# Bengaluru Central University
## Bengaluru

## Curriculum for MA in Sociology
**(As approved by the Board of Studies(PG) in Sociology at its meeting held on 2ⁿᵈ August 2018)**

Sociology as an academic discipline was first introduced in India at the University of Bombay in 1919. In almost a century of its existence in the country, the subject has come to be taught widely in universities, colleges, and even schools across the country. The knowledge and skills derived from sociology have been used in various fields, including policy-making and planning, development and welfare programmes, conflict resolution, and professional education in such areas as law, management, medicine and nursing, education, engineering and technology, and media studies. The theoretical, methodological, and substantive significance of sociology is well appreciated by the University Grants Commission and the Indian Council of Social Science Research. Although programmes in sociology do not train students for any specific jobs, the knowledge and skills they offer are found to be useful by governmental as well as non-governmental organisations, consultancy services, developmental and welfare sectors, management and the corporate world, and the print and electronic media. Not surprisingly, sociology is one of the favourite subjects opted for by students taking up competitive examination for public service.

In India, sociology has been a vibrant and dynamic discipline; it has been responding to both intellectual and socio-economic changesthat have been taking place both globally and within the country. Offering sociology as a taught programme in a university today would require keeping in mind both the foundational continuities that give identity to the subject and the significant changes the subject has been undergoing in terms of its scope and applications, on the one hand, and the theoretical and methodological perspectives, on the other.

The MA Programme in Sociology to be offered at the Bengaluru Central University will be anchored in the Department of Studies and Research in Sociology under the Faculty of Arts. This programme would broadly consist of four types of courses: (i) theoretical, (ii) methodological, (iii) perspective-building, and (iv) substantive.While the first three types of courses will constitute the 'Core' of the programme, the last type will consist of baskets of courses to be offered as 'Optional'. All core courses carry four credits each and the optional courses carry four credits each or paired two courses of two credits each. Each four-credit course involves 60 contact hours of teaching-learning and each two-credit course involves 30 contact hours of teaching-learning. In the last semester of the programme, a student will be required to do Project Work. The modalities of offering the Project Work may be decided by the Department.

Thecourses under the programme are intended to (a) provide the students knowledge about sociology, (b) train them in the craft of generating sociological knowledge, (c) develop in them sociological imagination and sensitise them to the various socio-economic issues confronting the society in which they live, and (d) provide them orientation to the employment avenues in which sociological knowledge is deployed.While, as a social science, sociology is global in orientation, the programme will be offered as contextualised with reference to India, Karnataka, and Bengaluru.

To encourage interdisciplinary orientation among social sciences, all core and optional courses offered in the MA Programme in sociology will be open to students enrolled for master's programmes in other subjects. Similarly, students enrolled for MA Programme in sociology must opt for at least two courses (carrying in all 8 credits) offered in master's programmes in other subjects.

The pedagogy for the delivery of programmes will consist of a mixture of lecture-discussion, fieldwork, focus group discussions, and seminar presentations by the students. Teaching–learning process will utilise the available multi-media. The reading material will be drawn majorly from open sources accessible from the Internet such as <http://epathshala.nic.in/>, <https://swayam.gov.in/>, <https://www.khanacademy.org/>, <https://www.coursera.org/>, <https://www.edx.org/>, <https://www.open2study.com/login>, etc. The Department of Studies and Research in Sociology may develop a resource centre for reading and research materials relating to Karnataka and Bengaluru.

The curriculum for MA Programme in Sociology is in the Annexure.

**Annexure**

## MA Sociology
## Curriculum Structure

| Serial No. | Course Code | Course Title | Credits | Contact Hours | Core/Open or Optional/Open |
|---|---|---|---|---|---|
| Semester I |||||| 
| 1. | MASOC 131/191 | Classical Sociology | 4 | 60 | Core/Open |
| 2. | MASOC 132/192 | Sociological Imagination of India | 4 | 60 | Core/Open |
| 3. | MASOC 133/193 | Patterns of Group Inequality | 4 | 60 | Core/Open |
| 4. | | Optional 1 | 4 | 60 | Optional/Open |
| 5. | | Optional 2 | 4 | 60 | Optional/Open |
| | | **Total Credits** | 20 | | |
| | | **Semester II** | | | |
| 6. | MASOC 231/ 291 | Perspectives in Sociology | 4 | 60 | Core/Open* |
| 7. | MASOC 232/292 | Research Methodology | 4 | 60 | Core/Open |
| 8. | MASOC 233/293 | Social Issues in India | 4 | 60 | Core/Open |
| 9. | | Optional 3 | 4 | 60 | Optional/Open |
| 10. | | Optional 4 | 4 | 60 | Optional/Open |
| | | **Total Credits** | 20 | | |
| * Only those who have successfully completed MASOC 131/191 can enrol for this course. |||||| 
| | | **Semester III** | | | |
| 11. | MASOC 331/391 | Contemporary Debates in Sociology | 4 | 60 | Core/Open** |
| 12. | MASOC 332/392 | Social Statistics | 4 | 60 | Core/Open |
| 13. | MASOC 333/393 | Sociology of Karnataka | 4 | 60 | Core/Open |
| 14. | | Optional 5 | 4 | 60 | Optional/Open |
| 15. | | Optional 6 | 4 | 60 | Optional/Open |
| | | **Total Credits** | 20 | | |
| ** Only those who have successfully completed MASOC 191 and 291 can enrol for this course. |||||| 
| | | **Semester IV** | | | |
| 16. | MASOC 431/491 | Qualitative Research Methods | 4 | 60 | Core/Open |
| 17. | MASOC 432/492 | Understanding Bengaluru | 4 | 60 | Core/Open |
| 18. | | Optional 7 | 4 | 60 | Core/Open |
| 19. | | Optional 8 | 4 | 60 | Optional/Open |
| 20. | | Project Work | 4 | 60 | |
| | | **Total Credits** | 20 | | |
| | **TOTAL CREDITS (Semesters I, II, III, and IV)** | | **80** | | |

Depending on the availability of faculty, cross-department course offerings, and other practical considerations, in each semester the Department may offer two optional courses from the following Basket of Optional Courses. All these optional courses are open to students enrolled in other programmes.

| Serial No. | Course Code# | Course Title | Credits | Contact Hours |
|---|---|---|---|---|
| 22 | | 1. Sociology of Development | 4 | 60 |
| 23 | | 2. Sociology of Rural Development | 4 | 60 |
| 24 | | 3. Education and Society | 4 | 60 |
| 25 | | 4. Politics and Society | 4 | 60 |
| 26 | | 5. Religion and Society | 4 | 60 |
| 27 | | 6. Industrial Sociology | 4 | 60 |
| 28 | | 7. Women's Studies | 4 | 60 |
| 29 | | 8. Social Entrepreneurship | 4 | 60 |
| 30 | | 9. Social Gerontology | | |
| 31 | | 10. Sociology of Health and Wellbeing | 4 | 60 |
| 32 | | 11.  Social Movements in India | 4 | 60 |
| 33 | | 12A. Social Demography (2 Credits)<br>12B. Indian Diaspora (2 Credits) | 2 + 2 | 30+30 |
| 34 | | 13A. Human Resource Management(2 Credits)<br>13B. Corporate Social Responsibility(2 Credits) | 2 + 2 | 30+30 |
| 35 | | 14A. Sociology of Media and Popular Culture (2 Credits)<br>14B. Public Relations (2 Credits) | 2 + 2 | 30+30 |
| 36 | | 15A. Social Ecology (2 Credits)<br>15B. Sociology of Sanitation (2 Credits) | 2 + 2 | 30+30 |
| **# Course code to be assigned by the Department/University** | | | | |

*Note:* Core courses are compulsory for all students enrolling in MA Sociology programme. Students are required to do a minimum of two optional courses from any programme other than in which they are enrolled.All open courses may be opted for by students enrolling in other master's programmes as optional courses. Enrolment in some such open courses is prerequisite upon passing the course/courses in the previous semester(s). The Department in which a student is enrolled will determine whether these courses are Core or Optional in its own programme.

**Semester I**
**MASOC 131/191: Classical Sociology**
**Course Credits: 4**                                            **Hours: 60**

**Course Description:** This course offers an introduction to the origin and development of sociology and key contributions of the founding thinkers.

