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BENGALURU
CITY UNIVERSITY

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No.BCU/BoS/Syllabus-PG/Arts/ ೨೨ /2025-26

Date: 23.09.2025

NOTIFICATION

Sub: Syllabus for the Post Graduate Courses in the Faculty of Arts –reg
Ref: 1. Recommendations of the Boards of Studies in the Faculty of Arts
2. Academic Council resolution No.02 dated.22.09.2025
3. Orders of Vice-Chancellor dated. 23.09.2025

The Academic Council in its meeting held on 22.09.2025 has approved the syllabus prepared by different Board of Studies for the Post Graduate Courses in the Faculty of Arts. Accordingly, the following CBCS Syllabus for the Semester PG Courses of Arts Faculty are hereby notified for implementation effective from the academic year 2025-26.

Sl. No.	Programmes
1.	M.A Kannada – I to IV Semester
2.	M.A English – I & II Semester
3.	M.A French – I to IV Semester
4.	M.A Spanish – I to IV Semester
5.	M.A German – I to IV Semester
6.	M.A Economics – I & II Semester
7.	M.A Mass Communication & Journalism – I & II Semester
8.	M.A Political Science – I to IV Semester
9.	M.A History – I & II Semester
10.	M.A Sociology – I & II Semester
11.	MSW – I to IV Semester

The detailed Syllabi for above subjects are notified in the University Website:
www.bcu.ac.in for information of the concerned.

REGISTRAR

Copy to;

1. The Registrar(Evaluation), Bengaluru City University
2. The Dean, Faculty of Arts, BCU.
3. The Principals of the concerned affiliated Colleges of BCU- through email.
4. The P.S. to Vice-Chancellor/Registrar/Registrar (Evaluation), BCU.
5. Office copy / Guard file / University Website: www.bcu.ac.in



BENGALURU CITY UNIVERSITY

Syllabus for Post Graduate

M.A. Sociology

2025-26 onwards

BENGALURU CITY UNIVERSITY
DEPARTMENT OF SOCIOLOGY
REVISED PG SYALABUS for I and II SEMESTER M A SOCIOLOGY 2025

Serial No.	Paper Code	Course Title	Credits	Teaching hours per Week	CORE/SKILL/SOFT
1.	Paper 1	Classical Social Thought	4	4	Core
2.	Paper 2	Sociology of Indian Society: Structures, Institutions, and Change	4	4	Core
3.	Paper 3	Methods in Social Research: Quantitative & Qualitative Perspectives	4	4	Core
4.	Paper 4	Contemporary Social Issues and Policy Debates	4	4	Core
5.	Paper 5	Sociology of Environment and Climate Justice	4	4	Core
6.	Skill Paper	Sociological Writing, Presentation, and Publication Skills	2	2	Skill Paper
7.	Soft Core	Fieldwork Orientation and Community Profiling	2	2	Soft core
Total Credits			24	24	
Semester II					
1.	Paper 1	Classical Sociological Theory & Integration of Indian Perspective	4	4	Core
2.	Paper 2	Gender, Sexualities, and Society	4	4	Core
3.	Paper 3	Sociology of Development and Globalization	4	4	Core
4.	Paper 4	Organisation Management & Human Resource Development			
5.	Paper 5	Digital Sociology – Society in the Age of AI and Social Media	4	4	Core
6.	Skill	Social Impact Assessment and Project Proposal Writing	2	2	Skill Paper
7.	Soft Core	Data Analysis in Social Sciences : SPSS/R/Python Basics	2	2	Soft Core
Total Credits			24	24	

*Additional papers shall be offered based on the requirement and interest of students to opt various subjective exposures.

SEMESTER I

Core Paper 1: Classical Social Thought	
Total Contact Hours: 60	Course Credits: 4
Internal Assessment Marks: 30	Summative assessment marks: 70
Duration of Exam: 3 hours	Teaching Hours : 04hrs/Per week

Preamble: The course “Classical Social Thought” examines the foundational ideas and frameworks that shaped sociology as an academic discipline. It focuses on the 19th and early 20th-century thinkers who established the theoretical tools for analyzing modern society, while also introducing parallel Indian intellectual traditions to encourage comparative understanding. Students will critically engage with the works of Karl Marx, Max Weber, Émile Durkheim, and other key figures, tracing their relevance to contemporary issues.

Course Objectives

1. Introduce the historical context and intellectual background of classical sociological theory.
2. Explore the contributions of foundational sociologists and their methodological approaches.
3. Critically assess the continuing relevance of classical thought to contemporary society.
4. Introduce Indian thinkers and social reformers in comparative perspective.
5. Develop analytical skills for interpreting classical texts and applying them to empirical contexts.

Course Learning Outcomes (CLOs)

By the end of this course, students will be able to:

1. Understand the emergence of sociology within the socio-political transformations of the 18th–19th centuries.
2. Explain and compare the central ideas of classical sociologists.
3. Apply classical theories to the analysis of modern social phenomena.
4. Engage in comparative discussion between Western and Indian classical thought.
5. Critically read, summarize, and evaluate original theoretical writings.

Unit-wise Syllabus

Unit 1: Historical and Intellectual Background

15 hours

- A. Emergence of sociology: Enlightenment, Industrial Revolution, French Revolution
- B. Positivism and early scientific approaches to society
- C. Organic analogy and social evolutionism
- D. Early contributions: Auguste Comte, Herbert Spencer, Ferdinand Tönnies

Activity: Timeline construction mapping European and Indian reform movements alongside key sociological publications.

Unit 2: Karl Marx and the Materialist Conception of History**15 hours**

- A. Historical materialism and modes of production
- B. Class conflict and the theory of surplus value
- C. Alienation and ideology
- D. Marx's analysis of capitalism

Activity: Group debate on the relevance of Marx's class theory to 21st-century India.

Unit 3: Émile Durkheim**15 hours**

- A. Rules of sociological method: social facts
- B. Division of labour and forms of solidarity
- C. Suicide study and types
- D. Religion and society: elementary forms

Activity: Field-based data collection on anomie indicators in urban communities.

Unit 4: Max Weber and Interpretive Sociology**15 hours**

- A. Methodology: Verstehen and ideal types
- B. Protestant ethic and the spirit of capitalism
- C. Types of authority: traditional, charismatic, legal-rational
- D. Bureaucracy as a rational-legal system

Activity: Class simulation of bureaucratic decision-making and discussion of Weberian analysis.

Suggested Readings**Primary Sources**

1. Marx, K., & Engels, F. (1848). *The Communist Manifesto*.
2. Durkheim, É. (1895). *The Rules of Sociological Method*.
3. Weber, M. (1905). *The Protestant Ethic and the Spirit of Capitalism*.

Secondary Sources

4. Coser, L. A. (1977). *Masters of Sociological Thought*. Harcourt Brace Jovanovich.
5. Ritzer, G. (2011). *Sociological Theory*. McGraw-Hill.
6. Zeitlin, I. M. (1998). *Rethinking Sociology: A Critique of Contemporary Theory*.

Pedagogical Tools & Activities

- **Text-based analysis:** Reading excerpts from primary works.
- **Case studies:** Applying classical concepts to modern Indian social phenomena.
- **Debates:** On the continued relevance of classical sociologists.
- **Field mini-projects:** Observing concepts like bureaucracy, solidarity, alienation.

Skill Sets and Employability Pathways

Skill Sets Developed	Career/Job Roles
Analytical reading of theory	Academic Researcher, Lecturer
Comparative and historical analysis	Policy Analyst, Social Historian
Application of theoretical concepts	NGO Researcher, Social Development Consultant
Qualitative research approach	Field Researcher, Think Tank Associate

Mapping with SDGs and Education Policies 2020

SDG	Course Contribution
SDG 4: Quality Education	Building critical, analytical knowledge of society
SDG 10: Reduced Inequality	Understanding structural inequalities through theory
Education Policies	Multidisciplinary, historically grounded social sciences

Core Paper 2: Sociology of Indian Society: Structures, Institutions, and Change	
Total Contact Hours: 60	Course Credits: 4
Internal Assessment Marks: 30	Summative assessment marks: 70
Duration of Exam: 3 hours	Teaching Hours : 04hrs/Per week

Preamble

The course “Sociology of Indian Society” examines the foundational structures, institutions, and processes that define Indian social life. It emphasises the complexity and diversity of Indian society, exploring the interplay of caste, class, tribe, family, religion, economy, polity, and education. Students will critically study traditional and contemporary features of Indian society, along with the transformations brought about by modernisation, urbanisation, migration, and globalisation. Special attention is given to indigenous sociological contributions and reform movements, enabling a contextual and comparative understanding of social change in India.

