society* (pp. 339-396). Routledge.

2. Mandelbaum, David G. (2003) *Society in India*. Vols. I & II
Bombay: Popular Prakashan.
3. Prabhu, P. H. (1991). *Hindu social organization: A study in socio-psychological and ideological foundations*. Popular Prakashan.
4. Shah, A. M. (1998). *The family in India: Critical essays*. Orient Blackswan.
5. Shah, A. M. (2019). *The structure of Indian society: Then and now*. Taylor & Francis.
6. Uberoi, P. (ed.) (1993) *Family, Kinship and Marriage in India*, New Delhi: Oxford University Press.

E- resources:

(1) Sociology of Kinship Marriage & Family. CEC-UGC.
Link: <https://youtu.be/9lbyiSdiTA?si=eEEAFcfNCMs3wKUR>

(2) Kinship, Vidya-Mitra, UGC.

Link: <https://youtu.be/-84pft4MWSsc?si=XdduVoKhJLMhFYDi>

(3) Sociology of Caste in India, CEC-UGC.
Link: https://youtu.be/pykIo_3nGa0?si=n_--PuzPhaZXAI

(4) Study of Caste in India, CEC-UGC.
Link: <https://youtu.be/Vs3B2B7ntn4?si=MFqHQjkYpi4G5PMY>

Core IV

Classical Sociological Thinkers

Sociology originated as an intellectual response to the crisis confronting the mid nineteenth century European society. Its development over two centuries has been influenced by a variety of socio-economic and political transformations. The various theories, methods and concepts that are dealt with by the discipline have been contributed by some founder thinkers. The contributions of these founder thinkers will be the subject matter of this paper.

Course Outcomes:

- The students will familiarize with the broad social, political, economic and intellectual contexts in which sociology emerged as a distinctive discipline.
- This paper is expected to clarify and broaden the students' knowledge about the theoretical and methodological contributions made by the classical Sociologists and their contemporary relevance.
- The students can be acquainted with different concepts/theories given by the founding fathers and their use in everyday life.

Unit-I: Auguste Comte and Herbert Spencer

- Law of Three Stages
- Hierarchy of Sciences & Positivism
- Organismic Analogy
- Theory of Social Evolution

Learning Outcome:

- This unit aims at giving an idea on the evolution of society as distinguished from biological evolution and the stages through which the society has passed through parallel with the development of human knowledge resulting in the development of sociology as an independent discipline.

Unit-II: Karl Marx

- Dialectical and Historical, Materialism, Mode of Production
- Theory of Capitalism
- Alienation
- Class struggle

Learning Outcome:

- This unit will impress upon the students on the development of society with the changing economic order and the emerging features of capitalism along with the challenges found by society under the capitalist regime.

Unit-III: Emile Durkheim

- Division of Labour in Society
- Rules of Sociological Method
- Theory of Suicide
- Theory of Religion

Learning Outcome:

- This unit intends to introduce the rise of division of labour in society as a social offshoot rather than the Smithian division of labour along with the study of the institutions of religion and the issue of suicides that had become the chronic features of 19th century Europe.

Unit IV: Max Weber

- Social Action
- Protestant ethic and the spirit of capitalism
- Ideal type
- Authority and Bureaucracy

Learning Outcome:

- This unit talks about the religious determinism of capitalism a distinct view uphold by Weber and the rise of institutions of bureaucracy and authority under the capitalist regime along with the methodological prescriptions of study of social institutions.

Lesson Plans:

Unit	Thrust area	Teaching methods	Total classes	References
I	August Comte's Law of Three Stages, Hierarchy of Sciences & Positivism. Herbert Spencer's Organismic Analogy and Theory of Social Evolution	Lecture and tutorial class	15	Abraham, F & J.H.Morgan, Sociological Thought: From Comte to Sorokin. Trinity Press. New Delhi. Chapter-1 &3. eGyanKosh, Founding Fathers-1 https://egyankosh.ac.in/bitstream/123456789/18919/1/Unit-2.pdf NPTEL-NOC IITM Lecture on August Comte https://www.youtube.com/watch?v=qu0nxcggiNA NPTEL-NOC IITM Lecture on Herbert Spencer https://www.youtube.com/watch?v=UHswymZ-0s4
II	Karl Marx's Dialectical and Historical Materialism,	Lecture and tutorial class	15	Coser, Lewis A. (1977). Masters of Sociological Thought: Ideas in Historical and Social Context. Rawat Publications: New Delhi. Chapter-2.

	Mode of Production, Theory of Capitalism, Alienation, and Class struggle			eGyanKosh, Karl Marx, https://egyankosh.ac.in/handle/123456789/3806 CEC Lecture on Karl Marx https://www.youtube.com/watch?v=ktD8OHY5ao0 https://www.youtube.com/watch?v=IRUURHso4BA
III	Emile Durkheim's Division of Labour in Society, Rules of Sociological Method, Theory of Suicide, and Theory of Religion	Lecture and tutorial class	15	Abraham, F & J.H.Morgan, Sociological Thought: From Comte to Sorokin. Trinity Press. New Delhi. Chapter-5 eGyanKosh, Emile Durkheim, https://egyankosh.ac.in/handle/123456789/3810 CEC Lecture on Emile Durkheim https://www.youtube.com/watch?v=Hq3tehJO2JM
IV	Max Weber's Social Action and its types. Protestant ethic and the spirit of capitalism, Ideal type, Authority and Bureaucracy	Lecture and tutorial class	15	Mohanty, Rabindra K. (2023). Comparative History in the Sociological writings of Max Weber, Sociological Bulletin, 72(1) https://journals.sagepub.com/doi/pdf/10.1177/00380229221134614?casa_token=G37hcSbXabIAAAAA:K_MiEILqBQI3-MHASfk4rJ9rB9918Q9j2c7zpJOImVYY8w0iJxbk-No_LRvuSKFHLCKPkaSn1Q Kundu, A. (2011). Sociological theory. Pearson Education India. Chapter- 4 eGyanKosh, Max Weber, https://egyankosh.ac.in/handle/123456789/3810 CEC Lecture on Max Weber https://www.youtube.com/watch?v=qZQueVk3ynE

Text Books:

- ✓ *Abraham, F & J.H.Morgan, Sociological Thought: From Comte to Sorokin. Trinity Press. New Delhi.*

- ✓ Aron, Raymond (1967). *Main Currents in Sociological thoughts Vol. I & Vol. II* Harmondsworth, Middlesex: Penguin Books, (1982 reprint).
- ✓ Dhir, K.C. (2017)_*Sociological Thought*, Lakshi Publishers and Distributors: New Delhi.
- ✓ Kimmel, Michael S. (2006). *Classical Sociological Theory*. Oxford University Press.

References:

- ✓ Coser, Lewis A. (1977). *Masters of Sociological Thought: Ideas in Historical and Social Context*. Rawat Publications: New Delhi.
- ✓ Giddens, A. (1973). *Capitalism and modern social theory: An analysis of the writings of Marx, Durkheim and Max Weber*. Cambridge University Press.
- ✓ Kundu, A. (2011). *Sociological theory*. Pearson Education India.
- ✓ Mohanty, Rabindra K. (2023). *Comparative History in the Sociological writings of Max Weber*, *Sociological Bulletin*, 72(1)

e- Resources:

1. CEC Lecture on Max Weber <https://www.youtube.com/watch?v=qZQueVk3ynE>
2. CEC Lecture on Emile Durkheim <https://www.youtube.com/watch?v=Hq3tehJO2JM>
3. CEC Lecture on Karl Marx <https://www.youtube.com/watch?v=ktD8OHY5ao0>
<https://www.youtube.com/watch?v=IRUURHso4BA>
4. Classical Sociological Thinkers, DDCE, Utkal University, https://ddceutkal.ac.in/Downloads/UG_SLM/Sociology/Core_5.pdf
5. eGyanKosh, Emile Durkheim, <https://egyankosh.ac.in/handle/123456789/3810>
6. eGyanKosh, Founding Fathers-1 <https://egyankosh.ac.in/bitstream/123456789/18919/1/Unit-2.pdf>
7. eGyanKosh, Karl Marx, <https://egyankosh.ac.in/handle/123456789/3806>
8. eGyanKosh, Max Weber, <https://egyankosh.ac.in/handle/123456789/3810>
9. NPTEL-NOC IITM Lecture on August Comte <https://www.youtube.com/watch?v=qu0nxcggiNA>
10. NPTEL-NOC IITM Lecture on Herbert Spencer <https://www.youtube.com/watch?v=UHswymZ-0s4>

Multidisciplinary Course under NEP 2024

Sem II- Science, Technology and Society

(3 credit course)

Course Outcome:

1. Enable students to understand science as a socio- cultural product in specific historical context;
2. Expose students to philosophical, historical and sociological perspectives on science and technology to look at science as practice deeply embedded in culture and society;
3. Emphasise the dynamic nature of the relations between wider cultural practices, on the one hand, and, scientific practices, on the other in a comparative analytical framework.

Unit I: Science as Culture

- Methods of Science: Issues and Perspectives.
- Social Context of Production of Scientific Knowledge.
- Demarcation, Autonomy and Cognitive Authority of Science

Unit II: Organisation of Production of Scientific Knowledge and Professionalisation of Science

- Science as Social Institution and Ethos of Science.
- Inequalities in Science.
- Knowledge Production: Social and Cultural Contexts

Unit III: Perspectives on Science - Technology Relationship

- Hierarchical, Symbiotic and Coalescing.
- Science and Technology, and their Human Roots: Philosophy of Science and Technology.
- Technology as Knowledge

Readings:

1. A.F. Chalmers (1976) What is this thing called Science? Milton Keynes: The Open University Press.
2. T.S. Kuhn (1970) The Structure of Scientific Revolutions. Chicago: Chicago University Press (first published in 1962).
3. D. Oldroyd (1986) The Arch of Knowledge: An Introductory Study of the Philosophy and Methodology of Science. New York and London: Methuen.
4. D. Bloor (1991) Knowledge and Social Imagery. Chicago: The University of Chicago Press (first published in 1976).
5. M. Biagioli ed., (1999) The Science Studies Reader. New York: Routledge.

6. H.M. Collins and T. Pinch (1993) *The Golem: What Everyone should Know about Science*. Cambridge: Cambridge University Press.
7. L. Daston (1995) 'The Moral Economy of Science', *Osiris*, 10: 3-24.
8. Hackett, E.J., O. Amsterdamska, M. Lynch and J.Wajcman (2008) *The Handbook of Science and Technology Studies*. Cambridge and London: The MIT Press.

Skill Enhancement Course, NEP-2024

Semester II: Working With Communities

(Credit 3)

Objectives: the objective is to develop understanding among the students regarding basic concepts and different perspectives of community and to understand the critical elements of community organization practice. Finally, to advance the critical understanding of the models and strategies for community organization and community dynamics.

UNIT 1. INTRODUCTION

- Meaning and Definition of Social Groups and Community.
- The perspective of community- geographical and functional community
- Functions of Community
- Historical Development of Community Work.

UNIT 2. STRATEGIES IN COMMUNITY ORGANIZATION

- Strategies and Techniques in Community Organization
- Role of Community Organizer

Unit 3. COMMUNITY DYNAMICS

- Understanding community power structure.
- Empowerment and capacity building through communities.
- People's participation
- Community Organization with rural and urban communities.
- Community Organization with Vulnerable Communities

READINGS

1. Khinduka, S.K. & Coughlin, Bernard 1965 Social Work in India, New Delhi: Kitab Mahal.
2. Gangrade, K.D. 1971 Community Organization in India, Mumbai: Popular Prakashan.
3. Cox Fred 1987 Community Organization, Michigan: F.E. Peacock Publishers.
4. Dhama, O.P. & Bhatnagar, O.P. 1994 Education and Communication for Development New Delhi: Oxford & IBG Pub. CO. Pvt. Ltd.
5. Milson Fred 1973 An Introduction to Community Work, Routledge & Kegan Paul, New Delhi: London OXFORD & IBH Publishing Co. Pvt. Ltd.
6. Riss, Murray & Lappin, Ben 1967 Community Organization: Theory, Principles and Practice, New York: Harper & Row
7. Somesh Kumar 2002 Methods for Community Participation: A complete guide for practitioners, New Delhi: Sage Publication (Vistaar).
8. Korten, David C. 1980 Community Organization and Rural Development: A Learning Process Approach, Public Administration Review, Vol. 40 No. 5.
9. Siddiqui, H.Y. 1997 Community Organization in India. New Delhi: Harnam.
10. Milson Fred 1973 An Introduction to Community Work, Routledge & Kegan Paul, New Delhi: London OXFORD & IBH Publishing Co. Pvt. Ltd

Social Change and Development

Change is the law of nature and every society is subject to change. Social change has always been a central concern of sociological study. Change takes different forms. Change has its pattern which is spelt out by various theories. Change is often propelled by various factors. This paper is designed to provide some ideas to the student about such process, theories and factors.

Course Outcomes:

- This paper is expected to provide a wholesome idea to the students about the process of social change.
- They can relate their experience with the theoretical explanations.

Unit-I: Social Change:

- Meaning and Nature
- Social Evolution & Social Progress: Meaning and features
- Social Development: Meaning and features
- Factors of Change (Cultural, Technological, Demographic) and
- Source of Change (Endogenous & Exogeneous)

Learning Outcome:

- Students can derive knowledge about the meaning, nature, forms and patterns of change and they will get an impression about the factors that propel change in the society.

Unit-II: Theories of Social Change:

- Evolutionary theory
- Functionalist theory
- Conflict Theory
- Cyclical Theory

Learning Outcome:

- Will get an idea about the theories that explain change and their adequacy in explaining so.

Unit-III: Models of development:

- Capitalist
- Socialist
- Gandhian
- Alternative (Microfinance and Ecological)

Learning Outcome:

- Students can derive knowledge about different models of development and how Indian experience of development has been shaped by these models.

Unit-IV: Processes of Social Change in Indian Context:

- Sanskritisation
- Westernisation
- Modernisation
- Secularisation

Learning Outcome:

- Students would learn about different processes of change that has shaped Indian society.

Lesson Plan

Unit	Thrust Areas	Method	Total No. of Classes	References
I	<p>Social Change: Meaning and Nature Social Evolution & Social Progress: Meaning and features Social Development: Meaning and features Factors of Change (Cultural, Technological, Demographic) and Source of Change(Endogenous & Exogeneous)</p>	Classroom Lectures & Tutorials	18	<p>Sztompka, P. (2023). <i>The Sociology of Social Change</i>. Rawat Publications.</p> <p>Singh. Y. (1997) <i>Social Stratification and Change in India</i>. Manohar.</p> <p>Singh. Y. (1986) <i>Modernization of Indian Tradition</i>. Penguin.</p> <p>CEC. (2018, Oct 18). <i>Social Change in Modern Society</i> (Video). YouTube https://www.youtube.com/watch?v=mdwKnQM6CDI</p> <p>Nptelhrd. (2013, Nov 21). <i>Social change-I: Definition of social change</i> (Video). You Tube https://www.youtube.com/watch?v=R4YTvfMbbzA</p> <p>Rath . Navaneeta. <i>Sociology of Development</i> (PDF). DDCE, Utkal University. https://ddceutkal.ac.in/Syllabus/MA_SO_CIOLOGY/Paper_19.pdf</p>
II.	Theories of Social	Classroom	14	Sztompka, P. (2023). <i>The Sociology of</i>

	<p>Change: Evolutionary theory Functionalist theory Conflict Theory Cyclical Theory</p>	<p>Lectures & Tutorials</p>		<p><i>Social Change</i>. Rawat Publications. CH 03: CEC-UGC 03: Social & Behavioral Sciences. (2017, Sep 13). <i>Theories of social change</i> (Video). You Tube https://www.youtube.com/watch?v=NmrAZV_kFaw</p>
III	<p>Models of development: Capitalist Socialist Gandhian Alternative (Microfinance and Ecological)</p>	<p>Classroom Lectures & Tutorials</p>	16	<p>egyankosh. (2017). Social Development, Unit 13. Ignou.</p>
IV	<p>Processes of Social Change in Indian Context: Sanskritisation Westernisation Modernisation Secularisation</p>	<p>Classroom Lectures & Tutorials</p>	12	<p>Srinivas, M. N. (1995). <i>Social change in modern India</i>. Orient Blackswan.</p> <p>CEC. (2021, Jan 17). <i>M. N. Srinivas : Social Change in Modern India – 1</i> (Video). You Tube https://www.youtube.com/watch?v=xh7NCADg3t0</p> <p>CEC. (2021, Sep 6) <i>Yogendra Singh (1932-2020) : Social Change in India</i> (Video). You Tube https://www.youtube.com/watch?v=GXcAc9cns9c</p>

Text Book:

- ✓ Mohanty, R.N. (2002). *Understanding Social Change*. Cuttack: Kitab Mahal.
- ✓ Singh. Y. (1997) *Social Stratification and Change in India*. Manohar.
- ✓ Sztompka, P. (2023). *The Sociology of Social Change*. Rawat Publications.

Reference Books

- ✓ Mishra, B. (1998) *Capitalism, Socialism and Planning*, South Asia Books.
- ✓ Sharma, K.L. (1986). *Development: Socio-Cultural Dimensions*. Jaipur: Rawat.
- ✓ Singh. Y. (1986) *Modernization of Indian Tradition*. Penguin.
- ✓ Srinivas, M. N. (1995). *Social change in modern India*. Orient Blackswan.

E-Resources

1. CEC. (2018, Oct 18). *Social Change in Modern Society* (Video). YouTube <https://www.youtube.com/watch?v=mdwKnQM6CDI>
2. Nptelhrd. (2013, Nov 21). *Social change-I: Definition of social change* (Video). YouTube <https://www.youtube.com/watch?v=R4YTvfMbbzA>
3. Rath . Navaneeta. *Sociology of Development* (PDF). DDCE, Utkal University. https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/Paper_19.pdf
4. CH 03: CEC-UGC 03: Social & Behavioral Sciences. (2017, Sep 13). *Theories of social change* (Video). YouTube https://www.youtube.com/watch?v=NmrAZV_kFaw
5. egyankosh. (2017). *Social Development*, Unit 13. Ignou.
6. CEC. (2021, Jan 17). *M. N. Srinivas : Social Change in Modern India – I* (Video). YouTube <https://www.youtube.com/watch?v=xh7NCADg3t0>
7. CEC. (2021, Sep 6) *Yogendra Singh (1932-2020) : Social Change in India* (Video). YouTube <https://www.youtube.com/watch?v=GXcAc9cns9c>

CORE VI

Sociology of Gender

The biological basis to the differences between the sexes does not explain the inequalities faced by men, women and the third gender in the society. The variations marked in the roles, responsibilities, rights and relations between these groups largely depend on the social prescriptions and sex affiliations. The differences and inequalities in access, control and opportunity, the division of labour between men, women and the third gender are often simply treated as consequences of their 'natural' differences. In fact the social norms, institutions, societal expectations play a significant role in deciding and dictating the behaviour of each sex group. This is the fundamental of the study of gender and society.

Course Outcomes:

- This paper is expected to generate ideas and sensitivity, remove contradictory feelings and instill complementarity among the three gender groups which students can put into practice in their daily life.
- This paper helps changing the prevalent biases and gender practices and creates a gender-neutral social world; where the three gender groups can enjoy their basic rights and cherish to achieve their dreams.

Unit-I: Social Construction of Gender

- Gender Vs. Sex
- Masculinity and Femininity
- Gender Role, Stereotyping and Socialization
- LGBTIA+: Lesbian, Gay, Bisexual, Transgender, Intersex, Asexual and more

Learning Outcome:

- The paper can help students to conceptualize what is "Gender" and what is "Sex" and draw a line of distinction between them. Students will be able to note the difference in gender roles, responsibilities, rights and relations and get to learn more about the new emerging gender categories.