**Objectives**:This course is intended to enable the students to:
- understand the emergence of sociology
- know the contributions of founding fathers of sociology
- understand the methodological approaches and their bearing on respective theories
- read the classics in the context of globalising society

**Unit I: Emergence of sociology**
        **10 hours**
a) Transition from social philosophy to sociology
b) Contributions of Montesquieu, Saint-Simon, Auguste Comte, and Herbert Spencer

**Unit II: Emile Durkheim**
        **14 hours**
a) Social facts
b) Theory of suicide
c) Theory of social solidarity
d) Elementary forms of religious life

**Unit III: Max Weber**
        **14 hours**
a) Ideal types and Verstehen
b) Social action
c) Authority and bureaucracy
d) Protestant ethic and the spirit of capitalism

**Unit IV: Karl Marx**
        **12 hours**
a) Materialist conception of history
b) Classes and class conflict
c) Alienation

**Unit V: Vilfredo Pareto**
        **10 hours**
a) Logico-experimental method
b) Logical and non-logical actions
c) Residues and derivations
d) Circulation of elites

**Readings**
Aron, R. (2008). *Main currents in sociological thought*. New Brunswick, NJ: Transaction.
Barnes, H. E. (1966). *An introduction to the history of sociology*. Chicago: University of Chicago Press.
Coser, L. A. (2012). *Masters of sociological thought: Ideas in historical and social context*. Delhi: Rawat Publication.
Fletcher, R. (1972). *The making of sociology: A study of sociological theory*. London: Nelson.
https://www.marxists.org/
Ritzer, G., and Stepnisky, J. (2018). *Classical sociological theory*. Los Angeles: SAGE.
Turner, J. H., Maryanski, A., and Fuchs, S. (1995). *The structure of sociological theory*. Belmont, CA: Wadsworth.

**MASOC 132/192: Sociological Imagination of India**
**Course Credits: 4**                                    **Hours: 60**

**Course Description:** This course focuses on the development of sociology in India, its relationship to colonial anthropology, Orientalism and Indology and a number of approaches that emerged in Indian sociology over these years. It introduces the students to the counter influences of power and knowledge especially during the time of colonialism. The paper also introduces students to the theoretical foundations of empirical, structural, Marxist and subaltern approaches to the study of Indian society.

**Objectives:** This course is intended to enable the students to:
- study the forces that have shaped the study of indian society
- examine the approaches that have been used to study india
- understand the demarcations between these perspectives

**Unit I: Colonialism and Indological Approach**                                **15 Hours**
   e) Indology and Indologists, British administrators and Christian missionaries
   f) Orientalism, Orientalist construction of Indian society: Edward Said and Ronald Inden
   g) G. S. Ghurye and the 'nationalist sociology'
   h) B. R. Ambedkar and his views on caste in India

**Unit II: The Empirical Tradition**                                **12 Hours**
   a) From book view to field view
   b) M. N. Srinivas: Critique of Indology, village studies, caste, and Sanskritisation

**Unit III: Structural Approach**                                **12 Hours**
   a) Louis Dumont on caste, the thesis of purity and impurity, disjunction between power and status
   b) Critique of Dumont by Dipankar Gupta, Berreman, and Quigley

**Unit IV: Conflict**                                **15 Hours**
   a) Influence of Marxian approach on Indian sociologists
   b) A. R. Desai and the study of Indian Nationalism
   c) Kathleen Gough and the study of agrarian structure

**Unit V: Subaltern Studies**                                **06 Hours**
   a) Subaltern Studies in India: RanjitGuha, and David Hardiman

**Readings**

Ambedkar, B. R. (2001). *Annihilation of caste;* With *A reply to Mahatma Gandhi*. New Delhi: Blumoon Books.

Desai, A. R. (2005). *Social background of Indian nationalism (6th editionn)*. Bombay: Popular Prakashan.

Dirks, N. B. (2011). *Castes of mind: Colonialism and the making of modern India*. Princeton, NJ: Princeton University Press.

Gough, K. (2008). *Rural society in southeast India* (Vol. 38). Cambridge: Cambridge University Press

Guha, R. (1982). *Subaltern studies* (Vol. 11). Delhi: Oxford University Press.

Gupta, D. (2012). *Social stratification.* New Delhi: Oxford University Press.

Inden, R. (1986). 'Orientalist constructions of India'. *Modern Asian studies*, 20 (3): 401–446.

Ludden, D. (2011). *Reading subaltern studies: Critical history, contested meaning and the globalization of South Asia*. London: Anthem.

Madan, T.N. (1995). *Pathways: Approaches to the study of society in India*. New Delhi: Oxford University Press. (Chs. 3 and 4).

Said, E. W. (1995). *Orientalism: Western conceptions of the Orient.* Harmondsworth, Middlesex: Penguin Books.

Srinivas, M. N. (2005). *Collected essays*. New Delhi: Oxford University Press.

Trautmann, T. R. (2006). *Aryans and British India*. Yoda Press.

Upadhya, C. (2002). 'The Hindu Nationalist Sociology of G. S. Ghurye', *Sociological bulletin*, 51 (1): 27–56.

**MASOC 133/193: Patterns of Group Inequality**
**Course Credits: 4**                                     **Hours: 60**

**Course Description:** This course provides an overview of patterns of inequality as they operate with special focus on India. The course engages with the manner in which caste, class, gender, race, ethnicity, regional, spatial and religious identity operate.

**Objectives:** This course is intended to enable the students to:
- examine how inequality and forms of stratification emerge in society
- study the various forms of group inequality
- explore how these forms shape our lives

**Unit I: Social Inequality: An Introduction**                     **05 Hours**
   a) Introduction to social inequality and social stratification
   b) Theoretical approaches: functionalist and conflict

**Unit II: Caste and Class in Modern India**                     **20 Hours**
   a) Caste as a form of inequality
   b) Caste and discrimination
   c) Caste identity and politics
   d) Class and class-based inequality
   e) Intersections of caste and class

**Unit III: GenderInequality**
         **12 Hours**
   a) Gender-based inequality
   b) Gender and identity
   c) Intersectionality

**Unit IV: Inequality Based on Race, Ethnicity, Region and Religion**     **15 Hours**
   a) Race and racism
   b) Ethnicity and discrimination
   c) Region and spatial inequality
   d) Religion and social exclusion

**Unit V: Addressing Inequalities in India**                     **08 Hours**
   a) Constitutional provisions
   b) Protective discrimination and policy of reservations

**Readings**

Borooah, V. K., Diwakar, D., Mishra, V. K., Naik, A. K., and Sabharwal, N. S. (2014). 'Caste, inequality, and poverty in India: A re-assessment'. *Development studies research. An open access journal*, 1 (1): 279–294.

Desai, S., and Dubey, A. (2012). 'Caste in 21st century India: Competing narratives'. *Economic and political weekly*, 46 (11): 40.

Dirks, N. B. (2011).*Castes of mind: Colonialism and the making of modern India*. Princeton, NJ: Princeton University Press.

Gupta, D. (2012). *Social stratification.*New Delhi: Oxford University Press.

Pande, R. (2007). 'Gender, poverty and globalization in India'.*Development*, 50 (2): 134–140.

Samson, K. (2017). North-east and Chinky: 'Countenances of Racism in India'. *The Journal of Development Practice*, 3.

Srinivas, M. N. (1996). *Caste: Its twentieth-century avatar*. New Delhi: Viking.

Thorat, S., and Attewell, P. (2007). 'The legacy of social exclusion: A correspondence study of job discrimination in India'. *Economic and political weekly*, 4141–4145.

Vakulabharanam, V. (2010). 'Does class matter? Class structure and worsening inequality in India'.*Economic and political weekly*, 67–76.

Vithayathil, T., and Singh, G. (2012). 'Spaces of discrimination: Residential segregation in Indian cities'. *Economic and political weekly*, 60–66.

Zacharias, A., and Vakulabharanam, V. (2011).'Caste stratification and wealth inequality in India'.*World development*, 39 (10), 1820–1833.