Course Objectives

1. Introduce students to the structural features of Indian society.
2. Examine the functioning and transformation of major social institutions.
3. Understand rural and urban community dynamics.
4. Analyse processes of social change with Indian sociological perspectives.
5. Enable field-based learning of institutional and community life.

Course Learning Outcomes (CLOs)

By the end of this course, students will be able to:

1. Explain the key structural features of Indian society.
2. Critically evaluate caste, class, tribe, and ethnicity as social realities.
3. Analyse the functioning of institutions such as family, religion, polity, and education.
4. Assess rural and urban social structures in transition.
5. Apply sociological theories and Indian perspectives to understand change.

Unit-wise Syllabus

Unit 1: Structural Features of Indian Society

12 hours

- A. Caste system: origins, features, and changes.
- B. Class structure and social mobility.
- C. Tribe and ethnicity: identity and integration.
- D. Unity in diversity: pluralism and multiculturalism.
- E. Indian sociologists’ perspectives: M.N. Srinivas (caste and social mobility).

Activity: Prepare a demographic-social profile of a community highlighting caste, class, and ethnic composition.

Unit 2: Social Institutions and their Transformation

12 hours

- A. Family: joint, nuclear, and extended forms- Socialisation
- B. Marriage: rituals, legal reforms, and changing practices.
- C. Religion: pluralism, secularism, and communalism.
- D. Economy: agrarian, industrial, and service sectors.
- E. Polity: democracy, local self-government, and decentralisation.

Activity: Interview three generations of a family to track changes in institutional roles.

Unit 3: Rural & Urban Society in India

21 hours

- A. Agrarian structure and landholding patterns.
- B. Panchayati Raj and rural governance.
- C. Rural–urban migration and remittances.
- D. Trends and patterns of urbanisation.
- E. Informal sector and livelihoods.
- F. Urban Issues -Housing, urban poverty, Crime.
- D. Urban governance and planning.

Activities: Field visit to a panchayat; prepare a report on governance practices. Conduct a ward-level survey on housing and livelihoods in an urban neighbourhood.

Unit 4: Processes of Social Change in India

15 hours

- A. Sanskritisation, Westernisation, and modernisation.
- B. Globalisation and its impact on Indian society.
- C. Democratisation, secularisation, and new social movements.
- D. Cultural change its impact on Indian Society (Migration & Diaspora)
- E. Indian perspectives: Yogendra Singh's theory of modernisation in India.

Activity: Case study of a local social movement and its role in community change.

Suggested Readings

Primary Sources

1. Srinivas, M.N. (1966). *Social Change in Modern India*. University of California Press.
2. Béteille, A. (2002). *Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village*. Oxford University Press.

Secondary Sources

3. Dube, S.C. (1990). *Indian Society*. National Book Trust.
4. Uberoi, P. (2004). *Family, Kinship and Marriage in India*. Oxford University Press.

Indian Perspectives

5. Ghurye, G.S. (1969). *Caste and Race in India*. Popular Prakashan.
6. Desai, A.R. (1969). *Rural Sociology in India*. Popular Prakashan.
7. Singh, Yogendra. (1977). *Modernization of Indian Tradition*. Thomson Press.

Pedagogical Tools & Activities

- Text-based analysis of Indian sociological writings.
- Field-based community profiling (rural and urban).
- Group presentations on caste, class, and tribe.
- Comparative essays on continuity vs. change in Indian institutions.
- PRA (Participatory Rural Appraisal) exercises in communities.

Skill Sets and Employability Pathways

Skill Sets Developed	Career/Job Roles
Community profiling & analysis	NGO Project Officer, Social Development Consultant
Institutional analysis	Policy Analyst, CSR Evaluator
Rural/urban governance understanding	Development Officer, Government Program Evaluator
Applied sociological methods	Field Researcher, Social Impact Consultant

Mapping with SDGs and Education Policies 2020

SDG	Course Contribution
SDG 4: Quality Education	Builds contextual knowledge of Indian society.
SDG 10: Reduced Inequality	Analyses caste, class, and ethnic disparities.
SDG 11: Sustainable Cities & Communities	Studies rural–urban dynamics and planning.

Education Policies 2020 Alignment: Encourages multidisciplinary and field-based learning, strengthens indigenous perspectives, and integrates experiential community engagement into higher education.

Core Paper 3: Methods in Social Research – Quantitative & Qualitative Perspectives	
Total Contact Hours: 60	Course Credits: 4
Internal Assessment Marks: 30	Summative assessment marks: 70
Duration of Exam: 3 hours	Teaching Hours : 04hrs/Per week

Preamble

The course “Methods in Social Research” introduces students to the logic, principles, and tools of empirical sociological investigation. It highlights both quantitative and qualitative traditions, allowing students to appreciate their complementarities and limitations. The focus is on learning how to design research problems, select appropriate methodologies, and collect and analyse data. Students are also introduced to ethical issues in research and basic applications of statistical and interpretive tools. With practical orientation, the course prepares students to undertake independent research and field-based inquiries.

Course Objectives

1. Introduce the philosophical and methodological foundations of social research.
2. Familiarise students with the research process, from problem formulation to report writing.
3. Develop skills in both quantitative and qualitative approaches.
4. Train students in data collection techniques such as surveys, observation, and interviews.
5. Prepare students for field-based empirical research with an emphasis on ethics and reflexivity.

Course Learning Outcomes (CLOs)

By the end of this course, students will be able to:

1. Distinguish between quantitative and qualitative research paradigms.
2. Formulate research problems, objectives, and hypotheses.
3. Design research projects using appropriate sampling and data collection methods.
4. Apply basic statistical and thematic analysis techniques.
5. Demonstrate ethical responsibility and reflexive practice in research.

Unit 1: Foundations of Social Research

15 hours

- A. Meaning, scope, and significance of social research.
- B. Relationship between theory and research.
- C. Scientific method: inductive and deductive methods
- D. Quantitative vs. qualitative traditions: epistemological and methodological differences.

E. Ethics in social research.

Activity: Class discussion on ethical dilemmas in fieldwork (e.g., confidentiality, consent).

Unit 2: Research Problem, Hypotheses, and Design

15 hours

A. Identifying and defining research problems.

B. Review of literature and framing objectives.

C. Hypotheses: types, formulation, and testing.

D. Research designs: exploratory, descriptive, experimental, longitudinal, cross-sectional.

E. Triangulation and mixed-method designs.

F. Sampling : Basic Concepts, Types, strength & limitations

Activities: Students prepare a one-page mini-proposal on a current social issue with problem, objectives, and methodology. Create a sampling design for a hypothetical study of student attitudes toward social media –Proposal writing

Unit 3: Quantitative Research Methods

15 hours

A. Survey research: questionnaire construction and pilot testing.

B. Structured interviews.

C. Content analysis and use of secondary data (Census, NFHS, NSSO).

D. Basics of data processing and descriptive statistics (frequency, percentages, cross-tabulation).

E. Introduction to SPSS/R for beginners.

Activity: Conduct a campus-based survey on a social issue and present basic tabulated results.

Unit 4: Qualitative Research Methods

15 hours

A. Participant and non-participant observation.

B. In-depth interviews and oral histories.

C. Focus group discussions (FGDs).

D. Case study method.

E. Reflexivity and writing field notes.

Activity: Conduct 2 interviews and 1 observation exercise; write short field notes.

Suggested Readings

Primary Sources

1. Neuman, W.L. (2014). *Social Research Methods: Qualitative and Quantitative Approaches*. Pearson.
2. Babbie, E. (2020). *The Practice of Social Research*. Cengage.

Secondary Sources

3. Bryman, A. (2016). *Social Research Methods*. Oxford University Press.
4. Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. New Age International.

Indian Perspectives

5. Madan, T.N. & Uberoi, J.P.S. (1970). *Research in Sociology and Social Anthropology in India*. ICSSR.
6. Shah, A.M. (2006). *The Practice of Sociology*. Rawat.

Pedagogical Tools & Activities

- Text-based learning of research theory.
- Hands-on workshops on questionnaire design and interview techniques.
- Field-based mini-research projects (surveys, interviews, observation).
- Lab practice in SPSS/R for simple data analysis.
- Peer-review of research proposals.