Unit-II: Feminism

- Meaning and Definitions
- Origin and Growth of Feminism, Waves of Feminism
- Patriarchy: Meaning, Features and Types
- Theories of Feminism-Liberal, Radical, Socialist, Marxist, Post Modernism

Learning Outcome:

- Get to know the theories of feminism that bring forth women issues and demand to the forefront of society and to trace out the evolution and institutionalization of "Patriarchy".

Unit-III: Gender and Development

- Approaches -WAD, WID and GAD.
- Gender Mainstreaming: Meaning, Policies and Programmes
- Gender Development Index
- Women Empowerment: Meaning and Dimensions: Political, Economic and Social.

Learning Outcome:

- To assess the initiatives undertaken for gender development with the paradigm shift from time to time.

Unit-IV: Status of Women in India through ages

- Women in Ancient Period
- Medieval Period
- Women in modern India
- Women's Movement in India during post-independence period

Learning Outcome:

- To assess the status of women through different historical epochs and learn about the major women's movement in India during the post-independence phase.

Lesson Plan

Unit	Thrust Areas	Method	Total No. of Classes	References
I	Sex Versus Gender, studies that supplemented to the idea of sex versus gender. Femininity Vs Masculinity, Hierarchy of Masculinities and Femininities. Gender Roles: Meaning and nature. Gender Stereotypes: Meaning and Characteristics. Public-Private:	Classroom Lectures and Tutorials	18	Bhasin, K. 2011. <i>Understanding Gender</i> . Women Unlimited. Rath, N. 2014. <i>Gender and Society</i> . Mayur Publication. e-resources Bhasin, K. 2020. <i>Understanding Gender</i> . https://www.youtube.com/watch?v=y6WYBu7vuYY . The School of Life. (2020, June 9) <i>The Ancient Origin of Sexual and Gender Identity - Margaret Mead</i> https://www.youtube.com/watch?v=FikUMyk4olw Baso. (2022). <i>Sociology of Gender</i> , BSO-7. Odisha State Open University,

	Meaning, Characteristics Gender Socialization: Phases and Agency. LGBTIA+: Meaning			Sambalpur. https://drive.google.com/file/d/1meT5FWTjRbNgafNBlehpUUyi2ZUCpXLb/view
II.	Feminism: Meaning and Definitions Origin and Growth of Feminism First Wave: Development in Europe and America Liberal Feminism: Issues in 18 th , 19 th and 20 th century. Second Wave: Origin and Genesis Radical, Socialist, Marxist Feminism. Third Wave: Voices from the Global South Post Modern Feminism	Classroom Lectures and Tutorials	14	Rath, N. 2014. <i>Gender and Society</i> . Mayur Publication. Tong, R. 2014. <i>Feminist Thought</i> . Westview Press
III	Introducing the Gender and Development WID: Origin, Major Debates. WAD: Origin, Major Debates. GAD: Origin, Major Debates. Gender Mainstreaming: Meaning, Policies and Programmes Gender Development Index: Meaning, Origin, Indicator Women Empowerment: Meaning and Dimensions: Political, Economic and Social.	Classroom Lectures and Tutorials	16	Rath, N. 2014. <i>Gender and Society</i> . Mayur Publication. Vidya Mitra.(2017, Aug 2). <i>Women in Development (SWE)</i> (Video). You Tube https://www.youtube.com/watch?v=nlK0cFHPk0Q Vidya Mitra. (2018, May 23). <i>Approches to Women Development</i> (Video). You Tube https://www.youtube.com/watch?v=TEXYMGSseOFY Vidya Mitra.(2017, Aug 2). <i>Women in Development (SWE)</i> (Video). You Tube https://www.youtube.com/watch?v=XxFiVg1rO3Q Vidya Mitra.(2017, Aug 2). <i>GAD</i> (Video). You Tube https://www.youtube.com/watch?v=b3oekm5REhk&t=40s Vidya Mitra. (2018, April 27). <i>Gender Empowerment measures 55</i> (Video). You Tube

				https://www.youtube.com/watch?v=YZg4nnFW2Ss
IV	Women in Ancient Period Medieval Period Women in modern India Women's Movement in India during post-independence period	Classroom Lectures and Tutorials	12	Rath, N. 2014. <i>Gender and Society</i> . Mayur Publication. BASO. (2021). <i>Social Movement in India: Women's Movement</i> . BSO-12, Block-3. Odisha State Open University, Sambalpur. https://drive.google.com/file/d/1xUG4Sgx5BbCuCsmcOl_ebz4RHiaMpVVg/view

Text Book:

- ✓ Bhasin, K. 2011. *Understanding Gender. Women Unlimited*.
- ✓ Rath, N. 2014. *Gender and Society. Mayur Publication*.

Reference Books

- ✓ Tong, R. 2014. *Feminist Thought. Westview Press*.
- ✓ John, M. E. (ed.), *Women's Studies: A Reader, New Delhi: Penguin India, 2008*.
- ✓ John, Mary E. (2004). 'Gender and Development in India, 1970-90's: some reflections on the constitutive role of context' Chaudhuri, Maitrayee. (ed.) *Feminism in India, New Delhi: Kali for women. pp. 246-258*.
- ✓ Kumar, Radha. (1993). *The History of Doing. Kali for women: New Delhi. (Select chapters: Introduction; The Nineteenth century; Towards becoming 'the mothers of thenation)*.
- ✓ Rege, S. (Ed.). (2003). *Sociology of gender: The challenge of feminist sociological thought. SAGE Publications India*.

E-Resources

1. Bhasin, K. 2020. *Understanding Gender*.
<https://www.youtube.com/watch?v=y6WYBu7vuYY>.
2. *The Ancient Origin of Sexual and Gender Identity - Margaret Mead*
<https://www.youtube.com/watch?v=FikUMyk4olw>
3. Baso. (2022). *Sociology of Gender, BSO-7. Odisha State Open University, Sambalpur*.
<https://drive.google.com/file/d/1meT5FWTjRbNgafNBlehpUUyi2ZUCpXLb/view>
4. Vidya Mitra.(2017, Aug 2). *Women in Development (SWE)* (Video). You Tube
<https://www.youtube.com/watch?v=nlK0cFHPk0Q>
5. Vidya Mitra. (2018, May 23). *Approches to Women Development* (Video). You Tube
6. <https://www.youtube.com/watch?v=TEXYMGSseOFY>
7. Vidya Mitra.(2017, Aug 2). *Women in Development (SWE)* (Video). You Tube
<https://www.youtube.com/watch?v=XxFiVg1rO3Q>
 - a. Vidya Mitra.(2017, Aug 2). *GAD* (Video). You Tube
8. <https://www.youtube.com/watch?v=b3oekm5REhk&t=40s>
9. Vidya Mitra. (2018, April 27). *Gender Empowerment measures 55* (Video). You

- Tube <https://www.youtube.com/watch?v=YZg4nnFW2Ss>
10. BASO. (2021). *Social Movement in India: Women's Movement*. BSO-12, Block-3. Odisha State Open University, Sambalpur. https://drive.google.com/file/d/1xUG4Sgx5BbCuCsmcOl_ebz4RHiaMpV_Vg/view

Core VII

Sociology of Vulnerable Communities In India

In recent years, there has been a growing emphasis on the contextualization of Indian sociology. One of the ways of going about this task is to focus on those segments of the population which have lived on the margins of society and which have not received, until recently, adequate scholarly attention. The focus of the paper is on groups and communities who have suffered extreme poverty, discrimination, marginalization and exploitation over a long period of time.

Course Outcome:

- Students will get to know about the problems of vulnerable communities.
- The students will be able to understand the concepts of vulnerability and its multiple manifestations.
- They will be made aware about the social vulnerability and vulnerable communities in India.
- The course also focuses on the emerging patterns of vulnerability in India and the response of the state towards its eradication.

Unit-I: Introduction to Vulnerability

- Concepts of Vulnerability
- Types of Vulnerability
- Theories of Vulnerability
- Models of Vulnerability

Learning outcome:

- After going through the unit, the students can reflect upon the meaning, concepts, types, different theories and models of vulnerability which people are encountering in their everyday life experiences.

Unit-II: Social Vulnerability and Vulnerable Groups

- Caste
- Class
- Gender
- Ethnicity, Age based (Elderly and Children) & Disability

Learning outcome:

- After reading this unit, the students can perceive an intersectionality of social vulnerability among different vulnerable groups.
- They can understand some new kind of emerging vulnerability i.e. age-based and disability-based vulnerability which have emerged in the contemporary times due to its fast social transformation.

Unit-III: Emerging Socially Vulnerable Sections

- Refugees
- Internal Displaced Persons (IDPs)
- Orphans
- People affected with HIV/AIDS

Learning outcome:

- After going through this unit, the students can visualize the emergence of certain kinds of vulnerable communities like refugees, IDPs, orphans, and HIV/AIDS affected people focusing on their plights as well as remedial measures.

Unit-IV: Policies and Programmes

- Indian Constitutions and Legal Provisions
- Religious Minorities
- Policy, Programmes and Schemes

Learning outcome:

- After going through the unit, the students can analyse the evolution, implementations and effectiveness of different policies and programs for the vulnerable sections of society.

Lesson Plans:

Unit	Thrust area	Teaching methods	Total classes	References
I	Meaning Concepts and features of Vulnerability, Types of Vulnerability, Theories of Vulnerability, Models of Vulnerability	Lecture and tutorial class	15	Bankoff, G., Frerks, G., Hilhorst, T., & Hilhorst, D. (Eds.). (2004). Mapping vulnerability: disasters, development, and people. Routledge. DDCE Utkal University, 2023. Vulnerable sections of society: Understanding their issues. https://ddceutkal.ac.in/Downloads/UG_SLM/AECC/Unit_5.pdf
II	Social Vulnerability and Vulnerable Groups: Caste, Class, Gender and Ethnicity based vulnerability, Age based (Elderly and	Lecture and tutorial class	15	Chatterjee, C. B., & Sheoran, G. (2007). Vulnerable groups in India. Mumbai: Centre for Enquiry into Health and Allied Themes. IGNOU, New Delhi, eGyanKosh. 2017. Vulnerable groups: women, children and elderly. https://egyankosh.ac.in/bitstream/1234567

	Children) & Disability			89/26107/1/Unit-21.pdf
III	<p>Meaning of Refugees and their causes and consequences, Meaning and factors responsible for the emergence of Internal Displaced Persons (IDPs) and its consequences, Legal provisions of IDPs, Meaning of Orphans, causes for its emergence. Consequences and legal provisions to tackle it and People affected with HIV/AIDS and their problems and remedial measures.</p>	Lecture and tutorial class	15	<p>Cernea, Michael M. (1998). 'Impoverishment or Social Justice? A Model for Planning Resettlement.</p> <p>Elena Fiddian-Qasmiyeh, Gil Loescher, et al. (2016). The Oxford Handbook of Refugee and Forced Migration Studies, Oxford University Press.</p> <p>IGNOU, New Delhi, eGyanKosh. 2021. Refugees and Migration. https://egyankosh.ac.in/bitstream/123456789/76738/1/Unit-10.pdf</p>
IV	<p>Policies and Programmes:</p> <p>Indian Constitutions and Legal Provisions, Religious Minorities, Policy, Programmes and Schemes</p>	Lecture and tutorial class	15	Dhanraj A. Patil (2021) Vulnerable Groups in Modern India, published by Scholars' Press

Text Books:

- ✓ Chatterjee, C. B., & Sheoran, G. (2007). *Vulnerable groups in India*. Mumbai: Centre for Enquiry into Health and Allied Themes.
- ✓ Patil, Dhanraj A. (2021). *Vulnerable Groups in Modern India*, Scholars' Press.

References:

- ✓ Bankoff, G., Frerks, G., Hilhorst, T., & Hilhorst, D. (Eds.). (2004). *Mapping vulnerability: disasters, development, and people*. Routledge.
- ✓ Cernea, Michael M. (1998). *'Impoverishment or Social Justice? A Model for Planning Resettlement*.
- ✓ Elena Fiddian-Qasmiyeh, Gil Loescher, et al. (2016). *The Oxford Handbook of Refugee and Forced Migration Studies*, Oxford University Press.
- ✓ Ghai, Anita. (2021). *Rethinking Disability in India*. Taylor & Francis Publication.
- ✓ Mehrotra, Nilika. (2013). *Disability, Gender and State Policy: Exploring Margins*. Rawat Publications.
- ✓ Panda B.K. and Sukanta Sarkar. (2015). *Vulnerable Children Human Rights Perspectives*, Kalpaz Publications.
- ✓ Rajan, Irudaya S and Gayathri Balgopal (eds). (2021). *Elderly Care in India: Societal and State Responses*. Springer.

e-Resources:

1. DDCE Utkal University, 2023. Vulnerable sections of society: Understanding their issues. https://ddceutkal.ac.in/Downloads/UG_SLM/AECC/Unit_5.pdf
2. IGNOU, New Delhi, eGyanKosh. 2010. Law and Vulnerable groups. <https://egyankosh.ac.in/bitstream/123456789/52055/1/Block-4.pdf>
3. IGNOU, New Delhi, eGyanKosh. Displacement, rehabilitation and resettlement. <https://egyankosh.ac.in/bitstream/123456789/87945/3/Unit-28.pdf>
4. IGNOU, New Delhi, eGyanKosh. 2021. Refugees and Migration. <https://egyankosh.ac.in/bitstream/123456789/76738/1/Unit-10.pdf>
5. IGNOU, New Delhi, eGyanKosh. 2017. Vulnerable groups: women, children and elderly. <https://egyankosh.ac.in/bitstream/123456789/26107/1/Unit-21.pdf>

Multidisciplinary Course under NEP 2024

Sem III- Environmental Issues and Challenges

(3 credit course)

Course Outcomes:

On successful completion of this course students will be:

1. Able to value nature and its multiple components, and appreciate nature as a dynamic system with interdependent components
2. Able to understand the impacts of ongoing economic model, lifestyle and personal choices on the environment
3. Able to contribute as informed citizens to public discourses on common environmental issues.

Unit I: Introduction to environmental studies

- Meanings of environment, multiple ways of seeing it, multiple ways of diagnosing the 'environmental problem' and hence different solution
- Evolution of the concept
- Scope of sustainable development and sustainable consumption.

Unit II: Ecosystems

- Concept and types of ecosystems, their functions (ecosystem services) and interdependence especially in Indian context.
- National and international policies, treaties and politics of ecosystems management including Payment for Ecosystem services, Millennium Ecosystem Services, Convention of Biological Diversity, CITES, Ramsar Convention etc.
- Social and economic importance of various ecosystems for specific socio-economic groups; top-down and bottom-up conservation policies; and how these impact on equity across class, caste and other social hierarchies with reference to different ecosystems like forests, grasslands and wetlands.

Unit III: Biodiversity Conservation

- Concept of biodiversity, biodiversity resources of India (biodiversity hotspots), and endangered and endemic species.
- Threats to biodiversity from habitat loss, poaching, and unsustainable lifestyle/consumerism.
- Human-wildlife conflict, State-led conservation, community driven conservation, restoration ecology, international and national laws, policies and Institutions of Conservation.

Reading List:

1. Lélé, S. (2006, August). Thinking about ecological sustainability. In *SEMINAR-NEW DELHI-* (Vol. 564, p. 48). MALYIKA SINGH.

2. Marten, G. G. (2010). *Human ecology: Basic concepts for sustainable development*. Routledge.
3. McNeill, J. R. (2001). *Something new under the sun: An environmental history of the twentieth-century world (the global century series)*. WW Norton & Company.
4. Agarwal, B. (2009). *Environmental issues in India: a reader*. Pearson Education India.
5. Agrawal, A., & Saberwal, V. (2007). *South Asian pastoralism: The environmental question*. Delhi: Pearson/Longman.
6. Gadgil, M., & Guha, R. (1993). *This fissured land: an ecological history of India*. Univ of california Press.
7. Mitsch, W. J., Bernal, B., & Hernandez, M. E. (2015). Ecosystem services of wetlands. *International Journal of Biodiversity Science, Ecosystem Services & Management*, 11(1), 1-4.
8. Odum, E. P. (1971). *Fundamentals of ecology*. Printing Company Ltd.
9. Cheryl Colopy, *Dirty, Sacred Rivers: Confronting South Asia's Water Crisis*, Delhi, 2012.
10. Praveen Singh (2006), 'Bridging the Ganga Action Plan: Monitoring failure at Kanpur', *Economic and Political Weekly*, February 18, pp. 590-592.
11. Pepper, I. L., Gerb, C. P. & Brusseau, M.L. (2011). *Environmental and Pollution Science*. Academic Press.
12. Patwardhan A (2007) Global warming in India in Rangarajan, M (edited) (2007) *Introduction in Environmental Issues in India: A Reade*. Pearson. pp 550-558
13. Dubash, Navroz K. (2009) *Climate Politics in India*. Policy Brief. Centre for Policy Research. New Delhi
14. Baviskar, Amita (2006), 'Red in Tooth and Claw? Looking for Class in Struggles over Nature' in Raka Ray & Mary F. Katzenstein (eds.), *Social Movements in India: Poverty, Power and Politics*, OUP, 2006.
15. Gadgil, M., & Guha, R. (2008). 'Ecological Conflict and the Environmental Movement in India' in Mahesh Rangarajan (ed.). *Environmental Issues in India: A reader*, New Delhi: Dorling Kindersley Pvt. Ltd. (pp.385-428).

Skill Enhancement Course, NEP-2024

Semester III: Gender Sensitization and Resolving Gender Conflict

(Credit 3)

Objective: The objective is to develop understanding among the students regarding basic concepts and different perspectives of gender- femininity-masculinity and different gender roles and to develop a critical understanding of gender discrimination and conflict and awareness and policies advocacy and affirmative action to resolve the gender conflict.

Unit 1 INTRODUCTION

- Sex and Gender, Femininity-masculinity,
- Gender roles: matriarchy-patriarchy

UNIT 2 UNDERSTANDING CONFLICT and DISCRIMINATION

- Meaning Gender and Nature of violence, victims and causes of violence on gender.
- Identifying the varieties of discrimination, understanding and contesting stereotypes interrogating cultural constructs.
- Understanding the intersectional nexus of caste, class and gender – Discrimination of LGBTs and sexual minorities

UNIT 3 RESOLVING GENDER CONFLICT

- Awareness raising and advocacy
- Affirmative Policies and Legislation

READINGS

1. Agarwal, Suresh. 2015. Social Problems in India. New Delhi: Rajat Publications.
2. Deshpande, Ashwini. 2011. The Grammar of Caste: Economic Discrimination in Contemporary India. New Delhi: Oxford University Press.
3. Greer, Germaine. 2006. The Female Eunuch. UK: Harper Collins.
4. Khan, M. E., John W. Townsend and Pertti J Delto (ed) 2014. Sexuality, Gender Roles and Domestic Violence in South Asia. New York: Population Council.
5. Rhode, Deborah L. 2014. What Women Want: An Agenda for the Women's Movement. New York: Oxford University Press.
6. Sedgwick, Eve. 1990. Epistemology of the Closet. Berkeley: U of California Press.
7. Zimmerman, Bonnie Ed. 2000. Encyclopaedia of Lesbian Histories and Culture. New York: Taylor & Francis.

Value Added Course, NEP-2024

SEMESTER III: Understanding Odisha

(3 credit)

Course Objectives:

After studying this paper the students

- Can get the comprehensive understanding of Odisha, including Changing dynamics of society, culture, history, economics.
- Develop their knowledge about the subject and its importance in their personal professional career.
- Can get the knowledge about the social system of Odisha, tribal social and cultural life and religious and cultural life Odisha.
- Can generate ideas about the social change and development in Odisha in general and social and economic dimensions of industry, irrigation and agricultural growth and Socio-Economic Challenges and Prospectus of the state.