**SEMESTER II**
**MASOC 231/ 291: Perspectives in Sociology**
**Course Credits: 4**                                **Hours: 60**

**Course Description:** This course is in continuation of the course on Classical Sociology in Semester I. The course focuses on the different perspectives in Sociology that are used to understand society and the relationship between individual and society

**Objectives:** This course is intended to enable the students to:
- understand comparative analysis of diverse theoretical narratives in Sociology.
- know perspectives which are applicable for social research in past, present and future.
- study the processes of construction and affirmation social identity from various perspectives

**Unit I: Evolutionism and Functionalism**                                  **12 Hours**
  a) Theorizing after the French Revolution (Auguste Comte, Saint-Simon and Harriet Martineau)
  b) Herbert Spencer, and W.G. Sumner: Social evolution
  c) Talcott Parsons: General theory of action
  d) Robert Merton: Functional analysis, and social structure and anomie

**Unit II: Conflict Perspective**                                  **12 Hours**
  a) Karl Marx and Friedrich Engels: Conflict in capitalist society
  b) Ralf Daherndorf: Conflict in post-capitalist society
  c) Jürgen Habermas: Critical theory
  d) Lewis Coser: Functionalist analysis of conflict

**Unit III:Symbolic Interactionism**                                  **12 Hours**
  a) C. H. Cooley, and W. I. Thomas
  b) G. H. Mead and Herbert Blumer
  c) Erving Goffman

**Unit IV: Phenomenology and Ethnomethodology**               **12 Hours**
  a) Alfred Schutz: Sociological phenomenology
  b) Peter Berger: Social construction of reality
  c) Harold Garfinkel: Ethnomethodology

**Unit V: Systems, Structuration and Modernity**               **12 Hours**
  a) Michel Foucault
  b) Anthony Giddens
  c) Nikolas Luhmann

**Readings**
Appelrouth, S., and Edles, L. D. (2016). *Classical and contemporary sociological theory: Text and readings.* Los Angeles, CA: Sage.
Elliott, A. (2009). *Contemporary social theory: An introduction*. London and New York: Routledge.
Ritzer, G., and Stepnisky, J. (2017). *Modern sociological theory*. London: Sage.
Giddens, A. (1988). *Social theory today*. New York: Stanford University Press.
Giddens, A. (1996). *In defence of sociology: Essays, interpretations and rejoinders*. Cambridge: Polity Press.
Luckmann, T. (1978). *Phenomenology and sociology: Selected readings*. Harmondsworth, Middlesex: Penguin Books.
Mead, G. H. (1934). *Mind, self and society*. Chicago: University of Chicago Press.
Foucault, M., and Rabinow, P. (2010). *The Foucault reader*. New York: Vintage Books.
Ritzer, G. (2007). *The Blackwell encyclopedia of sociology*. Malden, MASS: Blackwell.

**MASOC 232/292: Research Methodology**
**Course Credits: 4**          **Hours: 60**

**Course Description:** This course provides the basic knowledge and skills that are required in social research. The course is designed to include the tutorials in research procedures, methods in social research, and report writing.

**Objectives:** This course is intended to enable the students to:
- understand the nature of social phenomena, and the ways of studying them
- study the foundations of social research
- gain an exposure to the various techniques and methods ofsocial research

**Unit I: Introduction to Social Research**      **12 hours**
- i) Meaning and significance of social research; role of theory in social research
- j) Types of social research: Quantitative, qualitative and mixed
- k) Objectivity and subjectivity in social research
- l) Ethical issues in social research

**Unit II: Stages in social research**      **12 hours**
- a) Defining research problem
- b) Research design: Meaning and types
- c) Conceptualization and operationalisation
- d) Hypothesis: Formulation and testing

**Unit III: Methods in Social Research**      **14 hours**
- a) Types of data: Primary and secondary; objective and subjective
- b) Inductive and deductive methods
- c) Social survey; sampling and its types
- d) Case study method

**Unit IV: Methods of Data Collection**      **14 hours**
- a) Primary Data:
  - i. Observation and its types
  - ii. Interview and its instruments
- b) Secondary Data: Sources, uses and limitations
- c) Measurement and scaling: Likert (attitude);Bogardus (social distance)

**Unit V: Analysis of Data and Report Writing**      **08 hours**
- m) Analysis and Interpretation of Data: Quantitative and qualitative
- n) Research report:
  - i. Audience and types of report
  - ii. Structure of a research report
  - iii. Documentation and referencing

**Readings**
Crano, W. D., Brewer, M. B., and Lac, A. (2015). *Principles and methods of social research*. New York: Routledge.
Dooley.D. (1997).*Social research methods.*New Delhi: Prentice Hall of India.
Jayaram, N. (ed.) (2006).*Social research methods: Persistent issues and emergent trends* (Special Issue of *The Indian Journal of Social Work,* 67 (1 and 2), January–April 2006). Mumbai: Tata Institute of Social Sciences
Jayaram, N. (ed.) (2017). *Knowing the social world: Perspectives and possibilities*.New Delhi: Orient Blackswan.
May, T. (2001).*Social research: Issues methods and process*. Jaipur: Rawat.
Phanse, S. (2016).*Research methodology: Logic, methods, and cases.* New Delhi: Oxford University Press.
Scarbrough, E. and Tanenbaum, E. (2005). *Research strategies in the social sciences: A guide to new approaches*. Oxford: Oxford University Press.
UGC e-pathshala

**MASOC 233/293: Social Issues in India**
**Course Credits: 4**                                    **Hours: 60**

**Course Description:** This course discusses the background of various social issues which are of relevance for contemporary world. The course has been designed to explore the factors underlying social problems. An attempt is made to examine some of the solutions offered to these problems and to appraise them critically. There is an emphasis on the developmental issues facing India and the programs and policies that have been designed to tackle them.

**Objectives:** This course is intended to enable the students to:
- understand how social issues are studied sociologically
- examine how various social issues emerge and operate with special focus on india
- study some of the interventions  being designed and implemented

**Unit I: Sociology and Social Problems**                          **10 Hours**
    d) Social Issues: Concepts and challenges
    e) Social pathology, anomie and social disorganisation
    f) Theoretical perspectives

**Unit II Social Exclusion and Discrimination**                    **10 Hours**
    a) Patterns of social exclusion
    b) Caste, class, region, religion, and gender
    c) Poverty

**Unit III: Social Unrest**
    **10 Hours**
    a) Fundamentalism and communalism
    b) Terrorism and insurgency
    c) Naxalism

**Unit IV: Social Issues**
    **20 Hours**
    a) Issues in development
    b) Crime and corruption, unemployment, poverty, unplanned growth, development-induced displacement and ecological degradation

**Unit V: Addressing Social Problems**                             **10 Hours**
    a) Global economic policy: Liberalization, privatization and globalization
    b) India's Economic and Social Policy
    c) Role of civil society organizations

**Reading**

Byrne, D. (2009). *Social exclusion.* Jaipur: Rawat.

Chandoke, N. (2012). 'Whatever has happened to civil Society?' *Economic and political weekly,* 9 June, 47 (23).

Desai, S. et al. (2010).*Human development in India: Challenges for a society in transition.* New Delhi: Oxford University Press.

Jayaram, N., and Saberwal, S. (eds.). (2012). *Social conflict*. New Delhi: Oxford University Press.

Jayaram, N. (2005). *On Civil Society: Issues and Perspectives.* New Delhi: Sage.

Merton, R. K. and Nisbet, R. (1976).*Contemporary social problems*. New York: Harcourt, Brace and World.

Talks from TED

Tata Strategic Management Group.(2013).*Well being and female security in India*.

*www.ncrb.org*

Recent issues of *EPW*

**Semester III**
**MASOC 331/391: Contemporary Debates in Sociology**
**Course Credits: 4**                                 **Hours: 60**

**Course Description:**In continuation of the two courses on Classical Sociology (Semester I) and Perspectives in Sociology (Semester II), this course familiarizes the students with the emerging debates in the discipline.

**Objectives:** This course is intended to enable the students to:
- understand the substantive, theoretical, and methodological issues which are currently shaping sociological thinking
- use recent theoretical currents to understand the issues pertaining to individual and society

**Unit I:Introduction**
      **12 Hours**
a) Theoretical dilemmas
b) Neo-functionalism (J. Alexander)
c) Neo-Marxism (A. Gramsci and L.Althusser)

**UnitII: Emergence of Exchange Theory**                              **12 Hours**
a) Behaviourist approach (G. C.Homans)
b) Dialectical theory of exchange (P.Blau)

**Unit III: Post-Modern Turn in Social Theory**               **12 Hours**
a) Hyper-reality and simulations (J.Baudrillard)
b) Liquid modernity (Z. Bauman)
c) Network economy (M. Castells)

**Unit IV: New Ways of Theorising**                               **12 Hours**
a) Structuration (A.Giddens)
b) Risk society (U. Beck)
c) Deconstruction  (J. Derrida)

**UnitV: The Global Society Global Theorising**              **12    Hours**

a) McDonaldisation (G.Ritzer)
b) Cultural capital and reproduction (P. Bourdieu)
c) The world is flat (T. L. Friedman)

**Readings**
Anderson, P. (2014). *The origins of postmodernity*. London: Verso.
Beck, U. (2010). *Risk society: Towards a new modernity*. London: Sage.
Deely, J. (2011). *Four ages of understanding*. Toronto: University of Toronto Press.
Doshi, S. L. (2003). *Modernity, postmodernity and neo-sociological theories*.Jaipur: Rawat.
Elliott, A. (2010). *Contemporary social theory*. London: Routledge.
Giddens, A. (1991). *Modernity and self-identity: Self and society in the late modern age*. New York: Stanford University Press.
Giddens, A. (2013). *The consequences of modernity*.New York: John Wiley and Sons.
Giddens, A., and Sutton, P. W. (2017). *Essential concepts in Sociology*.John Wiley and Sons.
Kotarba, J. A., and Johnson, J. M. (eds.).(2002). *Postmodern existential sociology*.Walnut Creek, CA: Altamira Press.
Layder, D. (2011). *Understanding social theory*. London: Sage.
Ritzer, G. (1996). *Sociological theory*. New York: McGraw-Hill.
Turner, J. H., Maryanski, A., and Fuchs, S. (1995). *The structure of sociological theory*. Belmont, CA: Wadsworth.
Zygmunt, B. (2000). *Liquid modernity*.  Cambridge: Polity.