Skill Sets and Employability Pathways

Skill Sets Developed	Career/Job Roles
Research design	Academic Researcher, Policy Analyst
Quantitative data collection	Survey Coordinator, Market Research Analyst
Qualitative fieldwork	Field Investigator, NGO Research Associate
Data analysis (basic stats, coding)	Monitoring & Evaluation Specialist, Social Data Analyst
Ethical and reflexive practice	Social Impact Consultant, Government Programme Evaluator

Mapping with SDGs and Education Policies 2020

SDG	Course Contribution
SDG 4: Quality Education	Builds scientific and methodological competence.
SDG 16: Peace, Justice & Strong Institutions	Promotes ethical, transparent, and accountable research.
SDG 17: Partnerships for the Goals	Encourages collaborative and community-based research projects.

Core Paper 4: Contemporary Social Issues and Policy Debates	
Total Contact Hours: 60	Course Credits: 4
Internal Assessment Marks: 30	Summative assessment marks: 70
Duration of Exam: 3 hours	Teaching Hours : 04hrs/Per week

Preamble

The course “Contemporary Social Issues and Policy Debates” provides students with a sociological lens to critically engage with pressing challenges in Indian and global contexts. It explores themes such as poverty, inequality, gender, caste, health, migration, technology, and environment, while linking them to policy frameworks and public debates. Students will engage with both classical and contemporary theories, empirical studies, and policy documents to understand how sociology contributes to public discourse and policy-making. The course emphasises debate, dialogue, and applied research to connect classroom learning with real-world issues.

Course Objectives

1. Familiarise students with key contemporary social issues in India and the world.
2. Critically analyse these issues using sociological concepts and frameworks.
3. Introduce students to policy approaches and public debates around these issues.
4. Encourage comparative perspectives between global and Indian contexts.
5. Develop skills for informed debate, policy analysis, and applied sociological research.

Course Learning Outcomes (CLOs)

By the end of this course, students will be able to:

1. Identify and describe key contemporary social issues.
2. Apply sociological theories to analyse policy debates.
3. Evaluate the effectiveness and limitations of public policies.
4. Engage in constructive debate and dialogue on contested issues.
5. Prepare short policy briefs and advocacy notes.

Unit-wise Syllabus

Unit 1: Poverty, Inequality, and Social Exclusion

12 hours

- A. Poverty and deprivation: dimensions and measurements.
- B. Inequalities of caste, class, and gender.
- C. Social exclusion and marginalisation.
- D. Indian perspectives: B.R. Ambedkar on social justice.

Activity: Debate on Universal Basic Income (UBI) vs. targeted welfare in India.

Unit 2: Gender, Family, and Sexuality

12 hours

- A. Changing gender roles in family and work.
- B. Women's rights and feminist movements.
- C. LGBTQ+ rights and recognition in India.
- D. Policy debates on marriage, inheritance, and family law.
- E. Indian sociological perspectives: Leela Dube on gender relations.

Activity: Group discussion on the implementation of reservation for women in legislatures.

Unit 3: Migration, Urbanisation, and Labour

12 hours

- A. Internal and international migration: causes and consequences.
- B. Informal labour markets and precarity.
- C. Urbanisation and emerging social problems (housing, transport, waste).
- D. Policy debates on labour codes, migration policies, and smart cities.

Activity: Conduct a mini-field study of migrant workers in the local context.

Unit 4: Health, Education, and Technology

12 hours

- A. Health inequalities and public health challenges.
- B. Education reforms and NEP 2020.
- C. Digital divide and technology access.
- D. Sociological reflections on COVID-19, its impact and social policy.

Activity: Prepare a short policy brief on access to education in the digital era.

Unit 5: Environment, Development, and Climate Justice

12 hours

- A. Development vs. sustainability debates.
- B. Climate change and vulnerability in India.
- C. Environmental movements and grassroots activism.
- D. Indian perspectives: Vandana Shiva on ecological justice.

Activity: Group presentation on a local environmental conflict (e.g., urban lake encroachment, mining projects).

Suggested Readings

Primary Sources

1. Beck, U. (1992). *Risk Society: Towards a New Modernity*. Sage.
2. Sen, A. (1999). *Development as Freedom*. Oxford University Press.

Secondary Sources

3. Giddens, A. (2009). *Sociology*. Polity Press.

4. Dreze, J., & Sen, A. (2013). *An Uncertain Glory: India and its Contradictions*. Princeton University Press.

Indian Perspectives

5. Ambedkar, B.R. (2014, reprint). *Annihilation of Caste*. Critical Quest.

6. Deshpande, S. (2003). *Contemporary India: A Sociological View*. Penguin.

7. Shiva, V. (2016). *Staying Alive: Women, Ecology and Development*. Zed Books.

Pedagogical Tools & Activities

- **Textual analysis:** Reading key policy documents (e.g., NEP 2020, National Health Policy).
- **Debates and simulations:** Mock parliamentary debates on social policies.
- **Case studies:** Analysing welfare schemes (MGNREGA, PDS, Ayushman Bharat).
- **Policy briefs:** Writing short advocacy notes on current social issues.
- **Field visits:** Observing local NGOs, slums, or health clinics to connect issues with ground realities.

Skill Sets and Employability Pathways

Skill Sets Developed	Career/Job Roles
Policy analysis and critique	Policy Analyst, Think Tank Researcher
Debate and advocacy	NGO Advocacy Specialist, Campaign Manager
Community field research	Development Consultant, Social Impact Officer
Policy brief/report writing	Journalist, CSR Analyst, Public Policy Associate

Mapping with SDGs and Education Policies 2020

SDG	Course Contribution
SDG 1: No Poverty	Analysis of welfare and poverty alleviation policies.
SDG 5: Gender Equality	Discussion of gender and sexuality rights.
SDG 10: Reduced Inequalities	Focus on caste, class, and regional disparities.
SDG 13: Climate Action	Critical review of environment and sustainability policies.

Core Paper 5: Sociology of Environment and Climate Justice	
Total Contact Hours: 60	Course Credits: 4
Internal Assessment Marks: 30	Summative assessment marks: 70
Duration of Exam: 3 hours	Teaching Hours : 04hrs/Per week

Preamble

This course addresses the intersection of society, environment, and climate change, with an emphasis on justice, sustainability, and equity. Students will study environmental degradation as a social problem, examine climate change through justice perspectives, and critically evaluate policies, movements, and indigenous practices.

Course Objectives

1. Introduce environmental sociology as a field.
2. Examine social dimensions of environmental issues.
3. Analyse the concept of climate justice globally and in India.
4. Explore environmental movements and policy responses.
5. Develop field-based research skills in environmental sociology.

CLOs

- Apply sociological theories to environmental issues.
- Critically evaluate climate justice debates.
- Analyse grassroots environmental movements.
- Conduct field-based assessments of local environmental challenges.

Unit-wise Syllabus

Unit 1: Foundations of Environmental Sociology

12 hours

- Society–environment relationship; anthropocentrism vs. ecocentrism.
- Environmental ethics, sustainability, and justice.
- Indian traditions of ecological thought.

Activity: Debate on “Development vs. Sustainability” in Indian context.

Unit 2: Environmental Issues

12 hours

- Industrialisation, urbanisation, and ecological degradation.
- Pollution and public health.
- Resource depletion and biodiversity loss.

Activity: Group survey of local environmental issues.

Unit 3: Climate Justice

12 hours

- Concept and debates in climate justice.
 - Global North–South conflicts in climate negotiations.
 - Climate vulnerability: caste, class, and gender.
- Activity:** Simulation of COP negotiations with student teams.

Unit 4: Environmental Movements & Policies

12 hours

- Chipko, Narmada Bachao Andolan, Save Silent Valley.
 - Role of NGOs and youth activism.
 - Environmental legislation in India.
 - Indian Context : farmers movement with special reference to M V Nanjundappa
- Activity:** Field visit to an environmental NGO or project.

Unit 5: Indigenous Knowledge and Sustainability

12 hours

- Traditional ecological knowledge in India.
 - Joint forest management, water harvesting traditions.
 - Green economy and sustainable futures.
- Activity:** Interview with farmers/artisans on ecological practices.

Suggested Readings

1. Gadgil, M., & Guha, R. (1995). *Ecology and Equity*. Penguin.
2. Bell, M. (2016). *An Invitation to Environmental Sociology*. Sage.
3. Shiva, V. (2016). *Staying Alive: Women, Ecology and Development*. Zed Books.
4. Government of India. (2008). *National Action Plan on Climate Change*.

Skill Sets & Employability

- Environmental impact assessment → Environment Consultant.
- Policy analysis → Climate Policy Analyst.
- Community-based research → Development Consultant.