Learning Outcomes: This paper is expected to enhance and advance the students understanding about the subject, the basic concepts used and some broader socio-economic, political and economic processes of changing Odisha. This will provide a holistic picture about what the subject is all about.

Unit 1 Socio-political History of Odisha

- a) Odisha under Colonial rule and after
- b) Formation of Separate Province of Orissa
- c) Prajamandal Movement and Merge of Feudatory states

Unit 2 Social System of Odisha

- a) Changing Social and Demographic Profile
- b) Religions and Culture: Jagannatha cult, Mahima Cult, Buddhism, Jainism, Saivism.
- c) Tribal Society, Culture and Economy: Types of tribals, Marriage, Festivals and Indigenous knowledge.

Unit 3 Social Change and Development in Odisha

- a) Industrial Development and Its Socio-economic Impact: Rourkela Steel Plant and Odisha Sponge Iron Ltd., Smart City Project
- b) Irrigation and Agricultural Growth: Irrigation Policies and Production and its impact on population.
- c) Economic Challenges and Prospectus: Poverty, Malnutrition and Illness, Natural Resources, and so on.

Reading list

- 1) J. K. Samal. (1989) *History of Modern Orissa*. South Asia Books.
- 2) Directorate of Economics and Statistics Planning and Convergence Department (2024), *Odisha Economic Survey 2023-24*. Accessed Link: https://pc.odisha.gov.in/sites/default/files/2024-07/OES%20Chapter_1%28Main%20Booklet%29_0.pdf (11 November 2024).
- 3) Pati, Biswamoy (2001) *Situating Social History: Orissa, 1800-1997*. Orient BlackSwan.
- 4) .K..C. Panigrahi (1981) *History of Odisha*, Kitab Mahal.
- 5) N.K. Sahu (1958) *Buddhism in Orissa*. Utkal University.
- 6) N.K. Sahu (1956) *A HISTORY OF ORISSA Vol: 1*. CALCUTTA: SUSIL GUPTA (INDIA) LTD

- 7) B.K. Mallik, et al (2019) *Odia Identity*, Page Maker Publications, Bhubaneswar, 2019.
- 8) S.K. Panda (1999) *Political and Cultural History of Odisha*. New Age International.
- 9) [Nihar Ranjan Patnaik](#) (1997) *Economic History of Orissa*. [Indus Publishing Company](#).
- 10) *Gopinath, M. (1945) Paraja.* (Key Odia Novel).
- 11) Bidyut Mohanty (1993) *Orissa Famine of 1866: Demographic and Economic Consequences*. *Economic and Political Weekly*. Vol. 28.
- 12) Mohanty, B .B. (1997) *State and tribal relationship in Orissa*. Indian Anthropological Association.
- 13) Mohanty, B. .B. (1996) *Agricultural Modernization in Rural Orissa: Prosperity and Destitution*. *Man in India*.
- 14) Mohanty, B. B. (1996) *Agricultural Modernization in Rural Orissa: First Impacts on the Weaker Sections*. *IASSI Quarterly*.

SUMMER VOCATIONAL COURSE

Sem III- Education in Early Childhood

Course Outcomes:

The completion of this course will result in understanding of fundamental learning processes and mechanisms involved during early childhood years that has important repercussion on cognitive, linguistic, and psychosocial maturity of a child. Since it is important for both parents and teachers to understand their role in early stimulation without burdening the young mind, this course is meant for all students in general and aspiring preschool professionals in particular.

Unit-I: Introduction to Early Childhood Education

- Meaning, significance and objectives of Early Childhood Education (ECE); Issues Influencing the Practice of Early Childhood Education, understanding child's rights to recognize young children as participants in their own development to create responsive environments
- Significance of Play; Programme planning and evaluation in early childhood education Learning Outcome: The knowledge regarding background and concept of ECE will be acquired along with child right perspective.

Unit –II: Role of family and teacher in childhood

- Role of parents: Critical years of learning of a child; preparing enriched environment for infants and toddlers; children with disabilities; culturally appropriate practices.
- Role of Teachers: Preschool years and goals of preschool, school readiness and holistic development of a child; children with special needs and inclusive classroom Learning Outcome: Students will be clear about the role and contribution of family and teachers during childhood.

Unit-III: Assessment and use of Technology for children

- Assessment and Its Purpose; Developmentally appropriate classroom assessment, reporting to and communicating with Parents and Families, Types and Methods of Assessment, Assessment for School Readiness; Purposes of Observation.
- Children of the Net Generation: Technological Integration in Educational Settings; Digital Literacy, Supporting Children's Technology Use; Developmentally Appropriate Technology Use for Young Children Learning Outcome: Students will understand the role and contribution of assessment and technology during childhood.

Readings:

1. Fundamentals of Early Childhood Education, 9th Edition, G. S Morrison, and Mary Jean Woke, L. Griffin, Pearson Education, 2021.
2. Introduction to Early Childhood Education: Preschool Through Primary Grades, by Jo Ann Brewer, Sixth Edition, Pearson New International Edition, 2014
https://api.pageplace.de/preview/DT0400.9781292052113_A24582025/preview9781292052113_A24582025.pdf
3. Early Childhood Education: An Introduction: R.Kapoor, R.Soni & K.K. Vasishtha, 2021. <https://ncert.nic.in/dee/pdf/Earlychildhood.pdf>. NCERT, New Delhi
4. National Early Childhood Care and Education (ECCE) Curriculum Framework, Ministry of Women and Child Development, Govt of India, 2023.
https://wcd.nic.in/sites/default/files/national_ecce_curr_framework_final_03022014%20%282%29_1.pdf.

Sociology of Environment

Environment and society are in constant interaction with each other. It is the environment which sustains life in society and it is the society that is responsible for the preservation and degradation of the environment. In the recent years environmental challenges have posed a threat to the lives on the planet. Keeping this in view, the present paper tries to create awareness among the students about the major environmental issues and the efforts geared to tackle them.

Course Outcome:

- By the time the students have completed this course, they will be able to understand the relationship between environment and society, and the practices that can protect and preserve the environment.

Unit-I: Conceptual Issues of Sociology of Environment

- Sociology of Environment: Meaning, emergence and scope
- Environment and society – their interrelations, Ecology and Environment.
- Eco-system.
- Sustainable Development

Learning Outcome:

Students will be able to explain the emergence and growth of environmental sociology as a distinct subfield of sociological enquiry and the contributions of different school of thoughts for its development.

Unit-II: Environmental Movements

- Narmada Bachao Andolan
- Ganga Bachao Abhiyan
- Silent valley Movements
- Eco-feminist Movement

Learning Outcome:

Students will be able to analyse the various environmental movements in India which were emerged in response to the state led developmental policies, intervention of private capitalists and globalisation.

Unit-III: Major Environmental Issues

- Global Warming & Climate Change.
- Loss of Biodiversity
- Deforestation
- Urban Wastes, Industrial wastes

Learning Outcome:

Students will be able to demonstrate an understanding of major environmental Issues such as global warming, climate change, loss of biodiversity, deforestation urban and industrial pollution.

Unit-IV: Environmental Protection

- Environment protection efforts at the global level
- Efforts at national level
- Role of Civil Society Organizations
- Role of Corporate Social Responsibility in environmental protection

Learning Outcome:

Students can explain various environmental protection policy measures implemented at global and national levels, and the role of various organizations in achieving environmental justice.

Lesson Plan:

Unit	Thrust Areas	Method	Total No. of Classes	References
I	Emergence of Sociology of Environment as a subject of enquiry. Environment and Society Interrelationships. Ecology and Environment: Emergence of Social Ecology school of thought (Contributions of Lewis Mumford, Murray Bookchin and Others) Eco-system: Structure, function and types of eco-system Sustainable Development Goals for Environmental	Theoretical and Tutorial Class	15	Hannigan, J. (2022). <i>Environmental Sociology</i> . London: Routledge. Text Book for Environmental Studies: New Delhi: University Grants Commission. https://www.ugc.gov.in/oldpdf/mode/curriculum/env.pdf Environmental Sociology, UGC MOOCs UG Course (Course code-109). Link to access: https://ugcmoocs.inflibnet.ac.in/index.php/courses/view_ug/285

	protection.			
II.	<p>Environmental Movements in India. Narmada Bachao Andolan: Emergence, objectives, leadership, timeline and outcome of the movement. Ganga Bachao Abhiyan</p> <p>: Emergence, objectives, leadership, timeline and outcome of the movement. Silent Valley Movements: Emergence, objectives, leadership, timeline and outcome of the movement. Eco-feminist Movement: Emergence, objectives, leadership, timeline and outcome of the movement.</p>	Theoretical and Tutorial Class	15	<p>Karan, P. P. (1994). Environmental Movements in India. <i>Geographical Review</i>, 84(1), 32–41. https://doi.org/10.2307/215779</p> <p>Environmental Movements in India, IGNOU Link: https://egyankosh.ac.in/bitstream/123456789/78424/1/Unit-11.pdf</p> <p>Environmental Sociology, UGC MOOCs UG Course (Course code-109). Link to access: https://ugemoocs.inflibnet.ac.in/index.php/courses/view Ug/285</p>
III	<p>Major Environmental Issues Global Warming and Climate Change. Loss of Biodiversity Deforestation Urban and Industrial Wastes</p>	Theoretical and Tutorial Class	15	<p>Text Book for Environmental Studies: New Delhi: University Grants Commission.</p> <p>https://www.ugc.gov.in/oldpdf/modelcurriculum/env.pdf</p>
IV	<p>Environmental Protection efforts at the global and national levels Role of Civil society organisations and CSR in environmental protection</p>	Theoretical and Tutorial Class	15	<p>Text Book for Environmental Studies: New Delhi: University Grants Commission.</p> <p>https://www.ugc.gov.in/oldpdf/modelcurriculum/env.pdf</p> <p>Civil Societies and Community Initiatives https://egyankosh.ac.in/bitstream/123456789/12797/1/Unit-12.pdf</p>

Text Books:

- ✓ Hannigan, J. (2022). *Environmental Sociology*. London: Routledge.
- ✓ UGC (2004) *Text Book for Environmental Studies: New Delhi: University Grants Commission*.
<https://www.ugc.gov.in/oldpdf/modelcurriculum/env.pdf>
- ✓ *Environmental Sociology, UGC MOOCs UG Course (Course code-109)*.
Link to access: https://ugcmoocs.inflibnet.ac.in/index.php/courses/view_ug/285

Reference Books:

- ✓ Baviskar, A., (2005) *In the Belly of the River: Tribal Conflicts Over Development in the Narmada Valley*, New Delhi: Oxford University Press.
- ✓ Bell, M. M., & Ashwood, L. L. (2015). *An invitation to environmental sociology*. Sage Publications.
- ✓ Dunlap, R. E. (Ed.). (2002). *Sociological theory and the environment: classical foundations, contemporary insights*. Rowman & Littlefield.
- ✓ Gadgil Madhav & Ram Ch. Guha, (1996) *Ecology & Equity: The use and abuse of Nature in contemporary India*, New Delhi, OUP.
- ✓ Maria Mies & Vandana Shiva (1993) *Ecofeminism*, Fernwood Pub. Halifax, Nova Scotia, Canada.

E-resources:

- (1) Text Book for Environmental Studies: New Delhi: University Grants Commission.
Link: <https://www.ugc.gov.in/oldpdf/modelcurriculum/env.pdf>
- (2) Environmental Sociology, UGC MOOCs UG Course (Course code-109).
Link to access: https://ugcmoocs.inflibnet.ac.in/index.php/courses/view_ug/285

Core-IX

RURAL SOCIOLOGY

Rural Sociology is a specialized branch of sociology describing the society of villages and rural areas. As the rural areas or the villages mark the beginning of human civilization, this paper is designed to bring out the distinct features of the rural society with their typologies and typicalities. In the present paper an attempt is made to introduce the student with the development of this branch overtime with its focus on the typicality of Indian villages, their structures, changing features and social problems faced by the rural people.

Course Outcome:

- By the time the students have completed this course, they will be able to demonstrate an understanding on the emergence and growth of rural sociology, existing complexities in rural social structure, emerging rural social problems and policy measures implemented to arrest those problems.

Unit- I: Introduction to Rural Sociology

- Meaning, Definition & Nature
- Origin & Subject Matter of Rural Sociology
- Importance of Rural Sociology
- Evolution and Growth of Village Community

Learning Outcome:

Students will be able to explain the emergence and growth of rural sociology as a subject of sociological enquiry, and the contributions of different sociologists at both global and national levels for the rise of this sub discipline.

Unit- II: Rural Social Structure

- Village Community-Meaning & Types
- Rural-Urban Contrast & Continuum
- Land Ownership, Agricultural mode of production and emerging class structure in India
- Dominant Caste

Learning Outcome:

Students will be able to analyse the complexities of rural social structure in terms of its land ownership pattern, agricultural mode of production and caste relationship.

Unit- III: Rural Social Problems

- **Poverty and Unemployment**
- Depeasantization and Labour migration
- Indebtedness
- Rural factionalism

Learning Outcome:

Students will be able to demonstrate an understanding of emerging rural social problems such as poverty, unemployment, depeasantization, labour migration, indebtedness and rural factionalism.

Unit- IV: Rural Development Programmes

- Community development programmes, land reforms, cooperative movements, Green Revolution, panchayati raj system,
- Swarnajayanti Gram Swarozgar Yojana (SGSY), Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS)
- National Rural Livelihood Mission (NRLM)
- National Rural Health Mission (NRHM)

Learning outcome:

Students will be able to analyse the impact of various rural development programmes launched time to time to arrest the emerging rural social problems.

Lesson Plan:

Unit	Thrust Areas	Method	Total No. of Classes	References
I	Historical development of rural sociology as a distinct subfield in sociology as well as its relationship with related subjects and the broader discipline of Sociology. The scholarly contributions of sociologists of different countries in general and Indian Rural Sociologists in particular (for example A. R. Desai and Ramakrishna Mukharjee's work). The emergence of village studies tradition (For example, to start with	Theory class and Tutorial class	15	(1) Desai, A. R. (2019) <i>Rural Sociology in India</i> (Part I: Chapter- 1 and 2). New Delhi: Sage. (2) Doshi, S. L. and Jain, P.C. (1999) <i>Rural Sociology</i> . New Delhi: Rawat Publication. (3) Desai, A. R. (1956). Rural Sociology: Its Need in India. <i>Sociological Bulletin</i> , 5(1), 9-28.

	R. Redfield's work on village community) both at the global level and studies on Indian villages (for example, M. N. Srinivas's <i>India's Village, The Remembered Village</i> , S. Dube's <i>Indian Village</i> and McKim Marriott's <i>Village India</i>).			
II.	<p>Emerging changes in land ownership, narrowing rural-urban difference, emerging class structure and changes in caste relationship.</p> <p>The land reforms programme: Distributive justice, abolition of intermediaries, imposition of land ceiling and distribution of ceiling surplus land.</p> <p>The debate on land reforms and its consequent impact on marginalized communities (scheduled caste, scheduled tribe and women).</p> <p>The debate on 'agricultural mode of production and emerging class structure in India'.</p> <p>Intervention and participation of sociologists in the</p>	Theory class and Tutorial class	15	<p>Reading Text:</p> <p>(1) Desai, A. R. (2019) <i>Rural Sociology in India</i> (Part I: Chapter- 3 and 4, Part II: Section IV-Indian Village Community). New Delhi: Sage.</p> <p>(2) Doshi, S. L. and Jain, P.C. (1999) <i>Rural Sociology</i>. New Delhi: Rawat Publication.</p>

	mode of production debate highlighting missing sociological issues.			
III	<p>The sociological approach to understand rural poverty. Causes and trend of poverty in India. Social reasons attached to rural poverty.</p> <p>The trend of depeasantization in India at theoretical and empirical levels. Marx, Lenin and the subsequent Marxist revisionists' conception of depeasantization.</p> <p>The depeasantization debate in India: From Colonialism to Neoliberalism.</p> <p>The process of depeasantization and Labour migration.</p>	Theory class and Tutorial class	15	<p>Reading Text:</p> <p>(1) Desai, A. R. (2019) <i>Rural Sociology in India</i>. New Delhi: Sage.</p> <p>(2) Doshi, S. L. and Jain, P.C. (1999) <i>Rural Sociology</i>. New Delhi: Rawat Publication.</p>
IV	<p>Introduction of policy measures and transformation of rural India.</p> <p>Implementation of developmental programmes to address the emerging diverse issues such as health problems, unemployment, governance, and agricultural reforms.</p>	Theory class and Tutorial class	15	<p>Reading Text:</p> <p>(1) Singh, K. (2016). <i>Rural development: Principles, policies and management</i>. New Delhi: Sage.</p> <p>(2) Doshi, S. L. and Jain, P.C. (1999) <i>Rural Sociology</i>. New Delhi: Rawat Publication.</p>

Text Book:

- ✓ *Singh, Kartar (1995) Rural Development: Principal Policies and Management, Sage, New Delhi.*
- ✓ *Desai, A.R. (1997) Rural Sociology in India, Popular Prakashn, Bombay.*
- ✓ *S.L. Doshi, S. L & P.C.Jain (2002) Rural Sociology, Jaipur, Rawat.*

Reference Books:

- ✓ *Ahuja, Ram (2011) Rural Sociology, Popular Prakashan Ltd.*
- ✓ *Maheswari, S.R (1985) Rural Development in India, Sage Publication, New Delhi.*
- ✓ *Singh, Kartar (1995) Rural Development: Principal Policies and Management, Sage, New Delhi.*

Core X

Research Methodology-I

Since the days of August Comte, debates and deliberations have been initiated to provide a scientific character to social sciences. In this attempt, empirical research as an integral part of observing social reality with cannons of objectivity without subjective predisposition. Gradually, research methods have been developed and introduced in social sciences to bring it in par with scientific observations.

Course Outcomes:

- Students get acquainted with the scientific ways of studying social phenomena.
- Paper will provide students with research insights necessary to capture the most relevant data in an objective manner.
- The market of this paper will be very high as the students well versed with this paper will be highly demanded in academics, fundamental research, and policy research

Unit-I: Introduction to Social Research

- Meaning & Significance of Social Research
- Fact, Concept & Theory.
- Scientific Method: Characteristics, Inductive and Deductive method
- Major Steps in Social Research

Lesson Outcome:

- Students can get an understanding of the nature of scientific methods, nature of social phenomena and the way of attaining value neutrality.

Unit-II: Hypothesis & Sampling

- Meaning and Characteristics of Hypothesis
- Types and sources of Hypothesis
- Sampling-Meaning & Characteristics
- Types of sampling-probability & non-probability

Lesson Outcome:

- To develop an insight into the need and types of research design and sampling method for attending objectivity in social research.

Unit -III: Methods, Tools and Techniques of Data Collection

- Quantitative and Qualitative methods , Historical and Comparative method.
- Survey method,
- Interview Schedule, Questionnaire
- Observation, Interview, Ethnography, Case study and FGD

Lesson Outcome:

- This unit helps the students take up the skill of developing research tools and understand the ways of adopting certain research methods.

Unit-IV: Data Analysis & Report Writing

- Significance of Measures of Central Tendency
- Mean, Median, Mode
- Tabulation and Data Analysis
- Report Writing

Lesson Outcome:

- This unit helps the students helps students in understanding the uses of measures of central tendency, develop skills on data analysis and report writing.