**MASOC 332/392: Social Statistics**

**Course Credits: 4**                                                 **Hours: 60**

**Course Description:** In continuation of the basics of social research in Semester I, this course introduces the students to the skills of handling quantitative data in social science research. It also focuses on the importance of statistics and software for data analysis in social research**.**

**Objectives:** This course is intended to enable the students to learn:
- the statistical values of numerical data
- the dispersion values of the data
- the correlation between variables
- the use of computers in social research

**Unit I: Introduction**
        **10 Hours**
a) Importance of statistics in social research
b) Quantitative data and their classification
c) Levels of measurement, recoding variables, standardisation and graphs

**Unit II: Descriptive Statistics:**
        **Central Tendencies and Dispersion**                                 **14 Hours**
a) Calculation and uses of mean, median, and mode
b) Calculation and uses of range, quartiles, standard deviation and mean deviation
c) Relative measures of dispersion and co-efficient

**Unit III: Inferential Statistics:**
        **Univariate, Bivariate, Multivariate Analysis**                     **12 Hours**
a) Nominal and ordinal variables
b) Hypothesis testing; T-Test and Chi-square test
c) Co-relational analysis - Pearson's product moment; Spearman's rank correlation

**Unit IV: Regression Analysis**                                             **14 Hours**
a) ANOVA tests
b) Simple and multiple linear regression
c) Communicating quantitative analysis: Tables, graphs, diagrams, stem and leaf

**Unit V: Computers and Social Research**                                    **10 Hours**
g) Use of computers in social research
h) Software packages for quantitative analysis in social research: Excel, SPSS, and R

**Readings**

Elifson, K. W., Runyon, R. P., and Haber, A. (1998). *Fundamentals of social statistics*. Boston: McGraw-Hill.

Fielding, J. L., and Gilbert, G. N. (2008). *Understanding social statistics*. London: Sage.

Levin, J., Fox, J. A., and Forde, D. R. (2017). *Elementary statistics in social research*. New York: Pearson.

Weinstein, J. A. (2010). *Applying social statistics: An introduction to quantitative reasoning in sociology*. Jaipur: Rawat.

**MASOC 333/393: Sociology of Karnataka**
**Course Credits: 4**                                    **Hours: 60**

**Course Description:** This course has been designed to introduce the students of Sociology to the State of Karnataka and the sociological study of the same with special focus on its formation, its social structure and diversity.

**Objectives:** This course is intended to enable the students to:
- understanding of the historical underpinnings of the state and its diversity
- examine how these variations have contributed to various social practices and customs
- study the variations within and across the state

**Unit I:Historical Background of Karnataka**                                    **10 Hours**
    a) Early history of Karnataka: Mauryas –Hoysalas –VijayanagaraKingdom
    b) Formation of the state: Princely Mysore – Mysore State – Karnataka
**Unit II: Karnataka: Social Structure**                                    **10 Hours**
    a) Demographic and socio-economic profile
    b) Religion and culture
    c) Caste and class
    d) Tribes in Karnataka
**Unit III:  Karnataka: Economy**
        **10 Hours**
    a) Regional disparities
    b) Human development indicators
**Unit IV: Karnataka: Polity and Social Movements**                                    **25 Hours**
    a) Contemporary contestations: border, water, language
    b) Caste and politics
    c) Caste and class-based movements
    d) Agrarian movements
    e) Literary movements
    f) New social movements
**Unit V: The Path Ahead**
        **05 Hours**
        Karnataka and Sustainable Development Goals

**Readings**
Assadi, M. (2004).'New social movements in Karnataka: History, strategies'. *Karnataka journal of politics*, 4, 72–88.
Assadi, M. (2016).'Regions within region and their movements in Karnataka: Nuances, claims and ambiguities'. In *Rethinkingstate politics in India* (pp. 177–198). London: Routledge.
*Economic survey of Karnataka* (http://karenvis.nic.in/Content/EconomicSurveyKarnataka_8184.aspx).
Government of Karnataka (2015).*A handbook of Karnataka* (5th edition). Bangalore: Karnataka Gazetteer Department.
Human Development Report
Ikegami, A. (2010). 'Why do backward castes need their own gurus? The social and political significance of new caste-based monasteries in Karnataka'. *Contemporary South Asia*, 18(1): 57–70.
Kamat, S. (1980). *A concise history of Karnataka: From pre-historic times to the present*. Bangalore: ArchanaPrakashana.
Kudva, N. (2003). 'Engineering elections: The experiences of women in Panchayati Raj in Karnataka, India'. *International journal of politics, culture, and society*, 16(3): 445–463.
Manor, J. (2007).'Change in Karnataka over the last generation: Villages and the wider context'. *Economic and political weekly*, 653–660.

Nanjundappa, D. M., Aziz, A., Sheshadri, B., Kadekodi, G., andRao, M. J. M. (2002).*Report of the high power committee for redressal of regional imbalances in Karnataka*. Bangalore: Government of Karnataka.

Srinivas, M. N.and Panini, M. N. (1984).'Politics and society in Karnataka'. *Economic and political weekly*, 69–75.

Thambanda, V. P. (2012). 'The question of "identities": Separate state movements in Karnataka with special reference to Coorg'. *Artha: Journal of social sciences*, 11(3), 75–118.

Vasavi, A. R. (2009). *The inner mirror: Kannada writings on society and culture*. Bengaluru: The Book Review Literary Trust.

**Semester IV**
**MASOC 431/491: Qualitative Research Methods**
**Course Credits: 4**             **Hours: 60**

**Course Description:** In continuation of the basics of social research in Semester I, this course introduces the students to the skills of handling qualitative data in social science research.

**Objectives:** This course is intended to enable the students to:
- acquaint themselves with the qualitative methods of research
- gain a critical understanding of the philosophical commitments and behavioural assumptions in social science research.
- be aware of the ethical issues in social science research

**Unit I: Understanding Qualitative Social Research**         **12 Hours**
     a) Introducing qualitative research in social sciences
     b) Philosophical foundations of qualitative social research
         i. Ontology (constructivism)
         ii. Epistemology (hermeneutics and interpretivism)

**Unit II:Issues in Qualitative Research**           **12 Hours**
     a) Designing qualitative research; issues of validity and reliability
     b) Theoretical sampling and grounded theory
     c) Ethics in qualitative research

**UnitIII: Methods of Data Collection**           **14 Hours**
     a) Ethnography: Participant observation and in-depth interviews
     b) Narratives and life history
     c) Focus group discussion
     d) Collecting objects and documents

**Unit IV: Application of Qualitative Methods**         **14 Hours**
     a) Participatory and action research
     b) Mixed methods and triangulation (Combining qualitative and quantitative)

**Unit V: Analysis and Interpretation of Qualitative Data**     **12 Hours**
     a) Narrative analysis, content analysis
     b) Computer software for qualitative data analysis (Anthropos, ATLAS t and NVivo)
     c) Writing qualitative research

**Readings**
Berg, B. L., and Lune, H. (2017). *Qualitative research methods for the social sciences*. Harlow: Pearson.
Creswell, J. W., and L., P. C. (2018). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.
Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.
Delanty, G. (2005). *Social science: Philosophical and methodological foundations*. Maidenhead: Open University Press.
Denzin, N. K., and Lincoln, Y. S. (2018). *The Sage handbook of qualitative research*.Thousand Oaks, CA: Sage.
Holstein, J. A. and J. F. Gubrium (eds.).(2012). *Varieties of narrative analysis*. Thousand Oaks, CA: Sage.
Jayaram, N. (ed.) (2006). *Social research methods: Persistent issues and emergent trends* (Special Issue of *The Indian Journal of Social Work,* 67 (1 and 2), January–April 2006). Mumbai: Tata Institute of Social Sciences
Jayaram, N. (ed.) (2017). *Knowing the social world: Perspectives and possibilities*. New Delhi: Orient Blackswan.