SDG & NEP Mapping

- **SDG 13 (Climate Action), SDG 15 (Life on Land).**
- **NEP 2020:** Multidisciplinary sustainability learning.

Soft Core Paper : Sociological Writing, Presentation, and Publication Skills	
Total Contact Hours: 30	Course Credits: 2
Internal Assessment Marks: 20	Summative assessment marks: 30
Duration of Exam: 90 minutes	Teaching Hours : 02hrs/Per week

Preamble

This skill-oriented paper train students in the craft of academic writing, oral presentation, and scholarly publication. It equips them to effectively communicate sociological knowledge to academic, policy, and public audiences.

Course Objectives

1. Develop academic writing skills for essays, reports, and research papers.
2. Train students in oral presentations and seminar participation.
3. Introduce basics of referencing, citations, and plagiarism avoidance.
4. Familiarise students with the publication process in journals.

CLOs

- Write clear, structured academic texts.
- Present sociological ideas confidently in public forums.
- Use referencing styles (APA, MLA, Chicago).
- Prepare and submit papers for conferences/journals.

Unit-wise Syllabus

1. Basics of academic writing (structure, clarity, coherence).
2. Writing literature reviews and research papers.
3. Referencing, citations, and avoiding plagiarism.
4. Oral presentation techniques.
5. Publication process: journal selection, peer review.

Activity: Students draft a short academic essay, prepare PowerPoint slides, and present to peers.

Suggested Readings

1. Becker, H.S. (2007). *Writing for Social Scientists*. University of Chicago Press.
2. Wallace, M., & Wray, A. (2016). *Critical Reading and Writing for Postgraduates*. Sage.

Skill Sets & Employability

- Academic writing → Research Assistant, Lecturer.
- Presentation skills → Policy Analyst, Public Speaker.
- Publication preparation → Journal Editorial Assistant, Scholar.

Skill Paper : Fieldwork Orientation and Community	
Total Contact Hours: 30	Course Credits: 2
Internal Assessment Marks: 20	Summative assessment marks: 30
Duration of Exam: 90 minutes	Teaching Hours : 02hrs/Per week

Preamble: This practical paper introduces students to fieldwork in sociology. It trains them in community profiling techniques, participatory rural appraisal (PRA), and stakeholder engagement.

Course Objectives

1. Familiarise students with basics of sociological fieldwork.
2. Train them in demographic, economic, and cultural profiling.
3. Introduce PRA techniques for participatory research.
4. Enable preparation of comprehensive community profiles.

CLOs

- Conduct field-based investigations.
- Apply PRA and survey methods.
- Engage effectively with community stakeholders.
- Produce community profile reports.

Unit-wise Syllabus

1. Introduction to fieldwork in sociology.
2. Community concept and boundaries.
3. PRA tools: mapping, transect walks, resource surveys.
4. Data collection: household surveys, focus groups.
5. Writing and presenting community profiles.

Activity: Each student prepares a community profile (rural or urban), submits a written report, and makes a presentation.

Suggested Readings

1. Chambers, R. (1994). *Participatory Rural Appraisal (PRA)*. World Development.
2. Narayan, D. (2002). *Empowerment and Poverty Reduction*. World Bank.

Skill Sets & Employability

- PRA and community profiling → NGO Field Coordinator, CSR Officer.
- Fieldwork orientation → Development Researcher.
- Report writing → Government Program Evaluator.

II Semester

Core Paper 1: Classical Sociological Thought & Integration of India Perspectives	
Total Contact Hours: 60	Course Credits: 4
Internal Assessment Marks: 30	Summative assessment marks: 70
Duration of Exam: 3 hours	Teaching Hours : 04hrs/Per week

Preamble: This course revisits the central contributions of Karl Marx, Max Weber, and Émile Durkheim while introducing other classical thinkers such as Georg Simmel, Vilfredo Pareto, and Pitrim Sorokin. It places these global pioneers in conversation with Indian sociologists and thinkers who engaged with similar questions of structure, change, modernisation, and community. The course highlights how Indian scholars like G.S. Ghurye, D.P. Mukerji, A.R. Desai, and M.N. Srinivas reinterpreted classical theories in Indian contexts, creating a foundation for indigenous sociology.

Course Objectives

1. Deepen the study of Marx, Weber, and Durkheim with advanced perspectives.
2. Introduce Simmel, Pareto, and Sorokin as “beyond the trio” classical theorists.
3. Integrate Indian sociological thought into classical frameworks.
4. Critically apply classical and Indian theories to contemporary issues.
5. Develop comparative perspectives between Western and Indian traditions.

Course Learning Outcomes (CLOs)

By the end of this course, students will be able to:

1. Explain advanced concepts of Marx, Weber, and Durkheim.
2. Analyse the contributions of Simmel, Pareto, and Sorokin.
3. Identify Indian sociological responses to classical theory.
4. Apply comparative frameworks to study Indian society.
5. Critically evaluate the continuing relevance of classical sociology.

Unit-wise Syllabus

Unit 1: Karl Marx – Conflict and Class in Global and Indian Perspectives

12 hours

- A. Surplus value, exploitation, and capitalist crises.
- B. Alienation and ideology.
- C. Class struggle and revolution.
- D. Indian sociological engagement:

- **A.R. Desai:** *Social Background of Indian Nationalism* — Marxist analysis of Indian society.
- **D.D. Kosambi:** Materialist interpretation of Indian history.

Activity: Group debate — *Are Marxist categories sufficient to study caste and class in India?*

Unit 2: Max Weber – Authority, Rationality, and Indian Approaches

12 hours

- A. Verstehen, ideal types, and comparative religion.
- B. Types of authority: traditional, charismatic, legal-rational.
- C. Bureaucracy and rationalisation.
- D. Indian contributions:

- **M.N. Srinivas:** Bureaucratic rationality and social mobility (sanskritisation).
- **André Beteille:** Class and stratification in Indian villages as Weberian analysis.

Activity: Simulation of bureaucratic decision-making; discussion on Weber's bureaucracy vs. Indian administrative realities.

Unit 3: Émile Durkheim – Solidarity, Morality, and Indian Integration

12 hours

- A. Division of labour: mechanical and organic solidarity.
- B. Social facts and collective conscience.
- C. Suicide and anomie.
- D. Religion and society.
- E. Indian parallels:

- **G.S. Ghurye:** Integrationist perspective on caste, kinship, and religion.
- **D.P. Mukerji:** Community life and cultural integration.

Activity: Fieldwork-based mini-project — *Indicators of anomie in urban neighbourhoods.*

Unit 4: Georg Simmel and Vilfredo Pareto

12 hours

- A. Simmel: sociology of forms, money economy, and the metropolis.
- B. Pareto: residues, derivations, and circulation of elites.
- C. Indian parallels:

- **M.N. Srinivas:** Village studies and structural-functionalism in India.
- **Yogendra Singh:** Modernisation and social change in India.

Activity: Urban ethnography — documenting “blasé attitude” in city life.

Unit 5: Pitrim Sorokin and Comparative Perspectives

12 hours

- A. Sorokin: cultural dynamics, ideational vs. sensate cultures.
- B. Transition to modern sociological theory.
- C. Indian interpretations:

- **Irawati Karve:** Kinship and cultural systems.

- **Yogendra Singh:** *Modernization of Indian Tradition*.
Activity: Comparative essay — Sorokin's cultural dynamics and Yogendra Singh's theory of modernisation.

Suggested Readings

Primary Sources

1. Marx, K. (1867). *Capital*. Vol. I.
2. Weber, M. (1905). *The Protestant Ethic and the Spirit of Capitalism*.
3. Durkheim, É. (1895). *The Rules of Sociological Method*.
4. Simmel, G. (1903). *The Metropolis and Mental Life*.
5. Sorokin, P. (1937). *Social and Cultural Dynamics*.

Secondary Sources

6. Coser, L.A. (2003). *Masters of Sociological Thought*. Rawat.
7. Ritzer, G. (2011). *Sociological Theory*. McGraw Hill.

Indian Perspectives

8. Desai, A.R. (1959). *Social Background of Indian Nationalism*. Popular Prakashan.
9. Srinivas, M.N. (1966). *Social Change in Modern India*. UC Press.
10. Ghurye, G.S. (1969). *Caste and Race in India*. Popular Prakashan.
11. Singh, Y. (1977). *Modernization of Indian Tradition*. Thomson Press.