Lesson Plan

Unit	Thrust Areas	Method	Total No. of Classes	References
I	<p>Meaning & Significance of Social Research</p> <p>Fact, Concept & Theory.</p> <p>Scientific Method: Characteristics, Inductive and Deductive method</p> <p>Major Steps in Social Research</p>	Classroom Lectures & Tutorials	18	<p>Ranjit Kumar. (2016). Research Methodology: A Step-by-Step Guide for Beginners. Sage Publications</p> <p>Babbie, E.(2008). The Basics of Social Research. Thomson Wadsworth.</p>
II.	<p>Meaning and Characteristics of Hypothesis</p> <p>Types and sources of Hypothesis</p> <p>Sampling-Meaning & Characteristics</p> <p>Types of sampling-probability & non-probability</p>	Classroom Lectures & Tutorials	10	<p>Ranjit Kumar. (2016). Research Methodology: A Step-by-Step Guide for Beginners. Sage Publications</p>

III	Quantitative and Qualitative methods , Historical and Comparative method. Survey method, Interview Schedule, Questionnaire Observation, Interview, Ethnography, Case study and FGD	Classroom Lectures & Tutorials	18	Babbie, E.(2008). The Basics of Social Research. Thomson Wadsworth.
IV	Significance of Measures of Central Tendency Mean, Median, Mode Tabulation and Data Analysis Report Writing	Classroom Lectures & Tutorials		Research Methodology. (2017). <i>Mean, Median Mode</i> . IGNOU. http://egyankosh.ac.in/handle/123456789/23457 .

Text Book:

- ✓ *Ranjit Kumar. (2016). Research Methodology: A Step-by-Step Guide for Beginners. Sage Publications.*
- ✓ *Babbie, E. (2008). The Basics of Social Research. Thomson Wadsworth.*

Reference Book

- ✓ *Bryman, Alan. (1988). Quality and Quantity in Social Research, Unwin Hyman, London.*
- ✓ *Corbetta, P. (2003). Social research: Theory, methods and techniques. Sage.*
- ✓ *Kothari, C.R (1985) Research Methodology: Methods and Techniques, Bangalore, Wiley Eastern.*
- ✓ *Young, P.V. (1939) Scientific Social Survey and Research, Prentice Hall, New Delhi.*

E- Resources

- ✓ *Research Methodology. (2017). Mean, Median Mode. IGNOU.
<http://egyankosh.ac.in/handle/123456789/23457>.*

Contemporary Social Issues in India

Contemporary Indian society is facing number of social problems starting from agrarian crisis to crisis of identity. The paper deals with four major contemporary social issues in India.

Course Outcome:

- By the time the students have completed this course, they will be able to understand the contemporary social issues such as Agrarian crisis in India and farmers' suicide, Causes and consequences of distress migration., Identity and its different dimensions, and Contemporary conflicts and its various manifestations.

Unit-I: Agrarian Crisis in India

- Agrarian Crisis during colonial, post-colonial, and neo-liberal India
- Neo-liberal agrarian crisis and populist politics in India
- Farmer suicides in India- Factors associated and regional trends
- Debates on farmer suicides in India

Learning Outcome:

Students will be able to explain the agrarian crisis during colonial, post-colonial and recent times, and the ongoing debate on agrarian distress and farmer suicides in India.

Unit-II: Distress Migration in India

- Distress Labour Migration: trends, patterns, problems, and prospects
- Poverty and migration
- Agrarian distress and migration
- Environmental crisis and migration

Learning Outcome:

Students will be able to analyse the causes and consequences of growing distress migration in India.

Unit-III: Identity in Contemporary Times

- Conceptualisation and formation of Identities, Nation as Imagined Community
- Late Modernity and Identity: Globalization
- The Global, The Local and Return of Ethnicity
- Transnationalism and Identity: Rise of Fundamentalism, Diasporic Identity, Hybridity

Learning Outcome:

After completing this unit students will be able to explain the conceptualisation and formation of identities at different phases of time.

Unit- IV: Contemporary Conflicts

- Concepts of Conflict, Theories of Conflicts (Coser and Dahrendorf).
- Infrastructure development and conflict- Causes, Consequences and Strategy for conflict prevention and management.
- Resource extraction and social conflict in Rural and Tribal areas in India- Causes of its emergence and Consequences for the local community.
- Democracy and Conflict- Democracy, Development and social conflicts/movements

Learning Outcome:

Students will be able to demonstrate an understanding of the diverse causes of contemporary conflict emerging from infrastructural development projects, resource extraction and democratic politics.

Lesson Plan:

Unit	Thrust Areas	Method	Total Classes	References
I	Agrarian Crisis in India Agrarian Crisis during colonial, post-colonial, and neo-liberal India Neo-liberal agrarian crisis and populist politics in India Farmer suicides in India- Factors associated and regional trends Debates on farmer suicides in India	Theory class and Tutorial class	15	Mohanty, B. B. (2019) <i>Agrarian Transformation in Western India Economic Gains and Social Costs</i> . London: Routledge. (Chapter 2: From Colonialism to Neoliberalism: The Trajectory of Agrarian Transformation) Agrarian Strategy, Agrarian Crisis and Farmers Suicides. UGC. Link to access: https://youtu.be/mzKD03kkxc8?si=xfK41m01YJkcqJ2B
II.	Distress Migration in India Distress Labour Migration: trends, patterns, problems, and prospects Poverty and migration Agrarian distress and migration Environmental crisis and migration	Theory class and Tutorial class	15	Mohanty, B. B. (2019) <i>Agrarian Transformation in Western India Economic Gains and Social Costs</i> . London: Routledge. (Chapter 6: Rural Poverty and Rural Labour Migration)

III	Identity in Contemporary Times Conceptualisation and formation of Identities, Nation as Imagined Community Late Modernity and Identity: Globalization The Global, The Local and Return of Ethnicity Transnationalism and Identity: Rise of Fundamentalism, Diasporic Identity, Hybridity	Theory class and Tutorial class	15	Oomen, T.K. (1999). "Conceptualizing Nation and Nationality in South Asia" in S.L. Sharma and T.K. Oomen (ed.) <i>Nation and National Identity in South Asia</i> . New Delhi: Orient Longman Private Limited Anderson, B. (1983). <i>Imagined Communities</i> . London: Verso.
IV	Contemporary Conflicts Concepts of Conflict, Theories of Conflicts (Coser and Dahrendorf). Infrastructure development and conflict- Causes, Consequences and Strategy for conflict prevention and management. Resource extraction and social conflict in Rural and Tribal areas in India- Causes of its emergence and Consequences for the local community. Democracy and Conflict- Democracy, Development and social conflicts/movements	Theory class and Tutorial class	15	Coser, A. (1956). <i>Function of Social Conflict</i> . London. Routledge and Kegan Paul. Dahrendorf, R. (1959). <i>Class and Class Conflict in Industrial Society</i> . London. Routledge and Kegan Paul. Dunlap, A. & Jacobsen, J. (2019). <i>The Violent Technologies of Extraction: Political Ecology, Critical Agrarian Studies and the Capitalist Worldeater</i> . Palgrave Macmillan.

Reference books:

- ✓ Mohanty, B. B. (2019) *Agrarian Transformation in Western India: Economic Gains and Social Costs*. London: Routledge.

- ✓ Bisht, A., & Gerber, J. F. (2017). *Ecological distribution conflicts (EDCs) over mineral extraction in India: An overview. The Extractive Industries and Society, 4(3), 548-563.*
- ✓ Coser, L. A. (1956). *The functions of social conflict.* Routledge.
- ✓ Giddens, A. (2001). *Sociology.* Cambridge: Polity Press.
- ✓ Hall, S., & Du Gay, P. (Eds.). (1996). *Questions of cultural identity: SAGE Publications.*
- ✓ Padmalal, D., & Maya, K. (2014). *Sand mining: environmental impacts and selected case studies.* Springer.
- ✓ Ramos Suárez, E., & Pérez, G. (2018). *Development and conflicts linked to infrastructure construction.* ISU.
- ✓ Oomen, T.K. (1999). "Conceptualizing Nation and Nationality in South Asia" in S.L. Sharma and T.K. Oomen (ed.) *Nation and National Identity in South Asia.* New Delhi: Orient Longman Private Limited
- ✓ McGrew, A. (1992). 'A Global Society' in Stuart Hall, David Held and Tony Mc Grew (ed.) *Modernity and its Futures.* Cambridge: Polity Press.
- ✓ Anderson, B. (1983). *Imagined Communities.* London: Verso.

E-resources:

1. Agrarian Strategy, Agrarian Crisis and Farmers Suicides. UGC.
Link to access: <https://youtu.be/mzKD03kkxc8?si=xfK4lm01YJkcqJ2B>

Core XII

Social Movements in India

Movements reflect the voices raised against the prevailing practices of a society. Every society witnesses social movement in some form or the other. Movements bring social change and transformation. It is a collective effort that is driven by particular issues and brings forth changes. The present paper tries to provide a rudimentary impression to the students about the concept, nature and types of movements with a thrust on the movements witnessed by Indian society.

Course outcomes:

- To introduce to the students with the concept of social movements and their dynamics.
- To introduce the students to the role of social movements in social transformation.
- To help them understand the various approaches to the study of social movements.

Unit-I: Social Movement

- Meaning, nature, characteristics and stages of Social Movements
- Theories of Social Movement (Resource mobilization, relative deprivation, structural strain theory)
- Types of Social Movement- Revolutionary, Reforms, Revival
- New Social Movements: Meaning and characteristics, Political factions, Pressure Groups & Civil Society.

Learning Outcome:

- After reading this unit, the students can understand the meaning, nature, characteristics, types and stages of a social movement and why a movement emerges.
- They can make a distinction between an old and a new social movement.

Unit-II: Peasant Movements in India

- Champaran Satyagraha
- Moplah Rebellion
- The Tebhaga Movement in Bengal
- The Peasant Revolt in Telengana

Learning Outcome:

- After reading this unit, the students can reflect upon major peasant movements fought in pre-and post-independence period in India representing two important kinds of protest strategies: violent and non-violent.
- The students can visualize the social background for the emergence of a peasant movement along with its collective mobilization, leadership, and impact on the larger society.

Unit-III: Tribal and Backward Caste Movements in India

- Mahar Movement in Maharashtra
- Dalit & Non-Brahmin Movement in Tamil Nadu, SNDP movement in Kerala
- Santhal Insurrection
- Bodoland Movement & Jharkhand Movement

Learning Outcome:

- After going through the unit, the students can have a detailed understanding of the nature and dynamics of tribal and backward caste movements in India as well as their impact on Indian society towards a creative transformation.

Unit-IV: Social Movements in Odisha

- Movement by Chasi Mulia Adivasi Sangathan
- Chilika Bachao Andolan
- Niyamgiri Movement
- Thengapali movement

Learning outcome:

- After reading this unit, the students can reflect upon different types of new social movements in Odisha which aims at preserving the environmental vitality, sacred and communitarian identity and sustainable livelihood.

Lesson Plans:

Unit	Thrust area	Teaching methods	Total classes required	References
I	Meaning, nature, characteristics and stages of Social Movements, Theories of Social Movement, Types of Social Movements, New Social Movements: Meaning and characteristics, Political factions, Pressure Groups & Civil Society.	Lecture and tutorial class	15	Joshi, Vidyut & Rushiraj Upadhyay. (2022). Social Movements. Rawat Publications. New Delhi. Chapter-1 and 2. Ghosh, Biswajit. (2024). Exploring social movements: Theories, experiences and trends. Routledge Taylor Francis Group. Chapter-1 and 2. CEC Lecture on Social Movement https://www.youtube.com/watch?v=zw32kF9jXNI
II	Major Peasant Movements in India focusing on their Causes of origin,	Lecture and tutorial class	15	Dhanagare D. N. (1983). Peasants Movements in India. Oxford University Press. Majumdar, Asok. (2011). The tebhaga

	Collective mobilization, leadership, impact of the protest, and decline: Champan Satyagraha, Moplah Rebellion, The Tebhaga Movement in Bengal, The Peasant Revolt in Telengana			movement: politics of peasant protest in Bengal 1946-1950. New Delhi: Aakar books. Odisha State Open University eGyankosh, Peasant Movements in India. https://egyankosh.ac.in/bitstream/123456789/67775/1/Unit-8.pdf
III	Tribal and Backward Caste Movements in India focusing on their social background, collective mobilization, impacts and decline. Mahar Movement in Maharashtra, Dalit & Non-Brahmin Movement in Tamil Nadu, SNDP movement in Kerala, Santhal Insurrection, Bodoland Movement & Jharkhand Movement	Lecture and tutorial class	15	Singh, K.S. (1982). Tribal Movements in India. Foundation Pub. New Delhi. Shah, G. (1990). Social Movements in India, Sage Publication. New Delhi. eGyankosh, Backward class movements. https://egyankosh.ac.in/bitstream/123456789/24723/1/Unit-8.pdf eGyankosh, Tribal and ethnic movements. https://egyankosh.ac.in/bitstream/123456789/74562/1/Unit-10.pdf
IV	Social Movements in Odisha, Movement by Chasi Mulia Adivasi Sangathan, Chilika Bachao Andolan, Niyamgiri Movement, Thengapali movement	Lecture and tutorial class	15	Rath, Navaneeta. (2020). Social Movements in India. Kalyani.

Text Books:

- ✓ Ghosh, Biswajit. (2024). *Exploring social movements: Theories, experiences and trends*. Routledge Taylor Francis Group.
- ✓ Rao, M.S.A. (1983). *Social Movements in India*. OUP Delhi.
- ✓ Rath, Navaneeta. (2020). *Social Movements in India*. Kalyani.
- ✓ Shah, G. (1990). *Social Movements in India*, Sage Publication. New Delhi.

References:

- ✓ Dhanagare D. N. (1983). *Peasants Movements in India*. Oxford University Press.

- ✓ Ghosh, Biswajit. (2020). *Social Movements: Concepts, Experiences and concerns*. New Delhi: Sage Publication.
- ✓ Majumdar, Asok. (2011). *The tebhaga movement: politics of peasant protest in Bengal 1946-1950*. New Delhi: Aakar books.
- ✓ Sahu, D. R. (2012). *Sociology of Social Movement*. New Delhi: Sage Publication.
- ✓ Singh, K.S. (1982). *Tribal Movements in India*. Foundation Pub. New Delhi.

e-Resources:

1. Borde, Radhika & Bettina Bluemling. (2021). Representing indigenous sacred land: The case of the Niyamgiri movement in India. *Capitalism Nature Socialism*, 32 (1), 68-87. <https://doi.org/10.1080/10455752.2020.1730417>
2. CEC Lecture on Social Movement <https://www.youtube.com/watch?v=zw32kF9jXNI>
3. eGyankosh, Backward class movements. <https://egyankosh.ac.in/bitstream/123456789/24723/1/Unit-8.pdf>
4. eGyankosh, Tribal and ethnic movements. <https://egyankosh.ac.in/bitstream/123456789/74562/1/Unit-10.pdf>
5. eGyankosh, Social Movements. <https://egyankosh.ac.in/bitstream/123456789/18910/1/Unit-35.pdf>
6. eGyankosh, Case studies on democratic people's struggle, The Chilka movement: a case study. <https://egyankosh.ac.in/bitstream/123456789/25321/1/Unit-8.pdf>
7. Kumar, K. The sacred mountain: Confronting global capital at Niyamgiri. *Geoforum* (2013), <http://dx.doi.org/10.1016/j.geoforum.2013.11.008>
8. Odisha State Open University eGyankosh, Peasant Movements in India. <https://egyankosh.ac.in/bitstream/123456789/67775/1/Unit-8.pdf>

Core XIII

Globalisation and Society

Globalization is the dominant process of social change in the contemporary world. It has resulted in the sinking of time and space and social distancing in the world. It is a new coinage for an old process. It has its own dimensions, distinct features and impacts on society. It has given birth to new role players. All these are the focal points of discussion of this paper.

Course Outcome:

- By the time the students have completed this course, they will be able to understand the meaning and nature of globalization process, its historical mooring, its dimensions and impacts, the agencies that control the globalization process and critical understanding about the varying impact of globalization.

Unit-I: Globalisation

- Meaning, characteristics of Globalisation
- Emergence of Globalisation
- Liberalisation- Meaning and characteristics
- Privatisation- Meaning and characteristics

Learning Outcome:

Students will be able to explain the emergence and growth of globalization, contributions of different disciplines (i.e. economics, political science and history) to study globalization, liberalization and privatization.

Unit-II: Dimensions of Globalisation

- Economic
- Technological
- Political
- Cultural

Learning Outcome: Students will be able to analyse different dimensions of globalization using specific case studies.

Unit-III: Consequences of Globalisation

- Rising Inequality
- Environmental Degradation
- Consumerism
- Health and Security

Learning Outcome:

Students will be able to demonstrate an understanding of the consequences of globalization on different spheres of society.

Unit-IV: Impact of Globalisation in Indian Context

- Impact on Culture
- Impact on Education
- Impact on Religion
- Impact on Women

Learning Outcome:

Students can explain the impact of globalization on India's culture, education, religion and women.

Lesson Plan:

Unit	Thrust Areas	Method	Total No. of Classes	References
I	<p>Globalisation Meaning, characteristics of Globalisation Emergence of Globalisation: The historical account of globalisation Liberalisation- Meaning and characteristics Privatisation- Meaning and characteristics</p>	Classroom Lectures	10	<p>Ritzer, G., & Dean, P. (2011). <i>Globalization: the essentials</i>. NY: John Wiley & Sons.</p> <p>Video Lecture:</p> <p>(1) Globalization : Concept, Causes and Consequences. CEC, Govt of India</p> <p>https://youtu.be/dr3tbpLLRcw?si=48kqhj3mY2SqXRXf</p>
II.	<p>Dimensions of Globalisation Economic Technological Political Cultural Specific case studies can be used to explain different dimensions of</p>			<p>Ritzer, G., & Dean, P. (2011). <i>Globalization: the essentials</i>. NY: John Wiley & Sons.</p> <p>Video Lecture:</p> <p>(1) Globalization: Dimensions, CEC, Govt of India.</p> <p>https://youtu.be/D3dISBxcfXU?si=sY0gKdAJgD3NHMwh</p>

	Globalisation (for example Arjun Appadurai's Cultural Disjuncture, Joseph Stiglitz's Globalisation and its discontents and George Ritzer's globalization of Nothing).			(2) Cultural Globalisation, CEC, Govt. of India. https://youtu.be/uSSoFWmV3T0?si=DUMg-Oa5-XMyJ4g5
III	Consequences of Globalisation Rising Inequality Environmental Degradation Consumerism Health and Security			Ritzer, G., & Dean, P. (2011). <i>Globalization: the essentials</i> . NY: John Wiley & Sons.
IV	Impact of Globalisation in Indian Context Impact on Culture Impact on Education Impact on Religion Impact on Women			Globalization and Development in India, IGNOU. Link to access: https://egyankosh.ac.in/bitstream/123456789/10113/1/Unit%204.pdf

Text Books:

- ✓ Rath, Navaneeta. (2022). *Globalization and Society*. New Delhi: Kalyani Publishers.
- ✓ Ritzer, G., & Dean, P. (2011). *Globalization: the essentials*. NY: John Wiley & Sons.

References:

- ✓ Appadurai, A. (1997). *Modernity at large: Cultural Dimensions of Globalization*. Delhi, OUP.
- ✓ Bauman, Z. (1998). *Globalization. The Human Consequences*. Polity Press: UK.
- ✓ Bhagawati, J. (2004). *In Defense of Globalization*. Oxford University Press, Delhi.
- ✓ Panikkar, K. N., & Nair, M. B. (Eds.). (2012). *Globalization and higher education in India*. Pearson Education India.
- ✓ Singh, Y. (2006). *Culture Change in India: Identity and Globalization*. Jaipur: Rawat.
- ✓ Stiglitz, J. E. (2002). *Globalization & its Discontents*. W.W. Norton & Company.