**MASOC 432/492: Understanding Bengaluru**
**Course Credits: 4**                                      **Hours: 60**

**Course Description:** This course offers an insight into understanding the history and foundation of the city of Bengaluru. It explores elements of the social structure, economy and polity and raises questions about the future of the city and encourages the students to engage with the debates surrounding the same.

**Objectives:** This course is intended to enable the students to:
- identify the forces that have shaped the formation of the city of bengaluru
- understand how sociological frameworks can be used to examine the social structure
- study the implications of the evolution of the city for the future

**Unit I:Locating Bengaluru: Bengaluru–Bangalore–Bengaluru**                  **12 Hours**
   a) Pre-colonial and colonial period
   b) Independent India-Bangalore: The city of the future
   c) Bengaluru in the new millennium

**Unit II: Social Structure and Culture**                                       **12 Hours**
   a) Migration to Bengaluru
   b) Settlement patterns: Old and new
   c) Urban poverty: A divided city
   d) Fairs and festivals

**Unit III: Bengaluru: Economy**
                   **12 Hours**
   d) Public sector
   e) Private sector
   f) Service sector

**Unit IV: Bengaluru: Polity**
                   **12 Hours**
   a) Governance: Organizations, e-governance
   b) Public–private partnerships

**Unit V: Ecological Concerns**
                   **12 Hours**
   a) Urban heat-island
   b) Lakes
   c) Access to water
   d) Green cover

**Readings**

D'Souza, R., andNagendra, H. (2011).'Changes in public commons as a consequence of urbanization: The Agaralake in Bangalore, India'. *Environmental management*, 47 (5): 840.

Dittrich, C. (2005). 'Bangalore: Divided city under the impact of globalization'. *Asian journal of water, environment and pollution*, 2(2): 23–30.

Ghosh, A. (2005). 'Public-private or a private public?Promised partnership of the Bangalore agenda task force'. *Economic and political weekly*, 4914–4922.

Issar, T. P. (2002). *The city beautiful: A celebration of the architectural heritage and city-aesthetics of Bangalore*. Bangalore: T.P. Issar.

Kamath, L. (2012). 'New policy paradigms and actual practices in slum housing: The case of housing projects in Bengaluru'. *Economic and political weekly*, 76–86.

Kar, S.M. (2016). 'Locating Bengaluru as India's Silicon Valley'. *Artha: Journal of social sciences*, 15(2): 49–68.

Mundoli, S., Manjunath, B., andNagendra, H. (2015).'Effects of urbanisation on the use of lakes as commons in the peri-urban interface of Bengaluru, India'. *International journal of urban sustainable development*, 7(1): 89–108.

Nagendra, H. (2016). *Nature in the city: Bengaluru in the past, present, and future*. New Delhi: Oxford University Press.

Nagendra, H., Nagendran, S., Paul, S., andPareeth, S. (2012). 'Greying, greening and fragmentation in the rapidly expanding Indian city of Bangalore'. *Landscape and urban planning*, 105(4), 400–406.

Nair, J. (2005). *The promise of the metropolis: Bangalore's twentieth century*. New Delhi: Oxford University.

Pani, N. (2017).'Globalisation, group autonomy and political space: Negotiating globalised interests in Bengaluru'. In Jayaram, N (ed). *Social dynamics of the urban: Studies from India*(61–79). Singapore: Springer.

Pani, N., Radhakrishna, S., andBhat, K. G. (2010). *Bengaluru, Bangalore, Bengaluru: Imaginations and their times*. New Delhi: Sage.

Ramachandra, T. V., and Kumar, U. (2010).'Greater Bangalore: Emerging urban heat island'. *GIS development*, 14(1): 86–104.

Ramachandra, T. V., andMujumdar, P. P. (2009).'Urban floods: Case study of Bangalore'. *Disaster and development*, 3(2).

Ranganathan, M. (2014).'"Mafias" in the waterscape: Urban informality and everyday public authority in Bangalore'. *Water alternatives*, 7(1).

Roy Chowdhury, S. (2005). 'Labour activism and women in the unorganised sector: Garment export industry in Bangalore'. *Economic and political weekly*, 2250–2255.

Sawkar, R. H. (2012). 'Evaluation of surface, ground and sewage water for sustainable supply of potable water to Bengaluru'. *Journal of the Geological Society of India*, 80(6): 877–880.

Smitha, K. C. (2017). 'Spatial reproduction of urban poverty in entrepreneurial city: Bengaluru, India'. In *Entrepreneurial urbanism in India* (pp. 193–220).Singapore: Springer.

Sudhira, H. S., Ramachandra, T. V., andSubrahmanya, M. B. (2007).'Bangalore'. *Cities*, 24(5), 379–390.

## Optional Papers

### 1. Sociology of Development

**Course Credits: 4**                                    **Hours: 60**

**Course Description:** This course focuses on changing concept of development, different theories of and debates on development, and development dilemmas. This course will also demarcate between development and i'zation concepts and processes such as urbanization, industrialization and globalization.

**Objectives:** This course is intended to enable the students to:
- understand development in relation to various institutions and segments of population.
- learn the debates on development in the backdrop of history of development

**Unit I : Introduction to Sociology of Development**                    **08 Hours**
   a) History of sociology of development
   b) Sociological dimensions of development
   c) Changing conceptions of development

**Unit II: Typology of Development**                                      **12 Hours**
   a) Human development
   b) Social development
   c) Sustainable development and post developmentalism

**Unit III: Theories of Development**                                     **12 Hours**
   a) Structural-functional (N. J. Smelser)
   b) Socio-Psychological theory (D. C. McClelland)
   c) Various growth models and their critique

**Unit IV: Theories of Undevelopment**                                   **14 Hours**
   a) Dependency theory (A. G. Frank)
   b) Unequal development (S. Amin)
   c) World system theory and multi-national corporations (I. Wallerstein)
   d) Third World development (A. Escobar)

**Unit V: Development: With special reference to India**                 **14 Hours**
   a) Development and gender, youth, culture, ecology and education
   b) Development and i'zations
   c) Development disparities and North–South divide

**Readings**

Escobar, A. (1995). *Encountering development: The making and unmaking of the Third World*. Princeton, NJ: Princeton University Press.

Frank, A.G. (2002). *Re-Orient: Global economy in the Asian age*. Berkeley, CA: University of California Press.

Haq, M. U. (1990). Reflections on human development. Karachi: Oxford University Press.

Hoogvelt, A. M. (1996). The sociology of developing societies. New Delhi: MacMillan.

Hoselitz, B. F. (1996). Sociological Aspects of Economic Growth, New Delhi, Amerind Publishers.

Roxborough, I. (1994). *Theories of underdevelopment*. London: Macmillan.

Sharma,S,L, (1986)  Development: Socio-cultural Dimensions. Jaipur, Rawat.

Smelser, Neil. J. (1988).*The sociology of economic life*. New Delhi: Prentice Hall.

Webster, A. (1988). *Introduction to the sociology and development*. New Delhi: Macmillan.

## 2. Sociology of Rural Development
**Course Credits: 4**                                            **Hours: 60**

**Course Description:** This course is designed to provide an overview of the rural development in India. It also focuses on economic and social issues, rural power structure and changing aspects of rural society. Efforts of the Government in addressing the rural issues are also given importance.

**Objectives:** This course is intended to enable the students to
- understand Indian village community and various dimensions of village society
- examine the policies and programs of the government for the upliftment of rural community

**Unit I: The Concept of Rural Development**                                    **10 Hours**
   a) Social aspects of rural  development; rural social institutions
   b) Significance of rural studies, concepts of rural re-construction and rural development
   c) Rural re-construction and sustainability
   d) Rural re-construction ideologies of Gandhi

**Unit II:Issues of Rural Development**                                    **10 Hours**
   a) Land, water, forest, food, fodder,  and fuel
   b) Agrarian relations and land reforms
   c) Indebtedness and farmers' suicide
   **d)** Rural health, sanitation and rural housing

**Unit III: Rural Development Programmes**                                    **12 Hours**
   a) Community Development Programme ,welfare programmes, Minimum Needs Programme, Applied Nutrition Programme
   b) Drought Prone Area Development Programme -
   c) Integrated Rural Development Programme
   d) National Rural Employment Programme,
   e) Rural Landless Employment Guarantee Scheme

**Unit IV:Local Self-Governance**
   **12 Hours**
   a) Concepts of Gram Swaraj and Panchayat Raj System
   b) People's participation and women's participation in governance
   c) Reservations and power dynamics
   **d)** Common property rights

**Unit V: Planning and Rural Development**                                    **12 Hours**
   a) Rural development during plan periods.
   b) New twenty-point programme
   c) Participatory rural appraisal: Principles, Types, and Importance

**Unit V: Major Studies on Rural Society in India**                                    **04 Hours**
   a) Contributions of A.R.Desai, S.C.Dube, Andre Beteille, Scarlet Epstein

**Readings**

Epstein, T. S. (2002). 'Mysore villages revisited'. *Chronicling cultures: Long-term field research in anthropology.*Walnut Creek, CA: AltaMira.