Pedagogical Tools & Activities

- **Text-based analysis:** Reading selections from Marx, Weber, Durkheim alongside Indian sociologists.
- **Comparative essays:** Linking Western theories to Indian case studies.
- **Debates:** Marx vs. Ambedkar, Weber vs. Srinivas.
- **Field mini-projects:** Applying Durkheimian, Weberian, or Marxist lenses to local contexts.

Skill Sets and Employability Pathways

Skill Sets Developed	Career/Job Roles
Comparative theoretical analysis	Academic Researcher, Lecturer
Critical sociological reasoning	Policy Analyst, Social Historian
Application of classical theory	NGO Researcher, Development Consultant
Field-theory integration	Social Impact Consultant, Think Tank Associate

Mapping with SDGs and NEP 2020

SDG	Course Contribution
SDG 4: Quality Education	Building strong theoretical and analytical foundations.
SDG 10: Reduced Inequalities	Theorising inequality in class, caste, and gender.
SDG 11: Sustainable Communities	Understanding institutions and community change.

Core Paper 2: Sociology of Development & Social Resource Management	
Total Contact Hours: 60	Course Credits: 4
Internal Assessment Marks: 30	Summative assessment marks: 70
Duration of Exam: 3 hours	Teaching Hours : 04hrs/Per week

Preamble: This paper examines the sociological dimensions of development, bringing together classical and contemporary theories with applied aspects of resource management. It goes beyond economic growth to focus on **social, human, cultural, and environmental resources** that shape development processes. Students will critically engage with Indian and global debates, including sustainable development, participatory planning, and resource governance, while applying these insights to real-life case studies. Field and activity-based components emphasize applied learning through community engagement, resource audits, and development policy analysis.

Course Objectives

1. To introduce key sociological perspectives on development and underdevelopment.
2. To analyse the role of resources—human, natural, cultural, institutional—in shaping development.
3. To critically examine Indian experiences of development, planning, and social change.
4. To explore contemporary global issues such as sustainability, climate justice, and digital development.
5. To equip students with applied skills in social resource management and participatory development practices.

Course Learning Outcomes (CLOs)

By the end of this course, students will be able to:

1. Explain sociological theories of development and their relevance in India.
2. Evaluate social, cultural, and environmental dimensions of development beyond GDP growth.
3. Assess development programmes and policies with a sociological lens.
4. Apply concepts of social resource management through field-based projects.
5. Engage with sustainable development debates at local, national, and global levels.

Unit 1: Theories and Perspectives on Development

15 hours

- A. Classical theories: Modernisation, Dependency, World Systems.
- B. Marxist and Neo-Marxist approaches to development.
- C. Alternative paradigms: Human Development, Sustainable Development, Capabilities Approach (Amartya Sen).
- D. Indian sociological perspectives: D.P. Mukerji, Yogendra Singh, A.R. Desai on development.

E. Post-development critiques (Escobar, Vandana Shiva).

Activity: Comparative essay on “GDP growth vs Human Development Index” using Indian data.

Unit 2: Social Resources in Development

15 hours

A. Human resources: education, health, demographic dividend.

B. Natural resources: land, water, forests — sociological perspectives on use and depletion.

C. Cultural resources: traditions, social capital, indigenous knowledge.

D. Institutional resources: Panchayati Raj, cooperatives, NGOs, SHGs.

E. Social Resource Management: concepts, challenges, and applications.

Activity: Resource mapping exercise in a rural/urban field site (e.g., educational facilities, water sources, SHGs).

Unit 3: Indian Development Experience

15 hours

A. Planned development and Five-Year Plans: sociological assessment.

B. Rural development programmes: IRDP, MGNREGA, NRLM.

C. Urban development: Smart Cities, JNNURM, urban housing.

D. Agrarian change, industrialisation, service economy.

E. Development disparities: caste, class, gender, region.

Activity: Field-based policy evaluation project on MGNREGA/Smart City Mission.

Unit 3: Indian Development Experience

A. Planned development and Five-Year Plans: sociological assessment.

B. Rural development programmes: IRDP, MGNREGA, NRLM.

C. Urban development: Smart Cities, JNNURM, urban housing.

D. Agrarian change, industrialisation, service economy.

E. Development disparities: caste, class, gender, region.

Activity: Field-based policy evaluation project on MGNREGA/Smart City Mission.

Unit 4: Applied Development and Resource Management

15 hours

A. Corporate Social Responsibility (CSR) and development initiatives.

B. Care industry and human development: health, ageing, well-being.

C. Innovative practices: social entrepreneurship, microfinance, cooperative movements.

Activity: Group project — prepare a “Social Resource Audit Report” of a chosen village/ward.

Suggested Readings

Core Texts

1. Desai, A.R. (1984). *India's Path of Development: A Marxist Approach*. Popular Prakashan.
2. Sen, A. (1999). *Development as Freedom*. Oxford University Press.

3. Escobar, A. (1995). *Encountering Development: The Making and Unmaking of the Third World*. Princeton.

Indian & Applied Perspectives

4. Shiva, V. (1989). *Staying Alive: Women, Ecology, and Development*. Zed Books.
5. Mukerji, D.P. (1958). *Sociology of Indian Culture*. Asia Publishing House.
6. Singh, Yogendra (1977). *Modernization of Indian Tradition*. Thompson Press.
7. Dreze, J., & Sen, A. (2013). *An Uncertain Glory: India and its Contradictions*. Penguin.
8. Rao, M.S.A. (2000). *Social Movements in India*. Manohar.

Pedagogical Tools & Activities

- **Field Resource Mapping** (education, health, water, livelihood).
- **Community Profiling** (using PRA tools).
- **Policy Evaluation Reports** (MGNREGA, Smart Cities).
- **Debates & Seminars** (globalisation, sustainability, climate justice).
- **Mini-projects** (CSR case study, cooperative society profiling).

Skill Sets and Employability Pathways

Skill Sets Developed	Career/Job Roles
Social resource management & auditing	Development Consultant, CSR Officer
Policy analysis & evaluation	Policy Analyst, Think Tank Researcher
Field-based participatory research	NGO Field Coordinator, Social Worker
Sustainable development literacy	Environmental Sociologist, SDG Analyst
Community engagement & PRA tools	Community Development Officer, Project Manager

Mapping with SDGs and NEP 2020

SDG	Course Contribution
SDG 1: No Poverty	Understanding resource-based inequality.
SDG 8: Decent Work & Economic Growth	Skills in labour & human resource studies.
SDG 10: Reduced Inequalities	Addressing disparities in development outcomes.
SDG 11: Sustainable Cities & Communities	Linking urbanisation and planning with sustainability.
SDG 13: Climate Action	Examining climate justice in development.

Total Contact Hours: 60	Course Credits: 4
Internal Assessment Marks: 30	Summative assessment marks: 70
Duration of Exam: 3 hours	Teaching Hours : 04hrs/Per week

Preamble: This course introduces students to the sociological and managerial dimensions of **organization and human resource development (HRD)**. While management studies provide technical knowledge of HR, this course adds a **sociological orientation** to power relations, culture, gender, and ethics within organizations. It emphasizes practical learning through case studies, simulations, and industry-linked assignments. Students will learn how organizations are structured, how HR functions as a core driver of productivity, and how sociologists can contribute to organizational change, workforce well-being, and sustainable HR practices.

Course Objectives

1. To familiarise students with theories and principles of organisation and HRD.
2. To understand organisational structures, processes, and cultures in comparative and Indian contexts.
3. To build practical skills in HR functions such as recruitment, training, performance appraisal, and conflict resolution.
4. To introduce sociological perspectives on diversity, equity, ethics, and employee well-being.
5. To prepare students for employability in the corporate, NGO, and public sector domains.

Course Learning Outcomes (CLOs)

By the end of this course, students will be able to:

1. Analyse organisational structures and human resource systems from a sociological lens.
2. Demonstrate HR skills in recruitment, appraisal, and employee engagement.
3. Apply theories of organisational behaviour and management to real-world case studies.
4. Evaluate HRD practices in relation to ethics, diversity, and sustainability.
5. Undertake organisational studies, reports, and HR audits as applied research.

Unit 1: Foundations of Organisation and HRD

12 hours

- A. Organisation: definitions, characteristics, and sociological perspectives.
- B. Organisational structures: formal and informal, hierarchy, bureaucracy.
- C. Theories of organisation: classical, human relations, systems, contingency.
- D. Human Resource Development: concepts, functions, and evolution.
- E. Indian perspectives: HR practices in family-owned businesses and public sector units.

Activity: Class mapping exercise of organisational structures (corporate, NGO, government).