E-resources:

- (1) Globalization : Concept, Causes and Consequences. CEC, Govt of India
Link: <https://youtu.be/dr3tbpLLRcw?si=48kqhj3mY2SqXRXf>
- (2) Globalization: Dimensions, CEC, Govt of India.
Link: <https://youtu.be/D3dISBxcfXU?si=sY0gKdAJgD3NHMwh>
- (3) Cultural Globalisation, CEC, Govt. of India.
Link: <https://youtu.be/uSSoFWmV3T0?si=DuMg-Oa5-XMyJ4g5>
- (4) Globalization and Development in India, IGNOU.
Link: <https://egyankosh.ac.in/bitstream/123456789/10113/1/Unit%204.pdf>

Value Added Course, NEP-2024

SEMESTER V: RESEARCH METHODOLOGY

(Credit: 3)

Study Objectives: The objectives of this paper are to orient the students to Qualitative and quantitative social research and to introduce the students to the important concepts, techniques, and processes in qualitative and quantitative research.

Learning Outcomes: This paper will help the students to conduct empirical studies using qualitative and quantitative tools and techniques. This will further orient them to conduct studies with multi-disciplinary perspectives on different social issues.

Unit 1. Introduction

Introduction: What is Sociological Research? Objectivity in the Social Sciences, Steps in social research, literature review & Hypothesis

Unit 2. Research Design

Meaning and Types of Research Design: Exploratory, Descriptive, Experimental and Comparative.

Unit 3. Sampling & methods of data collection

Meaning and Types - Probability and non-probability sampling.

Tools of data collection: Questionnaire, Interview, Case study, Content Analysis

Readings

1. Ranjit Kumar (2014), Research Methodology: A step-by-step Guide for Beginners,
2. Uwe Flick (2012), Introducing Research Methodology: A Beginner's Guide to Doing a Research Project, Sage Publications.
3. C.R. Kothari, Research Methodology: Methods and Techniques, New Age International Publishers.
4. Neuman, W.L. 2009. Understanding Research. Boston, MA: Pearson.
5. Goode, William J and P. K .Hatt 1952. Methods in Social Research, New Delhi: McGraw -Hill.
6. Bryman, A. (2005). Social Research Methods, London: Oxford University Press.
7. Punch, K. (1996). Introduction to Social Research, London: Sage.

Summer Vocational Course

Sem V: Social Impact Assessment Study

Course Outcome:

1. Introduce students to Social Impact Assessment (SIA) as a critical process in project planning and development.
2. Explore SIA methodologies and their application in understanding social, economic, and environmental impacts, with case studies specific to Odisha.
3. Develop practical skills in SIA tools, data analysis, and stakeholder engagement.

Unit I: Introduction to Social Impact Assessment (SIA)

- Definition, scope, and importance of Social Impact Assessment.
- The evolution of SIA in the global and Indian context.
- Legal and policy frameworks in India, including Environmental Impact Assessment (EIA) and SIA linkage.

Unit II: Core Principles and Approaches

- Core principles of SIA: Equity, inclusiveness, sustainability, and ethics.
- Various approaches to SIA, including participatory, technical, and qualitative methods.

Unit III: Stakeholder Engagement and Ethical Considerations

- Importance of stakeholder engagement in SIA.
- Methods to ensure ethical practices and respect for local communities.
- Case study: Community engagement practices in SIA projects in Odisha.

Reading List:

1. Vanclay, F., & Esteves, A. M. (Eds.). (2011). *New Directions in Social Impact Assessment: Conceptual and Methodological Advances*. Edward Elgar Publishing.
2. Becker, H. A., & Vanclay, F. (2003). *The International Handbook of Social Impact Assessment: Conceptual and Methodological Advances*. Edward Elgar Publishing.
3. Glasson, J., Therivel, R., & Chadwick, A. (2013). *Introduction to Environmental Impact Assessment*. Routledge.

Essential Readings and Case Studies

1. Barrow, C. J. (2000). *Social Impact Assessment: An Introduction*. Oxford University Press.
2. Pandey, B., & Ramachandra, T. V. (2015). *Environmental Impact Assessment Process: Theory and Practice in India*. Lambert Academic Publishing.
3. Singh, A. (2019). *Social Impact Assessment in India: A Guide for Practitioners*. Springer.

4. Patnaik, S., & Das, R. (2020). "Social Impact Assessment of Mining Projects in Odisha: A Study on Tribal Communities." *Journal of Environmental Management*, 263.

Supplementary Resources

1. Ministry of Environment, Forest and Climate Change, Government of India. (2020). *Environmental Impact Assessment Notification*.
2. Odisha State Pollution Control Board. *Guidelines for Environmental and Social Impact Assessment in Odisha*.

The world where we live in has become urban world as more than half of its population lives in urban area today. Urbanization has been showing up unstoppable changes in the nation-states worldwide. However, the urban world brings forth both measurable prosperity and insurmountable problems.

Course Outcomes:

- After studying this course the students gain multi-disciplinary and in-depth understanding of urban social life and its social and environmental consequences.
- The students can locate the urban space in the context of changing social issues and challenges
- Gain insight into urban problems as well as urban development programmes

Unit-I: Introduction to Urban Sociology

- Meaning and subject matter of Urban Sociology
- Importance of Urban Sociology
- Specific traits of Urban Community
- Urbanism as a way of life

Learning outcomes:

- After studying this unit the students will get well acquainted with the subject matter and importance of urban sociology.
- The students can visualise the specific traits of urban community and urbanism in the growing urban world.

Unit-II: Theories of patterns of city growth

- Concentric zone theory
- Sector model
- Multiple nuclei theory
- Exploitative model and symbolic approach theory

Learning outcomes:

- After studying this unit the students would be able to discuss the structure of city and critically analyse its growth models.

Unit-III: Urban Social Problems

- Urban Crime
- Problem of Slums
- Problem in Urban Basic Services
- Urban Pollution

Learning outcomes:

- After studying this unit the students would be able to evaluate the urban crimes, urban slums, urban pollution and urban basic services the contemporary urban world is confronting.

Pedagogy:

- Make a field visit to study the problems of urban slums/basic urban services

- Make a survey of how and why urban area get polluted
- Make a survey report on the urban crime and social life

Unit–IV: Urban Development Programmes in India

- Smart City Mission (SCM)
- Jawaharlal Nehru National Urban Renewal Mission (JNNURM)
- Atal Mission for Rejuvenation and Urban Transformation (AMRUT)
- National Urban Livelihoods Mission (NULM)

Learning outcomes:

- After studying this unit the students would be able to evaluate different Urban Development Programmes in details.

Pedagogy:

Field visit/ survey/case study on urban development programmes

Lesson Plans

Unit	Thrust Areas	Method	Total No. of Classes	References
I	Subject matter and importance of Urban Sociology, Specific traits of Urban Community and Urbanism	Lecture/ tutorial	15	1. Wirth, L. 1938. 'Urbanism as Way of Life', American Journal of Sociology, Vol. 44, July, pp. 3-24. 2. Introduction to Urban Sociology https://drive.google.com/file/d/1gC-J1HA1B-amb1M6g4n54279_c3DCOFj/view 3. Video on Urban sociology (CEC, New Delhi) https://www.youtube.com/watch?v=TJVH-Rz8OVU
II	Theories of patterns of city growth- Concentric zone theory, Sector model, Multiple nuclei theory and Exploitative model and symbolic approach theory	Lecture/ tutorial	15	1. Park, R. E. 1925. The City. Chicago: Chicago University Press. 2. Theories of Patterns of City Growth by Odisha State Open University https://drive.google.com/file/d/1TorwVrOw7qS7EvUkuikvHFpaikZFpH56/view
III	Urban Crime, Problem of Slums, Problem in Urban	Lecture/Tutorial/ for Field works	15	1. Singh, Brijendra Nath (2016) Socio-economic Conditions of Slums Dwellers: A Theoretical

	Basic Services and Urban Pollution			<p>Study, Kaav International Journal of Arts, Humanities & Social Sciences</p> <p>2. Mishra, A.K. and Mishra S. (2008) “Water Pollution and Changing Livelihood</p> <p>3. Urban Social Problems (Odisha State Open University)</p> <p>https://drive.google.com/file/d/1L3TrH9No64olhP43eEfnISfjzeCX9ax2/view</p> <p>4. Urban Crime (Odisha State Open University)</p> <p>https://drive.google.com/file/d/1L3TrH9No64olhP43eEfnISfjzeCX9ax2/view</p> <p>5. Video on Urban Environment Pollution(CEC, New Delhi)</p> <p>https://www.youtube.com/watch?v=tyoMahMUFXo</p>
IV	Urban Development Programmes in India- SCM, JNNURM, AMRUTand NULM	Lecture/Tutorial/ for Field works	15	<p>1. Kundu, D. (2014). Urban development programmes in India: A critique of JNNURM. <i>Social Change</i>, 44(4), 615-632.</p> <p>2. Urban Sociology - Urban Development Programmes In India</p> <p>https://drive.google.com/file/d/1qGabbARKjVZL4wwWkoDKZmGhXBvpMAFK1/view</p>

Text Books:

- ✓ Acharya. B.C., 2013. *Urban Sociology*, New Delhi: Wisdom Press
- ✓ Sharma,R.N. 2014, *Urban Sociology*, Atlantic Publishers & Distributors Pvt Ltd
- ✓ Rao M.S.A, 1992: *Urban Sociology in India*, New Delhi: Orient Longman
- ✓ Jayapalan, N. (2002). *Urban Sociology*. Atlantic Publishers.

References:

- ✓ *Wirth, L. 1938. 'Urbanism as Way of Life', American Journal of Sociology, Vol. 44, July, pp. 3-24.*
- ✓ *Park, R. E. 1925. The City. Chicago: Chicago University Press.*
- ✓ *Singh, Brijendra Nath (2016) Socio-economic Conditions of Slums Dwellers: A Theoretical Study, Kaav International Journal of Arts, Humanities & Social Sciences*
- ✓ *Mishra, A.K. and Mishra S. (2008) "Water Pollution and Changing Livelihood*

1. Kundu, D. (2014). Urban development programmes in India: A critique of JNNURM. *Social Change*, 44(4), 615-632. Macionis J. John & Parillo N. Vincent, (5th Edition). 2011. *Cities and Urban Life*. New Delhi: PHI Learning Pvt. Ltd.
2. Patel, S & Dev, K. 2006. *Urban Studies*. New Delhi: Oxford University Press.

E.Resources:

1. Video on Urban sociology (CEC, New Delhi)
2. <https://www.youtube.com/watch?v=TJVH-Rz8OVU>
3. Introduction to Urban Sociology (Odisha State Open University)
https://drive.google.com/file/d/1gC-J1HAIB-amb1M6g4n54279_c3DCOFj/view
4. Theories of Patterns of City Growth (Odisha State Open University)
<https://drive.google.com/file/d/1TorwVrOw7qS7EvUkuikvHFpaikZFpH56/view>
5. Video on Urban Environment Pollution (CEC, New Delhi)
<https://www.youtube.com/watch?v=tyoMahMUFXo>
6. Urban Social Problems (Odisha State Open University)
<https://drive.google.com/file/d/1L3TrH9No64olhP43eEfnISfjzeCX9ax2/view>
7. Urban Crime (Odisha State Open University)
<https://drive.google.com/file/d/1L3TrH9No64olhP43eEfnISfjzeCX9ax2/view>
8. Urban Sociology - Urban Development Programmes In India (Odisha State Open University)
<https://drive.google.com/file/d/1qGabARKjVZL4wwWkoDKZmGhXBvpMAFKI/view>
9. Video on Urban Environment (CEC, New Delhi)
<https://www.youtube.com/watch?v=PxInKuEGjV0>

Core XV

Sociology of Health

Human health issues have been drawing a serious global attention since corona pandemic. Despite virus impact human health has been the issue of social problems over the centuries. In this context, the sociology of health or medical sociology, studies the relationship between human health issues, medical institutions and society through the application of sociological theories and research methods.

Course outcomes:

- Students will come to know about the health dimensions and determinants as well as health programmes and reforms
- Get introduced with theoretical perspectives that analyse the dynamics of local, regional and global health knowledge.
- Can learn about the contemporary trends of sociology of health in India
- Can gain understanding on health sector reforms of Government of India.

Unit–I: Sociology of Health

- Meaning, Emergence and Scope
- Dimensions of Health (Physical and Mental)
- Social Determinants of Health
- Indian system of Medicine

Learning outcome:

- After reading this unit, the students will be able to understand how sociology of health has been an important area of concern in contemporary societies.
- It deals with the meaning, origin and the subject matter of sociology of health as well as dimensions and determinants of health. It also reveals the holistic dimensions of Indian systems of medicine and its contemporary dynamics.

Unit–II: Sociological Perspectives on Health

- Functionalist
- Marxist
- Interactionist
- Post-structuralist

Learning outcome:

- After going through this unit, the students can demonstrate how different sociological perspectives deal with the sociology of health. While functional perspective talks about function of health care institutions for the fitness and health of the society, conflict perspective concerns with privatization and commodification of health.
- The interactionist perspective deals with the perception and experience of individuals as they negotiate with the health care institutions whereas post-structuralist perspective

says that power is exercised through the everyday discursive practices of the doctors in medical establishments.

Unit-III: Health Programs in India

- Pradhan Mantri Swasthya Suraksha Yojana (PMSSY)
- Janani Suraksha Yojana (JSY)
- National Urban Health Mission (NUHM)
- Biju Swasthya Kalyan Yojna in Odisha (BSKY)

Learning outcome:

- In this unit the students will be acquainted with the principles and practices of different health policies and programs conducted by the government of India as well as the state government.
- The students can make fieldwork/survey to know the implementation of these programmes.

Unit-IV: Health Sector Reforms of the Government of India

- Health Policies of the Government of India
- Role of ICDS
- Protective & Preventive measures
- Promotive measures (modern & indigenous)

Learning outcome:

- After reading this unit, the students will understand the various facets of health sector reforms in policy levels and the preventive, protective and promotive measures of health along with the role of ICDS in providing health care in India.
- The students will be asked to undertake a case study of ICDS in their area.

Lesson Plans:

Unit	Thrust area	Teaching methods	Total number of classes required	References
I	Meaning, Emergence, Scope, and Dimensions of Health (Physical and Mental), Social Determinants of Health, Indian system of Medicine	Lecture and tutorial class	15	Nagla, Madhu. (2018). Sociology of health and medicine. Rawat: New Delhi. Chapter-1,2, & 3. CEC Lecture on Sociology of Health and medicine. https://www.youtube.com/watch?v=U47iO1kmZPg
II	Sociological	Lecture and tutorial class	15	Nagla, Madhu. (2018). Sociology of health and medicine. Rawat: New Delhi. Chapter-4.

	Perspectives on Health Functionalist, Marxist, Interactionist and Post- structuralist			
III	Health Programs in India, Pradhan Mantri Swasthya Suraksha Yojana (PMSSY) Janani Suraksha Yojana (JSY) National Urban Health Mission (NUHM) Biju Swasthya Kalyan Yojna in Odisha (BSKY)	Lecture and tutorial class	15	Akram, M. (2014). <i>Sociology of health</i> . Jaipur: Rawat Publications. Health Programmes in India, e- resources of Odisha State Open University. https://drive.google.com/file/d/1MJ0b90HMa_19B-gP7qXA2TBKqhqGnKV/view
IV	Health Sector Reforms of the Government of India: Health Policies of the Government of India, Role of ICDS, Protective & Preventive measures, Promotive measures (modern & indigenous)	Lecture, tutorial class and Practical class	15	Bal, B. (2021). <i>Sociology Of Health</i> . Kalyani Publisher. Nagla, Madhu. (2018). <i>Sociology of health and medicine</i> . Rawat: New Delhi. Chapter-22 Health sector reforms of the Government of India, e-Resources of Odisha State Open University. https://drive.google.com/file/d/1E-hur19UpahmL3P7JL0HwfGmUKb24pzK/view

Text Books:

- ✓ Akram, M. (2014). *Sociology of Health*, Jaipur: Rawat Publication.
- ✓ Bal, B. (2021). *Sociology of Health*. Kalyani Publisher.
- ✓ Nagla, Madhu. (2018). *Sociology of health and medicine*. Rawat: New Delhi.

References:

- ✓ Barry, A. M., & Yuill, C. (2011). *Understanding the sociology of health: An introduction*. Sage Publications.
- ✓ Blaxter, M. (2004). *Health*. Cambridge: Polity Press.
- ✓ Nagla, Madhu. (2013). *Readings in Indian Sociology: Volume IV: Sociology of Health*. Sage Publications.
- ✓ White, K. (2016). *An Introduction to Sociology of Health and Illness (third edition)*. London: Sage.

e- Resources:

1. CEC Lecture on Sociology of Health and medicine.
<https://www.youtube.com/watch?v=U47iO1kmZPg>
2. CEC, Sociology of Health. <https://youtu.be/U47iO1kmZPg?si=OEK2I7c82x4I9KFY>
3. EPG- Pathshala, Sociology of Health
https://youtu.be/Wb39aXpqOmQ?si=8mf_T8dPRWrMi8R3
4. EPG- Pathshala, Determinants of health
https://youtu.be/KpdR3CdUzrg?si=g6gtC_woJ7Y8-AQv
5. EPG- Pathshala, Indian System of Medicine
<https://youtu.be/x4eenIjo6Uw?si=UaN20pr1E-QEdom0>
6. EPG-Pathshala Theoretical perspective on sociology of health
https://youtu.be/o_kme456M_Q?si=9KcT0S6i8fu48ZG3
7. EPG- Pathshala, Health policies and practices in India
<https://youtu.be/e4NONQWlwY?si=GK8th1qBQyF6MffJ>
8. EPG- Pathshala, Evolution of Health Policy in India
https://youtu.be/Csk5zsDrgA8?si=ytQ_6BIA3IT3QxEk
9. Health Programmes in India, e-resources of Odisha State Open University.
https://drive.google.com/file/d/1M_J0b90HMa_19B-gP7qXA2TBKqhGnKV/view
10. Health sector reforms of the Government of India, e-Resources of Odisha State Open University.
<https://drive.google.com/file/d/1E-hurl9UpahmL3P7JL0HwfGmUKb24pzK/view>
11. Sociology of Health, DDCE, Utkal University
https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/Paper-11.pdf

Value Added Course

Sem VI- Education in Early Childhood

(3 credit)

Course Outcomes:

The completion of this course will result in understanding of fundamental learning processes and mechanisms involved during early childhood years that has important repercussion on cognitive, linguistic, and psychosocial maturity of a child. Since it is important for both parents and teachers to understand their role in early stimulation without burdening the young mind, this course is meant for all students in general and aspiring preschool professionals in particular.

Unit-I: Introduction to Early Childhood Education

- Meaning, significance and objectives of Early Childhood Education (ECE); Issues Influencing the Practice of Early Childhood Education, understanding child's rights to recognize young children as participants in their own development to create responsive environments
- Significance of Play; Programme planning and evaluation in early childhood education Learning Outcome: The knowledge regarding background and concept of ECE will be acquired along with child right perspective.

Unit –II: Role of family and teacher in childhood

- Role of parents: Critical years of learning of a child; preparing enriched environment for infants and toddlers; children with disabilities; culturally appropriate practices.
- Role of Teachers: Preschool years and goals of preschool, school readiness and holistic development of a child; children with special needs and inclusive classroom Learning Outcome: Students will be clear about the role and contribution of family and teachers during childhood.