Mohanty, B. B. (2005). 'We are like the living dead': Farmer suicides in Maharashtra, Western India'. *Journal of peasant studies*, 32(2): 243–276.

Mohanty, B. B. (2013). *Agrarian change and mobilisation.*Sage.

Singh, K. (1986), *Ruraldevelopment: Principles, policies and management*. New Dehli: Sage.

Srinivas, M. N. (2002). 'Myth and reality of Indian village'.In *Collected Works*. New Delhi. Oxford University Press.

Thakur, M. (2014).*Indian village: A conceptual history.* Jaipur: Rawat.

### 3. Education and Society

**Course Credits: 4**                                       **Hours: 60**

**Course Description:** Education plays a crucial role in shaping the present as well as the future of a society. This course provides a comprehensive understanding of the education system in its relationship to society.

**Objectives:** This course is intended to enable the students to:
- understand the major concepts and theoretical approaches in the sociological study of education
- learn about the key educational issues in india

**Unit I: Introduction**
        **10 Hours**
a) The nature, scope and importance of sociological study of education
b) Relationship between education and society
c) Basic concepts in the sociological understanding of education

**Unit II:Education in India**
        **10 Hours**
a) Education in pre-colonial, colonial and independent India
b) Recent trends in education in India
c) Educational policy in India
d) Right of Children to Free and Compulsory Education Act, 2009

**Unit III:Social Institutions and Education**                    **12 Hours**
a) Impact of family on education
b) Role of school and teachers in education
**c)** Influence of mass media and social media

**Unit IV: Education and Social Structure**                    **16 Hours**
a) Inequalities in educational opportunities
b) Social determinants of educational achievement
c) Language issue in education
d) Problems of girl education in India
e) Education as a channel of social mobility

**Unit V:Higher Education in India**                    **12 Hours**
a) Growth of higher education in India
b) Non-formal education and distant learning
c) Challenges and problems of higher education

**Readings**
Dharampal. (1983). *The beautiful tree: Indigenous Indian education in the eighteenth century*. BibliaImpex.
Varghese, N. V., and Malik, G. (2015).*India higher education report 2016*. New Delhi: Routledge.
Varghese, N. V., Sabharwhal, N. and Malish, C. (2016). *India higher education report 2016*. New Delhi: Sage.
Jayaram, N. (1993). 'The language question in higher education: trends and issues'. *Higher education*, 26(1): 93–114.
Jayaram, N. (2015). *Sociology of education in India* (2nd edition). Jaipur: Rawat.
Jayaram, N. (2017). 'Compulsory primary education as a human right: Prospects and challenges'. Journal of the National Human Rights Commission, 2017.
Nambissan, G. B., and Rao, S. (eds.). (2013). *Sociology of education in India: Changing contours and emerging concerns*. New Delhi: Oxford University Press.
Singh, A. K. (ed.). (2015). *Education and empowerment in India: Policies and practices*. New Delhi: Routledge.
Tilak, J. B. G. (ed.). (2013). *Higher education in India: In search of equality, quality and quantity*. New Delhi: Orient Blackswan.
Tilak, J. B. G. (ed.). (2018). *Dilemmas in reforming higher education in India*.New Delhi: Orient Blackswan.

## 4. Politics and Society

**Course Credits: 4**                                        **Hours: 60**

**Course Description:** This course provides an introduction to the relationship between polity and society. It explains the concepts of power and authority and the structure and functioning of the party system.

**Objectives:** This course is intended to enable the students to:
- learn about the nature and functioning of political system(s), and political processes
- be aware of the prerequisites of a sound democratic political system and its vulnerabilities
- understand the relationship between society and polity, and the contemporary socio-political challenges in india

**Unit I: Introduction**
       **12 Hours**
    a) Nature and scope of political sociology
    b) Relationship between polity and society
    c) Ideology and types of political system

**Unit II: Basic Concepts**
       **12 Hours**
a. Bureaucracy; authority and its bases
b. Power elites, political parties, factions, pressure groups and vote banks
c. Political socialisation and political participation

**Unit III: Theoretical Approaches**                          **12 Hours**
a. Pluralist: A. Rose, P. Bentley, T. Parsons, N. J.Smelser
b. Power-elite/Ruling class: M. Weber, V. Pareto, G.Mosca, R.Michels, C. W. Mills
c. Marxian: K. Marx, A. Gramsci, L.Althusser

**Unit IV: Party System in India**
       **12 Hours**
a. National level parties and their ideology
b. State and regional parties
c. Rise of backward classes in politics

**Unit V: Society and Polity in India**                         **12 Hours**
a. Religion and politics
b. Caste and politics
c. Language, ethnicity, and region

**Readings**
Benjamin, J. (2015). *Indian society and polity*. New Delhi: Gyan.

Corbridge, S., Harriss, J. and Jeffrey, C. (2012).*India today: Economy, politics and society*. Cambridge: Polity.

Dobratz, B. (2018). *Power, politics, and society: An introduction to political sociology*. London: Routledge.

Gupta, D. (2001). *Culture, space, and the nation-state*. New Delhi: Sage.

Gupta, D. (2013). *Revolution from above: India's future and the citizen elite*. New Delhi: Rupa.

Habib, S. I. (2017). *Indian nationalism: The essential writings*. New Delhi: Aleph Book Company.

Jeffrey, C., and Young, S. (2012). 'Waiting for change: Youth, caste and politics in India'. *Economy and society,*41(4): 638–661.

## 5. Religion and Society

**Course Credits: 4**                                              **Hours: 60**

**Course Description:** Religion is an important force in Indian society that determines social dynamics. This course is designed to analyse the relationship between religion and society from a sociological perspective.

**Objectives:** This course is intended to enable the students to:
- acquire foundational information about religion and society
- understand the basic concepts and key interpretations of religion
- analyse the societal base of religion in india

### Unit I: Introduction
**12 Hours**
a. Meaning and scope of sociology of religion
b. Elements of religion
c. Types of religions of India: Indigenous, evolved, protest, preached, and migrant

### Unit II: Sociological Interpretations of Religion                 **12Hours**
a. Emile Durkheim
b. Karl Marx
c. Max Weber

### Unit III:Organization of Religion
**12Hours**
a. Forms of religion
b. Religious sects and popular cults
c. Growth and decline of denominations

### Unit IV:Religion and the State
**12Hours**
a. Fundamentalism and nationalism
b. Religious minorities and their rights
c. Religion and civil society

### Unit V: Religion and Social Change                                 **12 Hours**
a. Religionas a factorof social change
b. Religious conversion
c. Secularisation and the future of religion
d. Globalisation and its impact on religion

### Readings
Baird, R. D. (2009). *Religion in modern India*. New Delhi: Manohar.

Jones, K. W. (1989). *Socio-religious reform movements in British India*. Cambridge: Cambridge University Press.

Madan, T. N. (1992). *Religion in India*.New Delhi: Oxford University Press.

*Religion, state and society*.(2015). 43(4).

Roberts, K. A., and Yamane, D. (2011). *Religion in sociological perspective*.London: Sage.

Robinson, R. (2004). *Sociology of religion.* New Delhi: Sage.

Robinson, R. (2012). *Religious conversion in India: Modes, motivations and meanings*. New Delhi: Oxford University Press.

Robinson, R. and Clarke, S. (2007). Religious Conversion in India: Modes, Motivations and Meanings. New Delhi: Oxford University Press.

Singleton, A. (2014).*Religion, culture and society: A global approach*. London: Sage.

Turner, B. S. (2009). *Religion and social theory*. London: Sage.

**6. Industrial Sociology**

**Course Credits: 4**                                          **Hours: 60**

**Course Description:** This course aims at introducing the students to the field of Industrial Sociology and industrial relations in India.