Unit 2: HR Functions and Practices

12 hours

- A. Manpower planning and job analysis.
- B. Recruitment and selection processes.
- C. Training and capacity-building strategies.
- D. Performance appraisal methods (traditional & modern).
- E. Compensation, incentives, and rewards systems.

Activity: Role-play exercise simulating recruitment interviews and performance reviews.

Unit 3: Organisational Behaviour and Culture

12 hours

- A. Motivation theories (Maslow, Herzberg, McGregor, Indian perspectives on motivation).
- B. Leadership styles and decision-making.
- C. Group dynamics and team building.
- D. Organisational culture: values, rituals, and norms.
- E. Workplace diversity and inclusion.

Activity: Case study analysis of organisational culture in Indian IT and start-ups.

Unit 4: Conflict, Mediation and Change Management

12 hours

- A. Organisational conflict: types, causes, and resolutions.
- B. Negotiation and collective bargaining.
- C. Industrial relations and trade unions in India.
- D. Organisational change, resistance, and transformation.
- E. HR role in mergers, downsizing, and restructuring.

Activity: Simulation exercise of conflict resolution between management and employees.

Unit 5: Contemporary HRD Issues and Industry Linkages

12 hours

- A. Globalisation and HRD: outsourcing, remote work, and gig economy.
- B. Technology in HR: HR analytics, AI in recruitment, digital HR systems.
- C. Well-being and mental health at the workplace.
- D. Ethics, CSR, and sustainability in HR practices.
- E. Emerging careers: HR consulting, talent management, diversity officers.

Activity: Industry expert guest lecture, group project preparing an HR audit report of a chosen organisation.

Suggested Readings

Core Texts

1. Flippo, E. B. (1984). *Principles of Personnel Management*. McGraw-Hill.
2. Werther, W. B., & Davis, K. (1993). *Human Resource and Personnel Management*. McGraw-Hill.
3. Rao, T. V. (2004). *Future of HRD*. Macmillan India.

Supplementary Readings

4. Robbins, S. P., & Judge, T. A. (2017). *Organisational Behaviour*. Pearson.
5. Dessler, G. (2020). *Human Resource Management*. Pearson.
6. Jaga, F., & Bagraim, J. (2017). *Diversity in the Workplace: A Multidisciplinary Perspective*. Routledge.

Indian Perspectives

7. VenkataRatnam, C.S. (2001). *Globalisation and Labour-Management Relations: Dynamics of Change*. Sage.
8. Sekhri, S. (2010). *Human Resource Development: Practices and Perspectives in India*. Excel Books.
9. Budhwar, P., & Bhatnagar, J. (2009). *Changing Face of People Management in India*. Routledge.

Pedagogical Tools & Activities

- **Simulations:** Recruitment interviews, appraisals, conflict negotiation.
- **Field assignments:** Mini HR audits of NGOs/corporates.
- **Guest lectures:** HR professionals and industry experts.
- **Case studies:** Infosys, Wipro, Tata, NGOs.
- **Workshops:** Resume building, career development.

Skill Sets and Employability Pathways

Skill Sets Developed	Career/Job Roles
Recruitment & appraisal skills	HR Executive, Recruitment Consultant
Organisational analysis	HR Analyst, CSR Officer
Conflict resolution & negotiation	Industrial Relations Officer, Trade Union Mediator
Diversity & inclusion training	Corporate Trainer, DEI Specialist
Report writing & HR audit	HR Consultant, Policy Advisor

Mapping with SDGs and NEP 2020

SDG	Course Contribution
SDG 8: Decent Work & Economic Growth	Developing HR capacity for fair employment.
SDG 5: Gender Equality	Promoting diversity and inclusion in organisations.
SDG 3: Good Health & Well-being	Addressing workplace stress and mental health.
SDG 12: Responsible Consumption & Production	Embedding sustainability in HR practices.
Core Paper 4: Gender, Sexualities, and Society	
Total Contact Hours: 60	Course Credits: 4
Internal Assessment Marks: 30	Summative assessment marks: 70

Preamble: This paper explores how gender and sexuality are shaped, maintained, and contested within society. Moving beyond essentialist explanations, it focuses on sociological, feminist, and queer perspectives, examining the intersections of gender with caste, class, race, and religion. With special attention to the Indian context, the course highlights contemporary debates on identity, rights, and representation, while also engaging students in experiential and reflexive learning.

Course Objectives

1. To introduce major sociological and feminist theories of gender and sexuality.
2. To analyse the role of institutions (family, education, law, economy, religion, media) in constructing and regulating gender and sexuality.
3. To explore how power, inequality, and resistance shape gendered and sexual identities.
4. To integrate Indian and global perspectives on women's, LGBTQ+, and intersectional movements.
5. To encourage reflexivity, empathy, and practical engagement with issues of gender and sexuality in everyday life.

Course Learning Outcomes (CLOs)

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

- Explain key theoretical frameworks on gender and sexuality.
- Critically evaluate gendered practices in institutions and culture.
- Apply intersectional analysis to contemporary Indian and global issues.
- Engage with rights-based movements and advocacy strategies.
- Develop research, advocacy, and community engagement skills.

Unit 1: Theoretical Frameworks of Gender and Sexuality

15 hours

- A. Biological determinism vs. social constructionist perspectives
- B. Feminist theories: Liberal, Radical, Socialist, Intersectional
- C. Queer theory and poststructuralist approaches
- D. Indian feminist thought: Vandana Shiva, Uma Chakravarty, Nivedita Menon

Activity: Debate on "Is gender natural or constructed?" student presentations on key feminist thinkers.

Unit 2: Social Institutions and Gender Order

15 hours

- A. Family, kinship, and gender socialisation
- B. Education, work, and the economy
- C. State, law, and citizenship rights
- D. Media, religion, and cultural norms

Activity: Content analysis of advertisements/films to map gender stereotypes.

Unit 3: Sexualities, Identities, and Intersectionality

15 hours

- A. Heteronormativity and LGBTQ+ identities,
- B. Same-sex love and non-binary practices in Indian history and texts
- C. Law and sexuality: IPC 377, NALSA judgment, Transgender Rights Act
- D. Intersectionality: gender with caste, class, religion, region, disability

Activity: Group fieldwork with NGOs/CSOs working on gender and sexuality; reflective report.

Unit 4: Contemporary Issues, Debates, and Movements

15 hours

- A. Global and Indian women's movements
- B. LGBTQ+ rights movements and activism
- C. Digital feminism and online mobilisations (#MeToo, Dalit Women Fight)
- D. Policy debates: workplace harassment laws, gender budgeting, gender sensitisation, reservations

Activity: Simulation exercise — students design a “gender policy advocacy campaign” for campus or community (Gender sensitisation)

Pedagogical Tools & Activities

- Text-based analysis of feminist and queer classics.
- Media analysis workshops.
- Field visits and interaction with activists/NGOs.
- Student-led seminars and debates.
- Reflexive journals on lived gender/sexuality experiences.

Suggested Readings

Core Texts

- Butler, J. (1990). *Gender Trouble*. Routledge.
- Connell, R. W. (2005). *Masculinities*. University of California Press.
- Menon, N. (2012). *Seeing Like a Feminist*. Zubaan.
- Chakravarti, U. (2003). *Gendering Caste: Through a Feminist Lens*. Stree.
- Narrain, A., & Bhan, G. (2005). *Because I Have a Voice: Queer Politics in India*. Yoda Press.

Supplementary

- Kannabiran, K. (Ed.). (2012). *Tools of Justice: Non-discrimination and the Indian Constitution*. Routledge.
- Kapadia, K. (2002). *The Violence of Development: The Politics of Identity, Gender and Social Inequalities in India*. Zubaan.
- Shah, N., & Merchant, A. (2018). *No Outlaws in the Gender Galaxy*. Zubaan.

Skill Sets and Employability Pathways

Skill Sets Developed	Career/Job Roles
Critical gender analysis	Gender Policy Analyst, Academic Researcher
Advocacy & policy critique	NGO/INGO program officer
Intersectional analysis & diversity work	Corporate Diversity & Inclusion Consultant
Qualitative research & field engagement	Community Researcher, Social Development Practitioner

Core Paper 5: Digital Sociology – Society in the Age of AI and Social Media	
Total Contact Hours: 60	Course Credits: 4
Internal Assessment Marks: 30	Summative assessment marks: 70

Preamble

Digital Sociology explores the social implications of digital technologies, social media, and AI. The course examines how digital platforms shape identity, culture, politics, economy, and governance. Students critically analyse issues such as digital inequality, surveillance, algorithmic control, and online activism. Special attention is given to the Indian digital landscape — including Digital India initiatives, platform-based work, and social media activism.