Unit-III: Assessment and use of Technology for children

- Assessment and Its Purpose; Developmentally appropriate classroom assessment, reporting to and communicating with Parents and Families, Types and Methods of Assessment, Assessment for School Readiness; Purposes of Observation.
- Children of the Net Generation: Technological Integration in Educational Settings; Digital Literacy, Supporting Children's Technology Use; Developmentally Appropriate Technology Use for Young Children Learning Outcome: Students will understand the role and contribution of assessment and technology during childhood.

Readings:

5. Fundamentals of Early Childhood Education, 9th Edition, G. S Morrison, and Mary Jean Woke, L. Griffin, Pearson Education, 2021.

6. Introduction to Early Childhood Education: Preschool Through Primary Grades, by Jo Ann Brewer, Sixth Edition, Pearson New International Edition, 2014 https://api.pageplace.de/preview/DT0400.9781292052113_A24582025/preview9781292052113_A24582025.pdf
7. Early Childhood Education: An Introduction: R.Kapoor, R.Soni & K.K. Vasishtha, 2021. <https://ncert.nic.in/dee/pdf/Earlychildhood.pdf>. NCERT, New Delhi
8. National Early Childhood Care and Education (ECCE) Curriculum Framework, Ministry of Women and Child Development, Govt of India, 2023. https://wcd.nic.in/sites/default/files/national_ecce_curr_framework_final_03022014%20%282%29_1.pdf.

Vocational Course under NEP

Sem VI: Environmental Conservation

Course Outcome:

1. To introduce students to the principles and practices of environmental conservation.
2. To explore the various ecosystems and the role of biodiversity in maintaining ecological balance.
3. To examine current environmental issues and policy frameworks for conservation, with a focus on sustainability and community involvement.

Unit I: Fundamentals of Environmental Conservation

- Definition and significance of environmental conservation.
- Overview of major environmental systems: ecosystems, biodiversity, and ecological balance.
- Historical perspectives on conservation and its global evolution.

Unit II: Conservation Ethics and Philosophies

- Conservation ethics and their application to environmental protection.
- Deep ecology, ecofeminism, and sustainability philosophies.
- Role of traditional ecological knowledge (TEK) and community-based conservation.

Unit III: Current Environmental Issues and Policy Frameworks

- Climate change, pollution, deforestation, and resource depletion.
- Conservation challenges and the impact of population growth and urbanization.
- Sustainable development and the role of conservation in achieving the SDGs.

Suggested Readings:

1. Groom, M. J., Meffe, G. K., & Carroll, C. R. (2006). *Principles of Conservation Biology*. Sinauer Associates.
2. Primack, R. B. (2014). *Essentials of Conservation Biology*. Oxford University Press.
3. Van Dyke, F. (2008). *Conservation Biology: Foundations, Concepts, Applications*. Springer.
4. Sodhi, N. S., & Ehrlich, P. R. (Eds.). (2010). *Conservation Biology for All*. Oxford University Press.

Supplementary Readings

1. Gadgil, M., & Guha, R. (1995). *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. Routledge.
2. Singh, J. S., Singh, S. P., & Gupta, S. R. (2014). *Ecology, Environmental Science and Conservation*. S. Chand Publishing.
3. Sarkar, S. (2014). *Environmental Philosophy: From Theory to Practice*. Wiley.

4. Dasmann, R. F. (1981). *Environmental Conservation*. John Wiley & Sons.

Case Studies and Journals

1. Margules, C. R., & Pressey, R. L. (2000). "Systematic Conservation Planning." *Nature*, 405(6783), 243-253.
2. Hoekstra, J. M., et al. (2005). "Confronting a Biome Crisis: Global Disparities of Habitat Loss and Protection." *Ecology Letters*, 8(1), 23-29.
3. Singh, S. K. (2017). "Biodiversity Conservation in India: Policies and Practices." *Journal of Environmental Management and Sustainability*, 45, 113-125.

Policy Documents and Reports

1. Government of India. *National Biodiversity Action Plan*.
2. Convention on Biological Diversity (CBD). *Strategic Plan for Biodiversity 2011-2020*.
3. United Nations. *The 2030 Agenda for Sustainable Development (SDGs)*.

Research Methodology-II

This paper takes the students to the next step to understanding social Research. This paper provides the perfect blend of theoretical and practical knowledge on research.

Course Outcome:

- The students will have thorough knowledge on research process which will make them employable in the fields involving research.

Unit I: Approaches and designs in Social Research

- Philosophy of Science
- Positivism and Anti-Positivism
- Post-Positivist Hermeneutic tradition.
- Research Design: Exploratory, Descriptive, Experimental, Diagnostic

Learning Outcome:

- This unit informs the students about the existing paradigms of research in social science and the acquaints the students with the major schools of thoughts that emerged in the post-enlightenment phase and afterwards. Develop an understanding among the students about research, its types, designs to be adopted for various types of research.

Unit II: Types of Research

- Basic Research: Meaning, Area of application, process of application, outcomes and limitations
- Action Research: Meaning, Area of application, process of application, outcomes and limitations
- Evaluative Research: Meaning, Area of application, process of application, outcomes and limitations
- Analytical Research: Meaning, Area of application, process of application, outcomes and limitations

Learning Outcome:

- This unit familiarizes the students with the different types of research and its appropriate application in different research contexts.

Unit III: Measurement in Social Research

- Meaning and need for measurement
- Scales: Nominal, Ordinal, Interval, Ratio
- Likert Scale and Bogardus Scale
- Measurement of Attributes and Variables, Validity and Reliability

Learning Outcome:

- This unit helps would be providing ideas about measurements and use of different scales in research.

Unit IV: Field Research and Application

- Students need to pick up one among the following and submit a report:
- Conduct a Case Study and write a report
- Formulate a Schedule/Questionnaire and collect data and present it.
- Write a report on the basis of Observation
- Book Review Writing

Learning Outcome:

- This unit helps the student have experiential knowledge in research from problem identification to application of various tools in the field situation and bringing solutions and deriving conclusions.

Lesson Plan

Unit	Thrust Areas	Method	Total No. of Classes	References
I	Approaches to Social Science Research Positivism Post-positivist Anti-positivism Research Design: Exploratory, Descriptive, Experimental, Diagnostic	Classroom Lectures and Tutorials	18	Creswell, J. W. (2014). A concise introduction to mixed methods research. SAGE publications. Babbie, E.(2008). The Basics of Social Research. Thomson Wadsworth. Bryman, Alan. (1988). Quality and Quantity in Social Research. London: Unwin Hyman.
II.	Types of Research Basic Research Action Research Evaluative Research Analytical Research	Classroom Lectures and Tutorials	14	Babbie, E.(2008). The Basics of Social Research. Thomson Wadsworth. Vidya Mitra. (2018, April 27). <i>Types of Research</i> (Video). You Tube https://www.youtube.com/watch?v=aoSde4wc40Q
III	Measurement in Social Science Research Normal, Ordinal, Interval, Ratio Likert Scale Bogardus Scale	Classroom Lectures and Tutorials	16	Babbie, E.(2008). The Basics of Social Research. Thomson Wadsworth. Vidya Mitra. (2016, May 5). <i>Variables and Measurement</i> (Video). You Tube. https://www.youtube.com/watch?v=

				kDWxseqCXU0E&t=5s
IV	Field Research and Application Steps adopted for different methods Report Writing	Practical Class	12	Leary, O' Z. 2004. <i>The Essential Guide to Doing Research</i> . Sage Publications. Guthrie, G. (2010). <i>Basic Research Methods</i> . Sage publications. Beteille A., and T.N. Madan .1975. <i>Encounter and Experience: Personal Accounts of Fieldwork</i> . New Delhi: Vikas Publishing House Pvt Ltd.

Text Books:

- ✓ *Babbie, E.(2008). The Basics of Social Research. Thomson Wadsworth.*
- ✓ *Guthrie, G. (2010). Basic Research Methods. Sage publications.*
- ✓ *Reference Books*
- ✓ *Creswell, J. W. (2014). A concise introduction to mixed methods research. SAGE publications.*
- ✓ *Bryman, Alan. 1988. Quality and Quantity in Social Research. London: Unwin Hyman.*
- ✓ *Leary, O' Z. 2004. The Essential Guide to Doing Research. Sage Publications.*
- ✓ *Beteille A., and T.N. Madan .1975. Encounter and Experience: Personal Accounts of Fieldwork. New Delhi: Vikas Publishing House Pvt Ltd.*
- ✓ *Mukherjee, P.N. eds .2000. Methodology in Social Research: Dilemmas and Perspectives, Sage.*

E-Resources

1. Vidya Mitra. (2018, April 27). *Types of Research* (Video). You Tube
<https://www.youtube.com/watch?v=aoSde4wc40Q>
2. Vidya Mitra. (2016, May 5). *Variables and Measurement* (Video). You Tube.
<https://www.youtube.com/watch?v=kDWxseqCXU0E&t=5s>

Core XVII

Advanced Sociological Theories –I

The contribution of sociological theories is manifold. Sociological theory gives us a way to speak about, describe and interpret various social structure and social behaviors. Many of the facts that we take for granted about ourselves as human beings in an organized society have come to us through sociological theories. Sociological theories offer insights into the nature of society, social relationships, and the factors that influence human behavior. They might ask questions about the nature of social order and the kinds of processes that influence social change.

Course Outcomes:

- To provide valuable insights for the practitioners of Sociology today.
- Make the learners aware of advanced sociological theories relevant for the operation of society.
- The paper will demonstrate to students as how particular theoretical perspectives emerged to understand social structures and social change at large.
- The students will be able to engage with conceptual framework in Sociology with ease and apply these to their comprehension of social issues.

Unit-I: Functionalism and structuralism

- Malinowski: Theory of social structure and function, and Theory of needs.
- R. Radcliffe- Brown: Theory of Social Structure and structural system.

Learning Outcome:

- After studying this unit the students would able to evaluate the strengths of the functionalist perspective on society
- See society as a structure with interrelated parts designed to meet the biological and social needs of the individuals.
- Like functionalists the students can use the organic analogy to describe the society.

Unit-II: Structuralism of Levi-Strauss

- Basic Assumptions
- Social Structure as a Model of Social Reality
- Mythology and Kinship
- Totemism and Savage mind

Learning Outcome:

- After studying this unit the students rather than understand cultural elements in isolation, examine how they relate to each other within cultural systems.
- The relationships and patterns -like symmetries, analogies, and metaphors as how reveal the deep structures of culture.
- Students can apply linguistic analogy to understand society.

Unit-III: Functionalism of Talcott Parsons

- Basic Assumptions,
- Theory of Social Action
- Functional Prerequisites.
- Social System and Pattern Variables

Learning Outcome:

- After studying this unit the students can gain grand conceptual schemes of social action, functional prerequisites, social system and pattern variables in maintaining social harmony and social order.

Unit-IV: Structural-Functionalism of R. K Merton

- Functional Postulates
- Theories of Middle Range
- Manifest and Latent Functions
- Functional Paradigm

Learning Outcome:

- Students get acquainted with Merton's clarified and codified functional analysis by removing unsupported assumptions.
- Can visualize the usefulness of functional postulates and paradigm
- Can develop a descriptive protocol to analysis

Lesson Plans:

Unit	Thrust Areas	Method	Total No. of Classes	References
I	Functionalism, Neo-functionalism, structuralism and Structural functionalism in the study of Sociology	Lecture and Tutorial class	15	<ol style="list-style-type: none">1. Radcliffe-Brown, A.R., 1976, Structure and Function in Primitive Society, London: Free Press Chapter-IX & X, Pp. 178-204.2. (Youtube CEC, New Delhi) Radcliffe Brown's Structural-Functional Approach-I https://www.youtube.com/watch?v=oqcQARO9Hdi, https://www.youtube.com/watch?v=A02rziwrCFI3. Functionalists and Structuralists Approach (IGNOU) https://www.egyankosh.ac.in/bitstream/123456789/58554/1/Unit1.pdf,4. Malinowski and Radcliffe-Brown(IGNOU) https://egyankosh.ac.in/handle/123456789/18195
II	Social Structure as a Model of Social	Lecture and Tutorial class	15	<ol style="list-style-type: none">1. Levi-Strauss, C.1963. Structural Anthropology, New York: Basic Books.2. Levi-Strauss, C .1949. Elementary

	Reality. Social Structure of savage mind, myth, kinship and totemism			Structure of Kinship. Paris, 3. https://www.egyankosh.ac.in/bitstream/123456789/58554/1/Unit1.pdf (IGNOU)
III	Theories of social action, functional prerequisites, social system and pattern variables	Lecture and tutorial class	15	1. Parsons, T. 1951. The Social System. London: Routledge. ch 1 & 2. Pp. 1-44. 2. Parsons and Merton https://egyankosh.ac.in/handle/123456789/18973?mode=full (IGNOU) 3. Video- Sociology of Talcott Parsons, (CEC, New Delhi, India) https://www.youtube.com/watch?v=IrcZtN1nffY&list=PLFKwkn3bx9jUnc7DVhWC-9eBcx9rXHbyk&index=8
IV	Theories of middle range, manifest and latent functions and functional paradigm	Lecture and Tutorial class	15	1. R.K.Merton, (1968). Social Theory and Social Structure, New York: The Free press 2. Block-7 Parson and Merton https://egyankosh.ac.in/handle/123456789/18197 (IGNOU) 3. Video-Social Thinker : Robert K. Merton (CEC, New Delhi, India) https://www.youtube.com/watch?v=BKKbefneruo , 4. https://www.youtube.com/watch?v=LbgDtZFCQEY (CEC, New Delhi, India)

Text Books:

- ✓ Turner, Jonathan H. 2014. *Theoretical Sociology A Concise Introduction to Twelve Sociological Theories*, University of California, Riverside: SAGE Publications, Inc.
- ✓ Ritzer, G. (1992) 2011. *Sociological Theory. Eight Edition* New York: McGraw-Hill
- ✓ Turner, Jonathan H. 2007. *The Structure of Sociological Theory (IV Edition)* Rawat Publication, Jaipur.

References:

- ✓ Zeitlin, I. M. (1998). *Rethinking Sociology: A Critique of Contemporary Theory* New Delhi: Rawat..
- ✓ Alexander, Jeffrey C. 1987. *Twenty Lectures: Sociological Theory Since World War II*. New York: Columbia University Press
- ✓ Radcliffe-Brown, A.R., 1976, *Structure and Function in Primitive Society*, London: Free Press Chapter-IX & X, Pp. 178-204.
- ✓ Levi-Strauss, C.1963. *Structural Anthropology*, New York: Basic Books.

- ✓ *Parsons, T. 1951.(1991) The Social System. London: Routledge. ch 1 & 2. Pp. 1-44.*
- ✓ *R.K.Merton (1968).Social Theory and Social Structure, New York: The Free Press*

E. Resources:

1. Radcliffe Brown's Structural-Functional Approach-I(Youtube CEC, New Delhi)
<https://www.youtube.com/watch?v=oqcQARO9Hdi>,
<https://www.youtube.com/watch?v=A02rziwrCFI>
2. Functionalists and Structuralists Approach (IGNOU)
<https://www.egyankosh.ac.in/bitstream/123456789/58554/1/Unit1.pdf>,
3. Malinowski and Radcliffe-Brown(IGNOU)
<https://egyankosh.ac.in/handle/123456789/18195>
4. Functionalists and Structuralists Approach (IGNOU)
<https://www.egyankosh.ac.in/bitstream/123456789/58554/1/Unit1.pdf> (IGNOU)
 Parsons and Merton <https://egyankosh.ac.in/handle/123456789/18973?mode=full> (IGNOU)
5. Video- Sociology of Talcott Parsons, (CEC, New Delhi, India)
<https://www.youtube.com/watch?v=IrcZtN1nffY&list=PLFKwkn3bx9jUnc7DVhWC-9eBcx9rXHbyk&index=8>
6. Block-7 Parson and Merton
<https://egyankosh.ac.in/handle/123456789/18197> (IGNOU)
7. Video-Social Thinker : Robert K. Merton (CEC, New Delhi, India)
<https://www.youtube.com/watch?v=BKKbefneruo>,
<https://www.youtube.com/watch?v=LbgDtZFCQEY> (CEC, New Delhi, India)

Core XVIII

Sociology of Tribes

Tribe has been the crucial subject matter for sociologists and anthropologists. A comprehensive history of tribal society is crucial in the contemporary society. The cultural pattern of tribal community, their social structure and demographic features give a unique orientation in the subject of sociology.

Course Outcome:

After completing this course, the students will be able to comprehend a wholesome conceptual understanding of tribal society and culture in terms of their distribution and concentration, demographic features, social structure and economic institutions.

Unit I: Conceptualizing Tribe

- Meaning and features of Tribe
- Categorization of Tribes in India: Primitive Tribe, Adivasi, Vanavasi, Girijan, Adimjati,
- Scheduled Tribe, De-notified Tribe, PVTGs, Indigenous People
- Classification of Scheduled Tribes: Racial, linguistic and geographical
Tribal Population and sex ratio

Learning Outcome:

This unit examines the different terminologies with the category of tribes and provides comprehensive profile of tribal people in terms of their demography and geographical distribution.

Unit II: Tribal Economy

- Tribal Economy: Meaning and features
- Patterns of Subsistence of Food gatherers and hunters
- Subsistence economy of Shifting Cultivators and Nomads
- Tribal Peasants, settled agriculturists and artisans

Learning Outcome:

The objective of this unit is to provide a comprehensive profile of tribal people in terms of their economic institutions.

Unit III: Social Institutions

- Tribal Marriage: Nature and Characteristics
- Tribal Family: Features and Changes
- Kinship patterns in Tribal society
- Tribal Religion and Magic

Learning Outcome:

This unit is to provide a comprehensive profile of tribal people in terms of their basic social institutions like family, kinship and marriage.

Unit IV: Tribal Development-Approaches and Policies

- Tribal Problems: Land alienation, indebtedness, forest regulation policy, mines and tribal
- displacement, Tribal health and sanitation
- Approaches to tribal development: Isolationist, Assimilationist and Integrationist
- Tribal Policy: Tribal Welfare Policies, Constitutional safeguards, PESA,
- National Policy for Scheduled Tribes 2006, Flagship programmes for the tribal development.

Learning Outcome:

This unit also explores how development policies and programmes affect tribal community and what are the issues that shape their lives in contemporary times.