**Objectives:** This course is intended to enable the students to:
- understand history and development of Industrial Sociology in relation to work and emerging trends of modern capitalist society
- understand the industrial arena from the sociological perspective and provide answers for the dynamics and challenges of the workplace

**Unit I: Introduction to Industrial Sociology**                           **15 Hours**
   a) Nature, scope and importance
   b) Origin and development: Scientific management and human relations approach
   c) Industry as a social system
   d) Evolution of working class
   e) Changing nature of work
   f) Growth of unorganised informal sector

**Unit II: Dynamics of Industrial        Relation**
          **10 Hours**
   a) Approaches to the study of industrial relations
   b) Collective Bargaining: Concepts, types, scope, and importance
   c) Participatory Management: Concept and practices of participatory management

**Unit III: Industrial Disputes**                                          **12 Hours**
   a) Concept, features and kinds of disputes
   b) Settling disputes: Mediation, arbitration, conciliation, and negotiation

**Unit IV: Trade Unions**
          **15 Hours**
   a) Concept, features, functions and types
   b) History of trade union movement in India
   c) Trade unions and challenges of privatisation and globalisation
   d) Law and work
   e) Decline of trade unions

**Unit V: Industry and Society**                                          **08 Hours**
   a) Industry and social change
   b) Corporate social responsibility

**Readings**
Bhowmik, S. K. (2012). *Industry, labour and society*. New Delhi: Orient Blackswan.
Bhowmik, S. K. (2014). *The state of labour: The global financial crisis and its impact*. New Delhi: Routledge.
Brown, R. (2013). *Understanding industrial organizations: Theoretical perspectives in industrial sociology*. London: Routledge.
Holmström, M. (1984). *Industry and inequality: The social anthropology of Indian labour*. Cambridge: Cambridge University Press.
Holmström, M. (2007). *South Indian factory workers: Their life and their world*. Cambridge, Cambridge University Press.
Lambert, R. D. (2017). *Workers, factories and social change in India*.Princeton, NJ: Princeton University Press.

**7. Women's Studies**

**Course Credits: 4**                                    **Hours: 60**

**Course Description:** This course will sensitise the students on gender issues with special focus on women. It will emphasise the role of women in all spheres of human activity.

**Objectives:** This course is intended to enable the students to:
- understand the basic concepts of gender studies
- analyse the women issues on the basis of various theoretical perspectives
- evaluate the policies and programs related to women

**Unit I: Introduction**
        **10 Hours**
a) Emergence of sociology of gender
b) Basic concepts of sociology of gender
c) Methodological issues

**UnitII:Theoretical Perspectives**
        **12 Hours**
a) Indigenous roots of feminism
b) Types of feminist theories

**Unit III: Women's Issues**
        **10 Hours**
a) Crime and violence
b) Portrayal in media
c) Women and law

**Unit IV: Women in India**
        **12 Hours**
a) Status of women through the ages
b) Women's movements: First, second, and third phase
c) Women's participation in public life: Work; civil society

**UnitV: Policies and Strategies**                                    **16 Hours**
a) Paradigm shift: Development for women to women for development (Women in development, gender and development, gender development index, gender empowerment measures, gender budget and gender audit)
b) Overview of major women conferences
c) Millennium development goals to sustainable development goals

**Readings**
Bhasin, K. (2000). *Understanding gender*. New Delhi: Kali for Women.
Bhasin, K. (2004). *Exploring masculinity*. New Delhi: Kali for Women.
Bhasin, K. (2004). *What is Patriarchy?* New Delhi: Kali for Women.
Chacko, S. (2001). *Changing the stream: Backgrounder on the women's movement in India*. Bangalore: CED.
Chaudhuri, M. (2004). *Feminism in India*. New Delhi: Kali for Women.
Freedman, J. (2002). *Feminism*. New Delhi: Viva Books.
Jain, J. (2011). *Indigenous roots of feminism*. New Delhi: Sage Publication.
Kindsey, L. L. (2011). *Gender roles: A sociological perspective*. New Delhi: Prentice-Hall of India.
Rege, S. (ed.). (2003). *Sociology of gender.* New Delhi: Sage.

## 8. Social Entrepreneurship

**Course Credits: 4**                                    **Hours: 60**

**Course Description:** This course is designed to orient the students to develop favourable attitude towards entrepreneurship. It introduces the students to some noted social entrepreneurs and their qualities and management skills.

**Objectives:** This course is intended to enable the students to:
- understand the role of entrepreneurs in community
- build awareness of self-employment as a career option
- inculcate training to be an entrepreneur
- gain knowledge of and contact with the world of business

**Unit I: Introduction**
        **14 Hours**
d) Meaning and importance of social entrepreneurship; qualities of social entrepreneurs
e) Types of social enterprises: Voluntary, non-governmental organisations, non-profit organisations, third sector organisations
f) Establishment of social enterprises in India

**Unit II: Professional Management for Social Enterprises**            **12 Hours**
a) Professional management in social enterprises
b) Human resource development and capacity building for social enterprises

**Unit III: Mobilising and Managing Capital for Social Enterprises**     **12 Hours**
a) Aid agencies for social enterprises
b) Accountability among social enterprises
c) Social audit

**Unit IV: Indian Social Entrepreneurs: Select Case Studies**            **14 Hours**
a) M. S. Swaminathan – Green Revolution; Varghese Kurien – Whit Revolution
b) BindeshwarPathak – Sanitation
c) Ela Bhatt, SumitaGhose – Women empowerment
d) VineetRai, Harish Hande – Rural Upliftment
e) Deshpande Foundation – Entrepreneurship Development

**Unit V: Marketing of Social Services**                                         **12 Hours**
a) Application of marketing principles in welfare and development field
b) Corporate social responsibility
c) Monitoring and evaluation

**Readings**
Ayob, A. H. (2017). 'Diversity, trust and social entrepreneurship'. *Journal of social entrepreneurship,* 9 (1): 1–12.
Bornstein, D., and Davis, S. (2010). *Social entrepreneurship: What everyone needs to know*. Oxford: Oxford University Press.
Lundström, A., and Zhou, C. (2013).'Rethinking social entrepreneurship and social enterprises: A three-dimensional perspective. *International studies in entrepreneurship social entrepreneurship,* 71–89.
Newbert, S. L. (2014). 'Building theory in social entrepreneurship'. *Journal of social entrepreneurship,* 5 (3): 239–242.
Nicholls, A. (2014). *Social entrepreneurship: New models of sustainable social change*. Oxford: Oxford University Press.
Ridley-Duff, R. (2016). *Understanding social enterprise: Theory and practice*. London: Sage.
Special issue of *Journal of social entrepreneurship*.(2012). *Journal of social entrepreneurship,* 3 (1).

## 9. Social Gerontology

**Course Credits: 4**                                                **Hours: 60**

**Course Description:** In the backdrop of demographic transition, social gerontology has emerged as an important area of study.This course introduces the students to sociological issues concerningageing individuals and society.

**Objectives:** This course is intended to enable the students to:
- understand the trends, patterns and problems of ageing globally and in india
- be sensitive to the needs of the elderly and the challenges of caregiving
- address policies and programs pertaining to the elderly

**Unit I: Emergence of Social Gerontology**                                                **10 Hours**
   a) Social gerontologyas a sub-discipline of demography
   b) Factors of ageing
   c) Theories of ageing

**Unit II: Aging Scenario: Global and Indian**                                                **10 Hours**
   a) Trends and patterns of global ageing
   b) Indian scenario
   c) Feminization of ageing

**Unit III: Challenges of Aging**                                                **10 Hours**
   a) Elder abuse
   b) Gerontophobia and ageism, dementia and Alzheimer's
   c) Socio-economic, health and nutritional issues
   d) Changes in family structure and living arrangements

**Unit IV: Adjustment in Later Life**                                                **15 Hours**
   a) Ageing and retirement
   b) Ageing disability and dependency

**Unit V: State and the Elderly**                                                **15 Hours**
   a) Role of the state and NGOs
   b) National policy for older people
   c) Maintenance and Welfare of Senior Citizens (MWPSC) Act, 2007

**Readings**
Ageing and Development, HelpAge International, www.helpage.org/resources/regular publications
Government of India.(2016). *Elderly in India.* New Delhi: Government of India.
Jayashree.(2001). 'Health maintenance of retirees'.*Man and sevelopment*, 23 (3).
Jayashree (2003). 'Improvement in female life expectancy: Trends and implications'. *Man and development*, 25 (4).
Jayashree (2011).'The caregivers, perspectives of challenges and coping strategies among sandwich generation'.*Quarterly journal of the International Institute on Ageing*, 21, (3): 20–31.
McDonald, Lynn and Sharma, K. L. (eds.). (2011). *Ageism and elder abuse*.Jaipurt: Rawat.
Moody.Harry R. and Sasser, J. R. (2012).*Ageing: Concepts and controversies*. London: Sage.
IrudayaRajan, S. and Balagopal, G. (eds.). *Elderly care in India: Societal and state response*. Singapore: Springer.
Sahoo A.K., Andrews, G. J. and IrudayaRajan, S. (eds.). (2009). *Sociology of ageing: A reader.* Jaipur: Rawat.
Shanthi. C. J.  andIrudayaRajan, S. (eds.). *Ageing and Health in India*. Jaipur: Rawat.