Course Objectives

1. Understand the foundations of Digital Sociology as a field.
2. Analyse the social impact of AI, algorithms, and social media.
3. Examine issues of inequality, power, and justice in digital societies.
4. Explore research methods for studying online communities and digital traces.
5. Connect global debates with Indian experiences of digitisation.

Course Learning Outcomes (CLOs)

- Explain sociological perspectives on digital life.
- Critically evaluate the role of technology in shaping society.
- Conduct small-scale digital ethnography or content analysis.
- Engage in debates on privacy, data rights, and digital governance.
- Apply digital sociology to contemporary issues in India.

Unit-wise Syllabus

Unit 1: Foundations of Digital Sociology

12 hours

- A. Emergence and scope of Digital Sociology.
- B. Theoretical perspectives: technological determinism vs. social shaping of technology.
- C. Digital inequality and the digital divide.
- D. Indian context: access, language, and inclusion.

Activity: Debate on “Does digitisation reduce or reproduce social inequality?”

Unit 2: Social Media and Society

12 hours

- A. Social networking and everyday life.
- B. Online communities, identities, and subcultures.
- C. Digital activism and social movements (#MeToo, Farmers’ Protest).
- D. Fake news and misinformation.

Activity: Content analysis of a trending hashtag in Indian Twitter/X.

Unit 3: Work, Economy, and AI

12 hours

- A. Platform economies and gig work (Uber, Zomato, Swiggy).

- B. Remote work, automation, and AI in the workplace.
- C. Algorithmic governance of labour.
- D. Policy debates on digital labour rights.

Activity: Interview gig workers or freelancers on working conditions.

Unit 4: Surveillance, Privacy, and Governance

12 hours

- A. Surveillance capitalism (Zuboff).
- B. Big data and predictive analytics.
- C. E-governance in India (Aadhaar, digital IDs).
- D. Data protection laws and rights.

Activity: Group presentation on India's Data Protection Bill.

Unit 5: Methods in Digital Sociology

12 hours

- A. Digital ethnography.
- B. Social network analysis.
- C. Studying digital traces and online behaviour.
- D. Ethical challenges of digital research.

Activity: Mini-project observing interactions in an online community.

Suggested Readings

1. Lupton, D. (2015). *Digital Sociology*. Routledge.
2. Castells, M. (2010). *The Rise of the Network Society*. Wiley-Blackwell.
3. Udupa, S. (2018). *Digital India and the Politics of Social Media*. Harvard South Asia Institute.
4. Zuboff, S. (2019). *The Age of Surveillance Capitalism*. Public Affairs.

Skill Sets & Employability

- Digital content analysis → Social Media Analyst.
- Digital ethnography → UX Researcher.
- Policy review → Internet Governance Specialist.

SDG & NEP Mapping

SDG 9 (Industry, Innovation): Studies digital infrastructure.

- **SDG 10 (Reduced Inequalities):** Examines digital divide.

NEP 2020: Integrates technology and interdisciplinary learning.

Soft Core Paper : Data Analysis in Social Sciences :SPSS/R/Python Basics	
Total Contact Hours: 30	Course Credits: 2
Internal Assessment Marks: 20	Summative assessment marks: 30

Preamble

This course introduces students to the basics of quantitative data analysis in social sciences using **SPSS, R, and Python**. It blends theoretical understanding of statistical concepts with **hands-on lab sessions**, preparing students to analyse datasets, interpret outputs, and apply statistical tools in research and applied projects.

Objectives

1. Introduce statistical foundations relevant to social sciences.
2. Train students in basic operations and analysis using SPSS, R, and Python.
3. Provide practical skills in handling real social datasets.
4. Enable students to interpret and present statistical findings in academic and policy formats.

Learning Outcomes

- Understand and apply descriptive and inferential statistics.
- Use SPSS/R/Python for basic data entry, cleaning, and analysis.
- Generate and interpret tables, charts, and statistical outputs.
- Prepare simple research reports with statistical evidence.

Units

1. **Introduction to Social Data Analysis** – types of data, scales of measurement, descriptive statistics.
2. **SPSS Basics** – data entry, variable coding, frequency distributions, cross-tabs.
3. **R for Social Sciences** – RStudio basics, importing datasets, simple descriptive statistics, plotting.
4. **Python Basics for Analysis** – Pandas, NumPy, simple visualisation (matplotlib).

Activity: Lab exercise – students analyse a sample NSSO/primary dataset using SPSS/R.

Skill Pathways

Data analyst intern, survey research assistant, NGO/M&E staff, think tank associate.

Skill Paper : Social Impact Assessment and Project Proposal Writing	
Total Contact Hours: 30	Course Credits: 2
Internal Assessment Marks: 20	Summative assessment marks: 30

Preamble

This paper introduces **Social Impact Assessment (SIA)** frameworks and trains students to design **evidence-based project proposals** for NGOs, CSR, and government schemes. Students learn applied tools of participatory appraisal, stakeholder analysis, and policy compliance in India.

Objectives

1. Familiarise students with the concept and methods of SIA.
2. Build practical skills in drafting project proposals.
3. Link sociological insights with funding, CSR, and development planning.

Learning Outcomes

- Understand frameworks of SIA under Indian laws and global guidelines.
- Apply tools such as PRA, stakeholder mapping, and baseline surveys.
- Write project proposals for NGOs, CSR, and funding agencies.
- Prepare SIA-based reports with actionable recommendations.

Units

1. **Introduction to SIA** – legal frameworks (LARR Act, CSR guidelines), purpose, and ethics.
2. **Methods in SIA** – surveys, FGDs, participatory tools, baseline & endline studies.
3. **Proposal Writing** – objectives, methodology, logical framework, budgeting.
4. **Case Studies** – CSR projects, World Bank funded SIA, NGO proposals.

Activity: Students prepare a **mini project proposal** (CSR or NGO funding) and peer-review.

Skill Pathways

CSR officer, NGO program coordinator, development consultant, project manager.

Additional Paper 01: Medical Sociology	
Total Contact Hours: 60	Course Credits: 4
Internal Assessment Marks: 30	Summative assessment marks: 70
Duration of Exam: 3 hours	Teaching Hours : 04hrs/Per week

Preamble

This course examines the sociological dimensions of health, illness, and well-being, emphasising the interplay between social structures, cultural beliefs, and health practices. Moving beyond biomedical perspectives, it integrates concepts from medical sociology, public health, and Indian Knowledge Systems (IKS) such as Ayurveda and Yoga. The course prioritises practical and skill-based approaches through fieldwork, community profiling, health surveys, and engagement with healthcare institutions and NGOs, preparing students for careers in research, healthcare policy, social work, and wellness industries.

Course Objectives

1. To introduce sociological perspectives on health, illness, and medical systems.
2. To analyse the influence of culture, class, caste, gender, and region on health outcomes.
3. To explore healthcare systems and institutions in India, including state, private, and indigenous traditions.
4. To train students in practical tools such as health surveys, case studies, and participatory observation.
5. To develop applied skills for careers in public health, care industries, NGOs, and wellness sectors.

Course Learning Outcomes (CLOs)

By the end of this course, students will be able to:

- Apply sociological theories to health and illness.
- Conduct small-scale field-based health surveys and community health profiling.
- Critically analyse disparities in health outcomes across social groups.
- Evaluate healthcare systems and policies in India and globally.
- Engage with wellness and care industries through applied, skill-based learning.

Unit-01: Introduction to Medical Sociology

15 hours

A. Medical sociology: scope, relevance, and key concepts

B. Theories of health and illness (Parsons' sick role, Foucault's medical gaze, symbolic interactionist perspectives)

D. Indian perspectives: Ayurveda, Yoga, Meditation Siddha, and Music and folk healing traditions

Activity: Class discussion and charting of health beliefs across different communities.

Unit-02: Approaches in Medical Sociology

15 hours

A. Functionalist Perspective

B. Conflict Perspective

C. Symbolic Interactionist Perspective

D. Social Constructionism

Unit-03: Social Determinants of Health and Illness

15 hours

- A. Caste, Class and Religion
- B. Gender
- C. Education
- D. Environment

Activity: local field visit and prepare of report on how above determinants play major role in health concerns.