Lesson Plan:

Unit	Thrust Areas	Method	Total No. of Classes	References
I	Conceptualizing Tribe Meaning and features of Tribe 1.2 Categorization of Tribes in India: Primitive Tribe, Adivasi, Vanavasi, Girijan, Adimjati, Scheduled Tribe, De-notified Tribe, PVTGs, Indigenous People Classification of Scheduled Tribes: Racial, linguistic and geographical Tribal Population and sex ratio	Lecture	18	Nadeem, H. (2005). Tribal India. Delhi: Palka Prakashan. Virginus Xaxa. (1999). Tribes as Indigenous People of India. <i>Economic and Political Weekly</i> , 34(51), 3589–3595. http://www.jstor.org/stable/4408738 IGNOU. (2017). ‘Unit 25. Tribal Social Structure-I’ in <i>Tribes of India</i> . http://egyankosh.ac.in//handle/123456789/18892
II.	Tribal Economy: Meaning and features Patterns of Subsistence of Food gatherers and hunters Subsistence economy of Shifting Cultivators and	Lecture	14	IGNOU. (2017). ‘Unit 26. Tribal Social Structure-II’ in <i>Tribes of India</i> . http://egyankosh.ac.in//handle/123456789/18892

	Nomads Tribal Peasants, settled agriculturists and artisans			Ch-02: Cec-UGC history , culture and philosophy. Changing economy and society of the tribal world.(Video). You Tube. https://youtu.be/2uVH7jBtu0Y?si=cDXspOuyAtcZ4eOn
III	Tribal Marriage: Nature and Characteristics Tribal Family: Features and Changes Kinship patterns in Tribal society Tribal Religion and Magic	Lecture	16	IGNOU. (2017). ‘Unit 26. Tribal Social Structure-II’ in <i>Tribes of India</i> . http://egyankosh.ac.in//handle/123456789/18892 DTBS-01: Tribes and Tribal Studies in India, BLOCK-04: Tribal Society and their Institution(PDF) https://egyanagar.osou.ac.in/sub-slm-tbs.html
IV	Tribal Problems: Land alienation, indebtedness, forest regulation policy, mines and tribal displacement, Tribal health and sanitation Approaches to tribal development: Isolationist, Assimilationist and Integrationist Tribal Policy: Tribal Welfare Policies, Constitutional safeguards, PESA, National Policy for Scheduled Tribes 2006, Flagship programmes	Lecture	12	Pati, B. (2011). <i>Adivasis in Colonial India: Survival, Resistance and Negotiation</i> . New Delhi: Orient Blackswan. Singh, K. S. (1986). <i>Tribal Situation in India</i> . Shimla: Indian Institute of Advanced Studies. Sundar, N. (2016). <i>The scheduled tribes and their India: Politics, identities, policies, and work</i> . Oxford University Press. DTBS-02: Tribal Issues in India, BLOCK-03: Tribal Policies and Legislation(PDF) https://egyanagar.osou.ac.in/sub-slm-tbs.html

	for the tribal development.			-
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Text Book:

- ✓ Channa, S.M. (2020). *Anthropological Perspectives on Indian Tribes*. Hyderabad: Orient BlackSwan.
- ✓ Nadeem, H. (2005). *Tribal India*. Delhi: Palka Prakashan.
- ✓ Vidyarthi, L.P. & Rai, B.K. (1977). *The tribal Culture of India*. New Delhi: Concept Publishing Company

Reference Books

- ✓ Chaudhury, S.K. & Patnaik, S.M. (2008). *Indian tribes and the mainstream*. New Delhi: Rawat Publications.
- ✓ Xaxa, V. (1999). *Tribes as Indigenous People of India*. *Economic and Political Weekly*, 34(51), 3589–3595. <http://www.jstor.org/stable/4408738>
- ✓ Pati, B. (2011). *Adivasis in Colonial India: Survival, Resistance and Negotiation*. New Delhi: Orient Blackswan.
- ✓ Singh, K. S. (1986). *Tribal Situation in India*. Shimla: Indian Institute of Advanced Studies.
- ✓ Sundar, N. (2016). *The scheduled tribes and their India: Politics, identities, policies, and work*. Oxford University Press

E-Resources

1. IGNOU. (2017). 'Unit 25. Tribal Social Structure-I' in *Tribes of India*. <http://egyankosh.ac.in//handle/123456789/18892>
2. IGNOU. (2017). 'Unit 26. Tribal Social Structure-II' in *Tribes of India*. <http://egyankosh.ac.in//handle/123456789/18892>
3. Ch-02: Cec-UGC history , culture and philosophy. Changing economy and society of the tribal world.(Video). You Tube. <https://youtu.be/2uVH7jBtu0Y?si=cDXspOuyAtcZ4eOn>
4. IGNOU. (2017). 'Unit 26. Tribal Social Structure-II' in *Tribes of India*. <http://egyankosh.ac.in//handle/123456789/18892>
5. DTBS-01: Tribes and Tribal Studies in India, BLOCK-04: Tribal Society and their Institution(PDF) <https://egyanagar.osou.ac.in/sub-slm-tbs.html>
6. DTBS-02: Tribal Issues in India, BLOCK-03: Tribal Policies and Legislation(PDF) <https://egyanagar.osou.ac.in/sub-slm-tbs.html>

Core XIX

Media, Culture and Society

This paper attempts to establish the relationship between media, culture and society. Media in all ages has an enormous influence on society. With changing times, the forms, contents and representations of media process multiple impacts on the lives of individuals in a society. This paper intends to understand the different types of media, discovering its historicity in the Indian context, its influence in contemporary times and its approaches to understand media studies sociologically.

Course Outcome:

- Understanding the process of production and consumption of media texts not only help students to decipher the ideological standpoints but also create employment opportunities in media industry.

Unit I: Media: History and types

- Types of media: Print, Electronic, visual and social media,
- Historicity of Media Revolution in India: Print Media, Telegraph
- Radio, Television
- Internet: Email and social media

Learning Outcome:

- To understand the nature, the idea of production, consumption and issues on changing forms of media in changing times.

Unit II: Media and Culture

- Media a reflection of culture
- Cultural Contributions to Media
- Folk Culture, Popular Culture, Mass Culture, New Media
- Media and Modern Society

Learning Outcome:

- To understand the relation between media and culture.

Unit III: Approaches to Media Studies

- Marxism and Media
- Structuralism and Media
- Feminism and Media

Learning Outcome:

- To en-skill students to analyse media texts using different theoretical lens.

Unit IV: Globalization and Media

- Media Imperialism and Multinational Corporations
- Media and Democracy
- Rise of Information Society
- Media & Crime

Learning Outcome:

- To learn the basic concepts and emerging issues in media studies.

Lesson Plan

Unit	Thrust Areas	Method	Total No. of Classes	References
I	Media: History and types: Types of media: Print, Electronic, visual and social media, Historicity of Media Revolution in India: Print Media, Telegraph Radio, Television Internet: Email and social media	Classroom Lectures and Tutorials	18	Bernard Bel et. al 2005. Media and Mediation Communication Processes Vol. 1 Sage Publication. Vidya Mitra. (2018, April 27). <i>Types of Media and Selection Criteria</i> (Video). You Tube. https://www.youtube.com/watch?v=1jYZ-61OIM Vidya Mitra. (2018, Feb 27). <i>Social Media</i> (Video). You Tube. https://www.youtube.com/watch?v=8idP0nHPuUU
II.	Media and Culture Media a reflection of culture Cultural Contributions to Media Folk Culture, Popular Culture, Mass Culture, New Media Media and Modern Society	Classroom Lectures and Tutorials	14	Anderson, B. 1983. <i>Imagined Communities</i> . London: Verso. Storey, John. 1993. <i>An Introductory Guide to Cultural Theory and Popular Culture</i> . Athens: University of Georgia. Strinati, D. (1995). <i>An Introduction to the Theories of Popular Culture</i> . Vidya Mitra. (2015, Dec 29). <i>Folk Culture</i> (Video). You Tube. https://www.youtube.com/watch?v=8nv0RiHUCvo Vidya Mitra. (2015, Dec 8). <i>Media and Popular Culture</i> (Video). You Tube. https://www.youtube.com/watch?v=i7qKN1WUMQ Vidya Mitra. (2018, Feb 2). <i>Emergence of New Media</i> (Video). You Tube. https://www.youtube.com/watch?v=

				kleNQw2LPvY Vidya Mitra. (2017, Oct 25). <i>Mass culture</i> (Video). You Tube. https://www.youtube.com/watch?v=GUcDqqsW1Q
III	Approaches to Media Studies Marxism and Media Structuralism and Media Feminism and Media	Classroom Lectures, Practical Class and Tutorials Choose a media text in terms of a (eg. cinema, novel etc) and write its review using any of the three approaches.	16	Storey, John. 1993. <i>An Introductory Guide to Cultural Theory and Popular Culture</i> . Athens:University of Georgia. Strinati, D. (1995). <i>An Introduction to the Theories of Popular Culture</i> . Chaudhuri, M. 2017. <i>Refashioning India: Gender, Media and a Transformed Public Discourse</i> . Hyderabad: Orient Black Swan Ch-05: PRABANDHAN [Social Science - III].(2018, Jun26). <i>Functionalism and Marxist media theory -Part-1 (CH-05) (Video)</i>. You Tube https://www.youtube.com/watch?v=9wMmojLJjHk Vidya Mitra. (2017, Sep 13). <i>Feminist Theory and Media</i> (Video). You Tube. https://www.youtube.com/watch?v=esQ9BYxignQ
IV	Globalization and Media 4.1 Media Imperialism and Multinational Corporations 4.2 Media and Democracy 4.3 Rise of	Classroom Lectures and Tutorials	12	Giddens, A. 2001. <i>Sociology</i> . Cambridge: Polity Press. Harvey, D. 1989. <i>The Condition of Postmodernity</i> . Oxford. Basil Blackwell.

Information Society			
4.4 Media & Crime			

Text Book:

- ✓ Storey, John. 1993. *An Introductory Guide to Cultural Theory and Popular Culture*. Athens: University of Georgia.
- ✓ Strinati, D. (1995). *An Introduction to the Theories of Popular Culture*.
- ✓ Reference Books
- ✓ Anderson, B. 1983. *Imagined Communities*. London: Verso.
- ✓ Bernard Bel et. al 2005. *Media and Mediation Communication Processes Vol. 1* Sage Publication.
- ✓ Chaudhuri, M. 2017. *Refashioning India: Gender, Media and a Transformed Public Discourse*: Hyderabad: Orient Black Swan
- ✓ Giddens, A. 2001. *Sociology*. Cambridge: Polity Press.
- ✓ Harvey, D. 1989. *The Condition of Postmodernity*. Oxford. Basil Blackwell.

E-Resources

1. Vidya Mitra. (2018, April 27). *Types of Media and Selection Criteria* (Video). You Tube. <https://www.youtube.com/watch?v=1jYZ-61OIM>
2. Vidya Mitra. (2018, Feb 27). *Social Media* (Video). You Tube. <https://www.youtube.com/watch?v=8idP0nHPuUU>
3. Vidya Mitra. (2015, Dec 29). *Folk Culture* (Video). You Tube. <https://www.youtube.com/watch?v=8nv0RiHUCvo>
4. Vidya Mitra. (2015, Dec 8). *Media and Popular Culture* (Video). You Tube. <https://www.youtube.com/watch?v=ii7qKN1WUMQ>
5. Vidya Mitra. (2018, Feb 2). *Emergence of New Media* (Video). You Tube. <https://www.youtube.com/watch?v=klnNQw2LPvY>
6. Vidya Mitra. (2017, Oct 25). *Mass culture* (Video). You Tube. <https://www.youtube.com/watch?v=GUCdqqssW1Q>
7. **Ch-05: PRABANDHAN [Social Science - III].(2018, Jun26). *Functionalism and Marxist media theory -Part-1 (CH-05)* (Video). You Tube <https://www.youtube.com/watch?v=9wMmojLJjHk>**
8. Vidya Mitra. (2017, Sep 13). *Feminist Theory and Media* (Video). You Tube. <https://www.youtube.com/watch?v=esQ9BYxignQ>

Advanced Sociological Theory –Ii

Building on the understanding of the key ideas of the earlier papers on sociological theories, this course engages with crucial advanced social theories. It introduces students from phenomenological theories to the recent post-structural and post-modern theories. The advanced social theory aims to train students to high academic standards, in particular with regard to research competencies and in-depth disciplinary knowledge.

Course Outcomes:

- Students will be able to understand human society in the light of advanced sociological theories.
- Students will be able to ask critical questions on social order and processes that influence their everyday life.
- To gain insights of symbolic interactionism, phenomenology, ethnomethodology post-structuralism and post-modernism emerging as changed discourse in Sociology

Unit I: Phenomenology and Ethnomethodology

- Schutz (Phenomenological Sociology)
- Peter L. Berger and Thomas Luckmann- The social construction of reality
- H Garfinkel (Ethnomethodology)
- E. Goffman (Dramaturgy)

Learning Outcome:

- The outcomes of a phenomenological study broadens the mind, improves the ways of thinking on seeing a phenomenon.
- With ethno-methodological study the students can discover the things that people in particular situations do and the methods they use to create the patterned orderliness of social life.

Unit II: Symbolic Interactionism

- C.H. Cooley- Looking Glass Self
- G.H. Mead- Mind, Self and Society
- H. Blumer (Symbolic Interactionism)

Learning Outcome:

- Get acquainted with key concepts of symbolic interactionism - symbols, meaning and self, and how people interpret situations using the symbols to interpret and define each other's actions.
- Students can know how people act towards things based on the meaning they have given to these, and how do these meanings arise through social interactions with others.

Unit III: Critical Theory and Neo-Marxism

- Theodor Adorno & Max Horkheimer
- Jurgen Habermas
- Louis Althusser

Learning Outcome:

- After studying this unit students can aim at a critique and transformation of society with empirically informed analysis.
- After studying critical theories and neo-Marxism students seek to understand human experience as a means to change the world.

Unit IV: Post-colonialism, Post-structuralism/Post-modernism

- Edward Said
- Jacques Derrida and Michel Foucault
- Pierre Bourdieu
- Anthony Giddens's Structuration

Learning Outcome:

- After studying this unit students can evaluate a possible future of overcoming colonialism with new forms of domination, subordination and global empire.
- Can critically analyze pre-established ideas and socially constructed structures of binary oppositions.
- Can visualize the science and technology and logic and reason are not always vehicles of human progress but suspect instruments of established power.

Lesson Plans

Unit	Thrust Areas	Method	Total No. of Classes	References
I	Phenomenological sociology, the social construction of reality and commonsense methods and dramaturgy to sense social reality and order	Theory	15	1. Schutz, A. (1972). The phenomenology of the social world. Northwestern university press. 2. Garfinkel, H. (Ed.). (2017). Revivals: Ethno-methodological studies of work (1986). Routledge. 3. Video on Ethnomethodology (Part-I) (CEC, New Delhi) https://www.youtube.com/watch?v=JW12tKLk kv0 , Video on Ethnomethodology (Part-II) (CEC, New Delhi) https://www.youtube.com/watch?v=t1mQsaX DY14
II	Social development of self, Looking Glass Self, dynamics of Mind, Self and Society and	Theory	15	1. Mead, George Herbert, [1934]1962, Mind, Self, and Society: From the Standpoint of a Social Behaviorist. Chicago: The Chicago University Press. Pp. 337-389. 2. Blumer, H. 1969. Symbolic Interactionism, N.J. Prentice Hall 3. Video-G. H. Mead (CEC, New Delhi) https://www.youtube.com/watch?v=oVllOTY N z4

	symbolic interactionism			4. Microsociology and George Herbert Mead(CEC, N. Delhi) https://www.youtube.com/watch?v=og_Q8ZLmt08
III	Ideology, Interpellation Apparatuses OF power, Repressive State Apparatuses , Ideological State Apparatuses	Theory	15	1. Habermas, J. 1976. Legitimation Crisis, London: Heinemann 2. Video on Habermas (CEC, New Delhi) https://www.youtube.com/watch?v=KmsmECPuSvw
IV	Post-colonialism, Post-structuralism/Post-modernism	Theory	15	1. Derrida, J. (2020). Deconstruction in a nutshell: A conversation with Jacques Derrida, with a new introduction. Fordham University Press. 2. Poststructuralism and Deconstruction (CEC, New Delhi) https://www.youtube.com/watch?v=VH5QPacp1WY , 3. Video on Michel Foucault (CEC, New Delhi) https://www.youtube.com/watch?v=1d0vJ_pZ6LE , 4. On P. Bourdieu (CEC, New Delhi) https://www.youtube.com/watch?v=bbG8j0ys1M8 , 5. Video on Understanding Post Modernism- II (CEC, New Delhi) https://www.youtube.com/watch?v=NXDgfhEJOQc

Text Books:

- ✓ Turner, Jonathan H. 2007. *The Structure of Sociological Theory (IV Edition)* Rawat Publication, Jaipur.
- ✓ Turner, Jonathan H. 2014. *Theoretical Sociology A Concise Introduction to Twelve Sociological Theories*, University of California, Riverside: SAGE Publications, Inc. (https://www.hzu.edu.in/uploads/2020/9/Theoretical%20Sociology_%20A%20Concise%20Introduction%20to%20Twelve%20Sociological%20Theories.pdf)
- ✓ Ritzer, G. (1992) 2011. *Sociological Theory. Eight Edition* New York: McGraw-Hill (https://ccsuniversity.ac.in/bridge-library/pdf/Sociological_Theory%20Ritzer.pdf)

References:

- ✓ Zeitlin, I. M. (1998). *Rethinking Sociology: A Critique of Contemporary Theory* New Delhi: Rawat Alexander,
- ✓ Berger, P., & Luckmann, T. (2023). *The social construction of reality. In Social theory re-wired* (pp. 92-101). Routledge.
- ✓ Blumer, H. (1969). *Symbolic Interactionism*, N.J.: Prentice Hall.
- ✓ Derrida, J. (2020). *Deconstruction in a nutshell: A conversation with Jacques Derrida, with a new introduction*. Fordham University Press.
- ✓ Foucault, M. (2003). *Madness and civilization*. Routledge.
- ✓ Garfinkel, H. (Ed.). (2017). *Routledge revivals: Ethnomethodological studies of work* (1986). Routledge. Habermas, J. 1976. *Legitimation Crisis*, London: Heinemann.
- ✓ Habermas, Jurgen. 1984. *The Theory of Communicative Action. Vol.1, Reason and the Rationalization of Society*. Boston: Beacon Press

E Resources

1. Video on Habermass Video- CEC, New Delhi
Links-<https://www.youtube.com/watch?v=KmsmECPuSvw>,
2. Video on Ethnomethodology (Part-I) (CEC, N. Delhi)
Links-<https://www.youtube.com/watch?v=JWl2tKLkkv0>,
3. Video on Ethnomethodology (Part-II) (CEC, N. Delhi)
Links-<https://www.youtube.com/watch?v=t1mQsaXDY14> Video-G. H. Mead(CEC, New Delhi)
Links-https://www.youtube.com/watch?v=oVlIOTYN_z4
4. Microsociology and George Herbert Mead (CEC, N. Delhi)
Links-https://www.youtube.com/watch?v=oVlIOTYN_z4
Links-http://en.wikipedia.org/wiki/Symbolic_interactionism
5. Microsociology and George Herbert Mead(CEC, N. Delhi)
Link-https://www.youtube.com/watch?v=og_Q8ZLmt08

Core XXI

Perspectives on Indian Society

Indian society like any other society undergoes changes as well as continues with its traditional shapes and traits. Contextualizing such dynamics with a fairly adequate and comprehensive knowledge of Indian society in its multi-faceted dimensions is crucial for sociology students at large. Indian sociologists explain major social issues and help sensitizing the learners with promising sociological perspectives on Indian society.

Course Outcomes:

- Students would be able to know the contributions of Indian social thinkers to the development of Indian Sociology.
- Students can develop multi-framework of studying and thinking of Indian societies through major sociological perspectives.
- Get access to the discourse of contemporary perspectives on Indian society that shapes public debates as well as academic practices in India.

Unit I: Indological & Structural-Functional Perspectives on Indian Society

- Indological Perspective by G. S. Ghurye
- Indological Perspective by Louis Dumont
- Structural-Functional Perspectives by M. N. Srinivas
- Structural-Functional Perspective by S. C. Dube.

Learning Outcome:

- After studying this unit the students can get acquainted with the analytical skills of using both book view method and field view method of understanding Indian society.
- The students using Indological approach can understand Indian society through concepts, theories, and frameworks that are closely associated with Indian civilization whereas through the structural-functional approach they can comprehend Indian societies through field work and empirical study.

Unit II: Marxist Perspectives on Indian Society

- D.P. Mukerji
- R. Desai
- R. K. Mukerjee

Learning Outcome:

- After studying this unit the students would be able to use dialectical historical approach for understanding Indian society.
- Can know how to comprehend the Indian social reality through means of production, economic division of labour and social relations of production.

Unit III: Subaltern & Civilizational Perspectives on Indian Society

- Subaltern Perspective by B.R. Ambedkar
- Subaltern Perspective by David Hardiman
- Civilizational Perspective by N.K. Bose
- Civilizational Perspective by Surajit Sinha and Radhakamal Mukherjee

Learning Outcome:

- After studying this unit the students can critically evaluate the subaltern and civilizational perspectives on Indian Society.
- Can comprehend as how subaltern perspective treat lower caste/peasant/tribal insurgents as makers of their own history endowed with a transformative consciousness of their own.

Unit IV: Debates on Sociology in India

- Current debates on Sociology for India
- Indigenization
- Democracy and Sociology
- Sociology and Modernity

Learning Outcome:

- After studying this unit the students can know the professional activities of sociologists, which are related to the teaching of sociology in India.
- Evaluate the approaches to the study of Indian society based on the researches, which were done on caste, kinship, village studies etc in India.

Lesson Plan:

Units	Thrust areas	Teaching Methods	No. of classes	References
I	Indological & Structural-Functional Perspectives	Lecture/Tutorial	15	References: <ol style="list-style-type: none"> 1. Ghurye, G.S. (1957), Caste and Class in India, Bombay: Popular Book Depot. 2. Dumont, Louis (1970), Homo-Hierarchicus: Caste System and its Implications, Chicago. 3. Dube, S.C. (1967), The Indian Village, New Delhi: NBT. 4. Video on G. S. Ghurye : The Making of Indian Sociology-I& II (CEC, New Delhi) https://www.youtube.com/watch?v=CnPySifoPBg&list=PLRtdMYtYROZj9JlckkvNppgUpBFPPq_Z https://www.youtube.com/watch?v=gN69sH1HvwQ 5. Video on Louis Dumont (1911-1998) Contribution to Sociology of India (CEC, New Delhi.) https://www.youtube.com/watch?v=RrbjIaKR-bU 6. Video on M. N. Srinivas : Contribution to Indian Sociology(CEC, New Delhi) https://www.youtube.com/watch?v=-9FJZedYhHI&list=PLRtdMYtYROZivQhIdnxvDPSz8TDA4bWMc&index=2

				M. N. Srinivas : Social Change in Modern India 1(CEC, New Delhi) https://www.youtube.com/watch?v=xh7NCA Dg3t0
II	Marxist Perspectives	Theory	15	<ol style="list-style-type: none"> 1. Mukherjee, D.P. (1958), Diversities, Delhi: People's Publishing House. 2. Desai, A.R. (1981). "Relevance of the Marxist Approach to the Study of Indian Society", Sociological Bulletin, 10(1). pp. 1-20 3. Video on A.R. DESAI (1915-1994) Contribution to Indian Sociology – I&II(CEC, New Delhi) https://www.youtube.com/watch?v=I-Vwmp77w3A, https://www.youtube.com/watch?v=q1NY4X DSGH0 4. Video on D. P. Mukerji (Study of Indian Society: Concepts & Themes) (CEC, New Delhi) https://www.youtube.com/watch?v=T3-flWV2pSA
III	Subaltern & Civilizational Perspectives	Lecture/Tutorial	15	<ol style="list-style-type: none"> 1. David, Hardiman (1987), The Coming of Devi: Adivasi Assertion in Western India: Oxford University Press. 2. Omvedt Gail. 1994). Dalits and the democratic revolution: Dr. Ambedkar and the Dalit movement in colonial India. Delhi: Sage.
IV	Debates on Sociology in India: Sociology of India, Sociology in India and Sociology for India-	Lecture/Tutorial	15	<ol style="list-style-type: none"> 1. Unithan, T.K.N. (1965), (Ed.), Sociology of India, New Delhi, Prentice-Hall of India. Singh, Y. 1986: Indian Sociology: Social Conditioning and Emerging Concerns, Delhi Vistaar. 2. Video on Sociology of India-I&II (CEC, New Delhi) https://www.youtube.com/watch?v=LDHbiL3x9MM, https://www.youtube.com/watch?v=QzKo5uK5wxc&list=PL8u0_f6QDjZbrLh405ebd7EBEwt3sZQjO&index=2

Text Books:

- ✓ Madan, T. N. (2011). *Sociological Traditions: Methods and Perspectives in the Sociology of India*, SAGE Publications India.
- ✓ Nagla, B.K. (2008), *Indian Sociological Thought*, Jaipur, Rawat Publications.
- ✓ Unithan, T.K.N. (1965), (Ed.), *Sociology of India*, New Delhi, Prentice-Hall of India.

References:

- ✓ Mukherjee, D.P. (1958), *Diversities*, Delhi: People's Publishing House.
- ✓ Desai, A.R. (1981). "Relevance of the Marxist Approach to the Study of Indian Society", *Sociological Bulletin*, 10(1). pp. 1-20
- ✓ David, Hardiman (1987), *The Coming of Devi: Adivasi Assertion in Western India*: Oxford University Press.
- ✓ Omvedt Gail. 1994). *Dalits and the democratic revolution: Dr. Ambedkar and the Dalit movement in colonial India*. Delhi: Sage.
- ✓ Unithan, T.K.N. (1965), (Ed.), *Sociology of India*, New Delhi, Prentic-Hall of India.
- Singh, Y. 1986: *Indian Sociology: Social Conditioning and Emerging Concerns*, Delhi Vistaar.
- ✓ Ghurye, G.S. (1957), *Caste and Class in India*, Bombay: Popular Book Depot.
- ✓ Dumont, Louis (1970), *Homo-Hierarchicus: Caste System and its Implications*, Chicago.
- ✓ Dube, S.C. (1967), *The Indian Village*, New Delhi: NBT.

E. Resources

1. Video on G. S. Ghurye : The Making of Indian Sociology-I& II (CEC, New Delhi)
https://www.youtube.com/watch?v=CnPySifoPBg&list=PLRtdMYtYROZj9JIckkvNppgUpBFPPq_Z
<https://www.youtube.com/watch?v=gN69sH1HvwQ>
2. Video on Louis Dumont (1911-1998) Contribution to Sociology of India (CEC, New Delhi,)
<https://www.youtube.com/watch?v=RrbjIaKR-bU>
3. Video on M. N. Srinivas : Contribution to Indian Sociology(CEC, New Delhi)
<https://www.youtube.com/watch?v=9FJZedYhHI&list=PLRtdMYtYROZivQhIdnxvDPSz8TDA4bWMc&index=2>
4. M. N. Srinivas : Social Change in Modern India 1(CEC, New Delhi)
<https://www.youtube.com/watch?v=xh7NCADg3t0>
5. Video on A.R. DESAI (1915-1994) Contribution to Indian Sociology – I&II(CEC, New Delhi)
<https://www.youtube.com/watch?v=I-Vwmp77w3A>,
<https://www.youtube.com/watch?v=q1NY4XDSGH0>
6. Video on D. P. Mukerji (Study of Indian Society: Concepts & Themes) (CEC, New Delhi)
<https://www.youtube.com/watch?v=T3-flWV2pSA>
7. Video on Sociology of India-I&II (CEC, New Delhi)
<https://www.youtube.com/watch?v=LDHbiL3x9MM>,
https://www.youtube.com/watch?v=QzKo5uK5wxc&list=PL8u0_f6QDjZbrLh405ebd7EBEwt3sZQjO&index=2

Core XXII

Sociology of Religion

Religion and society are embedded with each other. Religion is a ubiquitous phenomenon and its relation to society gives rise to many socio-cultural issues. This paper, after analysing the key interpretations of religion, focuses on the interface between religion and society as well as their contestation in contemporary times.

Course outcomes:

- This paper exposes students to the distinctiveness of the sociological approach to the study of religion.
- Students will come to know as how the social groups or individual encounter religion and religious phenomenon in myriad ways.
- Students can make a theoretical interpretation of religion and its distinction from magic
- Can contest basic religious structures by engaging different sociological thinkers

Unit-I: Conceptual understanding

- Religion: Meaning and features
- Belief systems (animism, animatism, naturalism), Sect, Denomination and Cult
- Differences between magic, religion, and Science.

Learning outcome:

- After going through the unit, the students can delve into ideas about how religion is considered the most fundamental institution in our society.
- It will also acquaint the students with the meaning of religion and its various features. It describes various belief systems and different types of religious paths and distinguishes between magic, science, and religion.

Unit- II: Theories of Religion

- Emile Durkheim
- Karl Marx
- Max Weber

Learning outcome:

- The students will visualize sociology of religion from the perspectives of three prominent classical thinkers: functionalist, interpretivist, and conflict theorist.

Unit- III: Religious pluralism and the emerging issues in India

- Religious pluralism: Meaning, features and manifestation
- A social historical perspective, demographic profile, religious conversion
- New Religious Movements

Learning outcome:

- This unit will provide the students with ideas about the meaning, feature, and manifestation of religious pluralism, and analysis of the socio-historical perspective of religious pluralism, demographic profile, and religious conversion. It will also enlighten students with different emerging new religious movements.

Unit- IV: Contestation over religion in India

- Religious Fundamentalism
- Proselytism
- Communalism
- Secularism

Learning outcome:

- After reading this unit, the students will reflect upon the conflicts and contestations of religion in India emphasizing on religious fundamentalism, proselytism, communalism, and secularism.

Lesson Plans:

Unit	Thrust area	Teaching methods	Total classes	References
I	Meaning, concepts and features of religion, Belief systems (animism, animatism, naturalism), Sect, Denomination and Cult, Differences between magic, religion, and Science.	Lecture and tutorial class	15	Furseth, I., & Repstad, P. (2017). An introduction to the sociology of religion: classical and contemporary perspectives. Routledge. Reference: eGyankosh, Sociology of Religion https://egyankosh.ac.in/handle/123456789/4403
II	Theories and concepts given by Emile Durkheim, Karl Marx, and Max Weber	Lecture and tutorial class	15	Durkheim, E. (2016). The elementary forms of religious life. In <i>Social theory re-wired</i> (pp. 52-67). Routledge. Marx, K., & Engels, F. (2012). <i>On religion</i> . Courier Corporation. Weber, M., & Kalberg, S. (2013). <i>The Protestant ethic and the spirit of capitalism</i> . Routledge. CEC, Emile Durkheim on Religion https://youtu.be/-KhiDBYljSk?si=dZNVYfiBZOTp6ZaD CEC, Karl Marx on Religion

				https://youtu.be/AF1q9zXIpp4?si=7G6o6U-Wj9UTUSG CEC, Max Weber on Religion https://youtu.be/MiGkAvdbz_w?si=XZHCEBhO6uFZbat1
III	Religious pluralism: Meaning, features and manifestation, A social historical perspective, demographic profile, religious conversion, New Religious Movements	Lecture and tutorial class	15	Madan, T. N. (2004). <i>India's religions: Perspectives from sociology and history</i> . Oxford University Press.
IV	Religious Fundamentalism, Proselytism, Communalism, Secularism	Lecture and tutorial class	15	D'Souza, Leela. (2023). <i>The sociology of religion: A historical review</i> . New Delhi. Rawat Publications.

Text Book:

- ✓ *D'Souza, Leela. (2023). The sociology of religion: A historical review. New Delhi. Rawat Publications.*
- ✓ *Furseth, I., & Repstad, P. (2017). An introduction to the sociology of religion: classical and contemporary perspectives. Routledge.*
- ✓ *Turner, B. S. (2010). The New Blackwell Companion to the Sociology of Religion. Blackwell Publishing Limited.*

References:

- ✓ *Durkheim, E. (2016). The elementary forms of religious life. In Social theory re-wired (pp. 52-67). Routledge.*
- ✓ *Madan, T.N. (Ed.). (1992). Religion in India (enlarged edition). New Delhi: Oxford University Press.*
- ✓ *Marx, K., & Engels, F. (2012). On religion. Courier Corporation.*
- ✓ *Turner, B. S. (1991). Religion and social theory (2nd edition). London: Sage*
- ✓ *Weber, M., & Kalberg, S. (2013). The Protestant ethic and the spirit of capitalism. Routledge.*

e- Resources:

1. CEC, Emile Durkheim on Religion <https://youtu.be/-KhiDBYljSk?si=dZNVYfiBZOTp6ZaD>
2. CEC, Karl Marx on Religion <https://youtu.be/AF1q9zXIpp4?si=7G6o6U-Wj9UTUSG>
3. CEC, Max Weber on Religion https://youtu.be/MiGkAvdbz_w?si=XZHCEBhO6uFZbat1

4. CEC, Sociology of Religion
https://youtube.com/playlist?list=PLNspmbLKJ8LfIM0e_d4ebSjiZG6nJ8h-&si=wik5ga3mi7m5S2db
5. CEC, Magic, Science and Religion <https://youtu.be/BotWy02AOu0?si=BzO0E-z64E2pGbVM>
6. CEC, Secularism <https://youtu.be/tyDhShiQtEE?si=l06D33MzaNwZBEUy>
7. eGyankosh, Sociology of Religion <https://egyankosh.ac.in/handle/123456789/4403>
8. Sociology of Religion, Directorate of distancer education University of Jammu.
<https://www.distanceeducationju.in/pdf/MA%20Sociology%20CN%20305.pdf>
9. Swaymprabha, Naturalism.
https://youtu.be/ZjuHgupCFVU?si=yRBR_UY860kHRYDm
 Swaymprabha, Communalism
<https://youtu.be/yeT8mweRLv4?si=9sKqNgay2KuYJnP4>

Core XXIII

Sociology of Education

The paper aims to contextualize the study of education within the discipline of sociology. It begins with a discussion of the major theoretical perspectives and the contributions of sociologists which have left their mark in the study of education and society. It assumes a basic knowledge of sociological concepts and theories.

Course outcomes:

- The learners will be acquainted with major concepts, theoretical approaches and development of sociology of education.
- It also focuses on some important aspects which are salient in any discussion of the interface between education and society.
- The students will understand Indian systems of education and change with a historical perspective. They also learn state and education interrelations.

Unit-I: Education and Society

- Education: Meaning and significance for a society.
- Education and social stratification
- Social Change and its impact on Education,
- Education scenario of India since independence. Gandhi's special focus on education.

Learning outcome:

- After reading this unit, the students can get an orientation towards the conceptualisation of Education as a social institution, its significance and role in the society. It also aims to analyse the Indian education since independence applying Gandhi's views of education.

Unit II- Theories and Perspectives in the sociology of education

- Functionalism: Durkheim, Parsons
- Marxism: Althusser, Paulo Freire, Ivan Illich
- Bourdieu: Cultural Reproduction
- Bowles and Gintis: Schooling in Capitalist Society

Learning outcome:

- This unit can provide a reflective understanding of the development of various intellectual traditions on the sociology of education. It will help students to analyse the various systems of education through different theoretical lenses.

Unit-III: Education system through ages in India

- Ancient: Gurukul and Ashram system, Buddhist educational institutions.
- Medieval: Islamic Educational Institutions.
- Colonial education: Missionary Education, Nationalist Tempo and Education, Orientalis education, Introduction of English education and
- Post-colonial education: Indian education through planning periods; privatisation of education; universalisation of education; adult education.

Learning outcome:

- This unit aims to familiarise the students with different systems of education that evolved in the Indian subcontinent through the ages starting from ancient Gurukul and ashram systems to modern state planned education.

Unit IV- Landmark educational policies and programmes

- Commissions: Radhakrishnan Commission, Kothari commission
- Policies: National Policy on Education 1986, Programme of Action 1992, National Education Policy 2020.
- Programmes: National Literacy Mission, Operation Blackboard, District primary Education Programme, Sarba Sikshya Abhiyan, Right to Education Act 2009.
- Transformation of Higher education: Internationalisation, Skilling, innovation, entrepreneurship.

Learning outcome:

- This unit will help students learn the role of state in catering to education needs of the general public. It will provide information on various programmes and policies pertaining to India.

Lesson Plans:

Unit	Thrust area	Teaching methods	Total number of classes required	References
I	Education: Meaning and significance for a society. Role of Education for social stratification. Social Change and its impact on Education, Education scenario of India since independence, Gandhi's special focus on education.	Lecture and tutorial class	15	Robinson, P. (2017). Perspectives on the sociology of education: an introduction. Routledge.
II	Functionalism: Durkheim, Parsons; Marxism: Althusser, Paulo Freire, Ivan Illich; Bourdieu: Cultural Reproduction; Bowles and Gintis: Schooling in Capitalist Society	Lecture and tutorial class	15	Jayaram, N. (2015). Sociology of education in India. Jaipur: Rawat. Ivan, I. (1973). Deschooling Society. London: Penguin. eGyanKosh, Perspective and Theories on Education, https://egyankosh.ac.in/handle/

				123456789/4384
III	Indian system of education: Ancient: Buddhist Medieval, Colonial education, Nationalist Tempo and Education, Introduction of English education and Post-colonial education: Indian education through planning periods; privatisation of education; universalisation of education; adult education.	Lecture and tutorial class	15	Sharma, R. N., & Sharma, R. K. (1996). <i>History of education in India</i> . Atlantic Publishers & Dist. eGyanKosh, Educational system in India. https://egyankosh.ac.in/bitstream/123456789/68801/1/Block-6.pdf
IV	Commissions: Policies: National Policy on Education 1986, Programme of Action 1992, National Education Policy 2020. Programmes: Right to Education Act 2009.	Lecture and tutorial class	15	Pathak, R. P. (2012). <i>Development and Problems of Indian Education</i> . Pearson Education India. Chapter-11 to15 e-GyanKosh, Development of school education-1947-1964. https://egyankosh.ac.in/bitstream/123456789/46981/1/Unit-10.pdf e-GyanKosh, Development of school education-in 1986 and after https://egyankosh.ac.in/bitstream/123456789/46979/1/Unit-12.pdf

Text Book:

- ✓ *Blackledge, D. & Hunt, B. (1985). Sociological Interpretations of Education. London: Crom Helm.*
- ✓ *Jayaram, N. (2015). Sociology of Education in India. Rawat Publications: New Delhi.*
- ✓ *Rath, S. K & Mallick, P.R. (2021). Sociology of Education. Kalyani Publisher: Cuttack.*

References:

- ✓ Brint, S. (1998). *Schools and Societies*. Thousand Oaks. Calif: Pine Forge Press, A Division of Sage.
- ✓ Chitnis, S. & Altbach, P. G. (1993). *Higher Education Reform in India: Experience and Perspectives*. Sage Publications Inc.
- ✓ Gandhi, M.K. (1962). *Problems of Education*. Ahmedabad: Navjeevan Prakashan.
- ✓ Illich, Ivan. (1973). *Deschooling Society*. London: Penguin.
- ✓ Jayaram, N. (1990). *Sociology of education in India*. Jaipur: Rawat.
- ✓ Pathak, R. P. (2012). *Development and Problems of Indian Education*. Pearson Education India.
- ✓ Sharma, R. N., & Sharma, R. K. (1996). *History of education in India*. Atlantic Publishers & Dist.

e-Resources:

1. CEC, Sociological foundation of Education.
<https://youtu.be/6iAZGiQqbeA?si=LjsC29RKRrETXWX1M> &
https://youtu.be/pWnfVq_xJKE?si=IkSpLFZ3VIT5_BGg
2. Nptelhrd, Concept of Education.
https://youtu.be/WhLN_y1Lc2M?si=wVbCgAwSfjXm3Xa7

Sample Question

Answer all questions of the given Part-I, II, III & IV

Part-I

I. Answer all questions of the following.

Marks

1×12=12

Q. In which year the 'Operation Blackboard' program was started in India?

Part-II

2. Write any eight questions within two or three sentences each.

Marks

8×2=16

Q. What do you mean by Gurukul system of education?

Part-III

Marks 8×3=24

3. Answer any eight questions within 75 words each.

Q. Describe the advantages of Ashram system of education.

Part-IV

Marks 7×4=28

4. Answer all of the following with 500 words each.

Q. Education is a system of cultural reproduction. Explain.