Unit 3: Healthcare Systems and Institutions

15 hours

- A. Structure of healthcare delivery in India: public, private, NGO sector
- B. Health policies and programs: National Health Mission, Ayushman Bharat, ICDS
- C. Global health institutions: WHO, UNICEF, World Bank
- D. Challenges in healthcare: accessibility, affordability, quality, insurance

Activity: Field visit to a hospital/primary health centre/NGO with reflective report.

Unit 4: Well-being, Care Industry, and Policy Interventions

- A. Concepts of well-being: physical, mental, spiritual, social
- B. Growth of care industries: elder care, child care, palliative care, wellness industry
- C. Policy debates: Right to Health, health inequalities, global pandemics (COVID-19 as case study)
- D. Skill-based engagement: designing small community health awareness campaigns

Activity: Group project designing a “Community Health and Wellness Awareness Module.”

Pedagogical Tools & Activities

- **Field-based learning:** Community profiling, health surveys, NGO/hospital visits.
- **Practical workshops:** Questionnaire design, illness narrative collection, participatory observation.
- **Simulation exercises:** Role play of doctor-patient interactions and policy advocacy.
- **Skill development:** Report writing, policy briefs, health campaign designing.

Suggested Readings :

Core Texts

- Conrad, P. (2018). *The Sociology of Health and Illness*. Waveland Press.

- Nettleton, S. (2013). *The Sociology of Health and Illness*. Polity.
- Cockerham, W. C. (2017). *Medical Sociology*. Routledge.

Indian Context :

- Jeffery, R. (1988). *The Politics of Health in India*. University of California Press.
- Jesani, A., & Anantharam, S. (Eds.). (1993). *Medical Ethics in India*. Centre for Studies in Ethics and Rights.
- Qadeer, I. (2010). *Public Health in India: Critical Reflections*. Daanish Books.
- Amrith, S. (2007). *Political Economy of Health in India*. Permanent Black.

IKS and Wellness

- Zysk, K. (1998). *Asceticism and Healing in Ancient India: Medicine in the Buddhist Monastery*. OUP.
- Nagendra, H. R. (2015). *Yoga and Health*. Swami Vivekananda Yoga University.

Skill Sets and Employability Pathways

Skill Sets Developed	Career/Job Roles
Health survey design & fieldwork	Public Health Researcher, NGO worker
Policy analysis & report writing	Policy Analyst, Health Program Coordinator
Knowledge of care industries	Care Industry Manager, Wellness Consultant
Cross-cultural health analysis	International health agencies (WHO, UNICEF)

Additional Paper 2: Sociology of Education & Skills for Employability	
Total Contact Hours: 60	Course Credits: 4
Internal Assessment Marks: 30	Summative assessment marks: 70
Duration of Exam: 3 hours	Teaching Hours : 04hrs/Per week

Preamble: Education in India has historically served as both a transformative and stratifying institution. This course examines education not only as a **sociological institution** but also as a site for **skills development, employability, and livelihood opportunities** in a rapidly changing economy. It connects classical and contemporary theories of education with the **practical demands of the labour market, NEP 2020 skill orientation, and SDGs**, and integrates **Indian Knowledge Systems (IKS)**, vocational traditions, and community-based learning. The course is **innovative and practical**, blending classroom discussion, policy review, and **field-based projects** (e.g., skill mapping of communities, employability audits, and engagement with training centres).

Course Objectives

1. To introduce sociological perspectives on education and its role in society.
2. To analyse the relationship between education, skills, and employability in India.
3. To examine policy frameworks (NEP 2020, skill missions, SDGs) shaping education and employment.
4. To integrate **Indian and indigenous skill traditions** with modern skill development frameworks.
5. To train students in **practical tools** such as employability surveys, institutional profiling, and skill-based curriculum analysis.

Course Learning Outcomes (CLOs)

By the end of this course, students will be able to:

- Interpret education as a social institution linked with stratification, mobility, and skills.
- Evaluate the role of policies (NEP 2020, Skill India Mission) in shaping employability.
- Conduct skill and employability audits of communities and institutions.
- Critically analyse the mismatch between education and the labour market.
- Design innovative educational/skill-based interventions at micro and institutional levels.

Unit 1: Education as a Social Institution

15 hours

- A. Functionalist, conflict, and interactionist perspectives on education
- B. Education and social stratification: caste, class, gender, and rural-urban divides
- C. Education as an agency of mobility and change
- D. Indian Knowledge Traditions in education: Gurukula, apprenticeship, vocational skills
- E. Contemporary issues: schooling vs. skilling, dropouts vs. opt-outs

Activity: Community survey on educational aspirations and barriers to employability.

Unit 2: Education, Skills, and Employability

15 hours

- A. Concept of skills: hard v/s soft skills, technical vs. socio-emotional skills
- B. Employability and the labour market: globalisation, IT, service sector, informal sector

- C. Higher education, vocational education, and skill-based training institutions
- D. Case studies: ITI, NSDC, Skill India Mission, Karnataka Skill Development Corporation
- E. Comparative view: Germany's dual system, China's vocational expansion

Activity: Institutional profiling of a skill-training/vocational centre and presentation.

Unit 3: Education Policy and Employability Frameworks

15 hours

- A. National Education Policy (NEP 2020) and its emphasis on multidisciplinary and vocational learning
- B. National Skill Development Mission, NSDC, and state-level initiatives
- C. Education, entrepreneurship, and Start-Up India ecosystem
- D. International frameworks: UNESCO's Education for Sustainable Development, SDGs
- E. Challenges: mismatch between education and industry requirements, rural skill gaps

Activity: Policy review assignment – analysing NEP 2020's skill emphasis in comparison with pre-NEP policies.

Unit 4: Applied Skills for Employability

15 hours

- A. Communication, digital literacy, critical thinking, problem solving
- B. Workplace culture, teamwork, adaptability, ethics
- C. Resume building, interview preparation, and employability audits
- D. Designing micro skill modules (e.g., IT basics, local handicrafts, community entrepreneurship)
- E. Field mini-project: Skill and employability audit in a local community/college

Activity: Group workshop – students design and present a "Skill for Employability" training module.

Pedagogical Tools & Activities

- Field-based projects (community skill audit, institutional profiling)
- Policy review workshops (NEP 2020, Skill India)
- Group discussions and debates (Education vs Skilling, Universalism vs Local Skills)
- Skills labs: resume writing, presentation skills, micro-module design
- Guest lectures from industry/NGO skill development leaders

Suggested Readings :

Core Texts

- Bourdieu, P. (1977). *Reproduction in Education, Society and Culture*. Sage.
- Sadgopal, A. (2011). *Education, Skills and Employability in India*. Routledge.
- Tilak, J.B.G. (2006). *Education, Society and Development*. NIEPA.

Indian and Policy Sources

- Government of India. (2020). *National Education Policy 2020*. Ministry of Education.

- Ministry of Skill Development and Entrepreneurship (MSDE). (2015). *National Policy for Skill Development and Entrepreneurship*.
- Deshpande, S. (2004). *Contemporary India: A Sociological View*. Penguin.
- Sen, A. (1999). *Development as Freedom*. OUP (chapters on education and capability).

IKS & Vocational Traditions

- Balagangadhara, S. (1994). *The Heathen in His Blindness*. MUP (on indigenous knowledge).
- Nambissan, G. (2010). *Sociology of Education in India: Changing Contours and Emerging Concerns*. OUP.

Skill Sets and Employability Pathways

Skill Sets Developed	Career/Job Roles
Educational and skill policy analysis	Policy Analyst, Education Consultant
Employability auditing & profiling	NGO/CSR Project Manager, Skill Development Officer
Applied training module design	Corporate Trainer, Skill Lab Facilitator
Research in education and labour	Academic Researcher, Think Tank Associate
Community-based skill engagement	Social Entrepreneur, Community Educator

Bengaluru City University

Question Paper Pattern for I and II Semester M A Sociology

Paper Code:
Time: 03 Hours

Paper Title:

Max. Marks: 70

Instruction: Answer all Sections

SECTION-A

(5X2=10)

Answer the following questions, each question carries **FIVE** marks.

- 1.
- 2.
- 3.
- 4.

Note for Section-A: Minimum One question from each unit.

SECTION-B

(10X3=30)

Answer any Three of the following questions, each question carries **Ten** marks.

- 1.
- 2.
- 3.
- 4.
- 5.

Note for Section-B: Minimum One question from each unit.

SECTION-C

(15X2=30)

Answer the following questions, each question carries **FIFTEEN** marks.

1. A) or B)
2. A) or B)

Note for Section-C: Questions such as 'a' and 'b' (Inter-choice) may be given.