## 10. Sociology of Health and Wellbeing
**Course Credits: 4**                                                    **Hours: 60**

**Course Description:** This course highlights social determinants of health and wellness. It focuses on sociological ideas about illness and health care.

**Objectives:** This course is intended to enable the students to:
- understand social nature of illness and healthcare
- explore the medicalization of health issues
- examine the policies and programs of healthcare in india

**UnitI:Introduction to Health and Wellbeing**                                         **10 Hours**
   a) Defining health, wellbeing, and disease
   b) Human beings and medicine: Towards health for all

**UnitII: Social Dimensions**
   **14 Hours**
   a) Social construction of health and illness
   b) Explaining illness: Sick role theory, labelling theory
   c) Social causes of disease
   d) Illness and stigma

**Unit III: Health Inequalities**                                                   **14 Hours**
   a) Health inequalities: Women, children, aged, marginalised, rural/urban and disabled
   b) Environment, occupation, genetics, life style and health
   c) Tackling health inequalities

**UnitIV: Health Management and Health Care Organization**        **12 Hours**
   a) Role of hospitals: Private and Public
   b) Millennium Development Goals to Sustainable Development Goals
   c) Alternative medical systems: AYUSH

**UnitV: Policies and Programmes**                                                   **10 Hours**
   a) National Health Policy: A review
   b) Health care delivery system and challenges

**Readings**
Albrecht, G. L., Fitzpatrick, R., and Scrimshaw, S. C. (eds.). (2003). *The handbook of social studies in health and medicine*. London: Sage.

Bird, C. E., Conrad, P., Fremont, A. M., and Timmermans, S. (eds.). (2010). *Handbook of medical sociology*.Nashville, TN: Vanderbilt University Press.

Bradby, H. (2008). *Medical sociology: an introduction*. London: Sage.

Bury, M., and Gabe, J. (2013). *The sociology of health and illness: A reader*. London: Routledge.

DLHS Reports

Govermentof Karnataka: Health Development Reports, 1990 to 2005.

Lupton, D. (2012). *Medicine as culture: Illness, disease and the body*. London: Sage.

National Family Health Survey (Three Rounds). Mumbai: International Institute of Population Sciences.

Thomas, E. H., Albrecht, G. L., and Fitzpatrick, R. (1996).'Quality of life in health care: Advances in medical sociology'. *Contemporary sociology,* 25(3).

## 11. Social Movements in India

**Course Credits: 4**                                    **Hours: 60**

**Course Description:** This course explainsthe nature of social movements as an instrument of social change and at times as a product of social transformations. It discusses some prominent social movements in India by focussing on theirhistorical and socio-political context.

**Objectives:** This course is intended to enable the students to:
- understand the factors that influence the emergence of social movements
- examine how social movements operate as an avenue for social change

**Unit I: Social Movements: An introduction**                          **10 Hours**
   a) Nature and characteristics of social movements
   b) Types of social movements
   c) Social movement and social change

**Unit II: Peasant and Tribal Movements**                          **10 Hours**
   a) Peasant Struggle in Naxalbari in 1966
   b) Green revolution;emergence of new agrarian class and farmers movements
   c) Santhal and Jharkhand movements

**Unit III: Social Reform Movements**                          **10 Hours**
   a) AryaSamaj, BrahmoSamaj, and PrarthanaSamaj
   b) Ramakrishna Mission
   c) Shree Narayana Dharma Paripalana (SNDP) Yogam

**Unit IV: Caste Movements**
     **15 Hours**
   d) Non-Brahmin movement in Tamil Nadu
   e) Ambedkar, Phule, and Dalit ideology
   f) Backward class movement
   g) Dalit movement in Karnataka
   h) Dalit assertion and violence against Dalits

**Unit V: Other Social Movements in India**                          **15 Hours**
   a) Women's movement
   b) Chipko and Appiko movements
   c) Narmada BachavoAndolan
   d) Movement against corruption
   e) Student movements
   f) Identitarian movements: Movements of sexual minorities(LGBTQ) in India

**Readings**
Basu, A. (2016). *Women's movements in the global era: The power of local feminisms*. London: Hachette.
Corbridge, S. (2002).'The continuing struggle for India's Jharkhand: Democracy, decentralisation and the politics of names and numbers'. *Commonwealth and Comparative Politics*, 40(3): 55–71.
Harindranath, R., and Khorana, S. (2014). 'Civil society movements and the 'twittering classes' in the postcolony: An Indian case study'. *South Asia: Journal of South Asian studies*, 37(1): 60–71.
Hasan, Z. (2010). 'Gender, religion and democratic politics in India'.*Third world quarterly*, 31(6): 939–954.
Jeffrey, R. (1974). 'The social origins of a caste association, 1875–1905: The founding of the SNDP Yogam'. *South Asia: Journal of South Asian Studies*, 4(1): 39–59.
Jewitt, S. (2008).'Political ecology of Jharkhand conflicts'.*Asia Pacific viewpoint*, 49(1), 68–82.
Kennedy, J., and Purushotham, S. (2012). 'Beyond Naxalbari: A comparative analysis of Maoist insurgency and counterinsurgency in independent India'. *Comparative studies in society and history*, 54 (4): 832–862.
Omvedt, G. (2004). 'Struggle against dam or struggle for water? Environment and the state'.In R. Vhora and S. Palshikar(ed.):*India: Democracy, meaning and practices*.New Delhi: Sage.
Oommen, T. K. (2010). *Social movements* (2 vols.).New Delhi: Oxford University Press.

Prasad, C. (2007). 'Students'movements in Arunachal Pradesh and the Chakma-Hajongrefugee problem'. *Economic and political weekly*, 1373–1379.

Ray, R., etal.(2005). *Social movements in India: Poverty, power and politics.* New Delhi: Oxford University Press.

Shah, G. (2004).*Social movements in India: A review of literature*. New Delhi: Sage.

Sitapati, V. (2011).'What Anna Hazare'smovement and India's new middle classes say about each other'. *Economic and political weekly*, 39–44.

**12(A) Social Demography (2 Credits)**
**and(B) Indian Diaspora (2 Credits)**
**12A: Social Demography**

**Course Credits: 2**                                                    **Hours: 30**

**Course Description:** Social Demography uses a sociological perspective to study the population, its size, structure, characteristics and the demographic processes. It enables the students to explore the interrelationship between social demography and social institutions.

**Objectives:** This course is intended to enable the students to:
- understand the significance of social demography and its basic concepts
- know about the population dynamics in India

**Unit I: Social Demography**
        **10 Hours**
a) Characteristics of the population: Size, structure and composition
b) Demographic processes
c) Population policies

**Unit II: Theoretical Perspectives**                                    **10 Hours**
a) Pre-Malthusian theories
b) Malthusian theory
c) Demographic transition

**Unit III: Population Processes**                                        **10 Hours**
a) Fertility and fecundity
b) Mortality and morbidity
c) Migration

**Readings**
Weeks, J. (2011).*Population: An introduction to concepts and issues*. California:Wadsworth
    Publishing Company.
Census of India Reports- (2011) at www.censusindia.net
http://www.chaf.lib.latrobe.edu.au/census/
https://www.cia.gov/library/publications/the-world-factbook/


**12B: Indian Diaspora**

**Course Credits: 2**                                                    **Hours: 30**

**Course Description:**

The twenty-fivemillion strong Indian Diaspora has become one of the largest and influential global communities today. This course introduces the students to the concept of Diaspora and the Indian Diaspora. It examines the construction of the Indian Diaspora and its representation in some forms of contemporary popular culture as well as at the interrelationship between India and her Diaspora today.

**Objectives:** This course is intended to enable the students to:
- learn about the Indian diaspora and its significance
- examine how this diaspora is represented in media

**Unit I:The Indian Diaspora**                                           **12 Hours**
a. Scope of the study of Indian diaspora
b. Pre-colonial diaspora
c. Colonisation and the Indian diaspora
d. Indian diaspora in the post-independence era

    e.   Case studies on the Indian diaspora with an emphasis on socio-economic, cultural and linguistic profiles: The Indian Diaspora in Britain, Canada, Middle East, Trinidad, and Mauritius

**Unit II: Representation of the Indian Diaspora**        **12 Hours**
    a.   Indian diaspora in cinema
    b.   Indian diaspora in literature
    c.   Indian diaspora on the Internet

**Unit III: India and the Indian Diaspora**        **06 Hours**
    a.   Reciprocal relations between India and her diaspora
    b.   Indian Foreign Policy in relation to her diaspora

**Readings**

Jayaram, N. (ed.). (2004). *The Indian diaspora: Dynamics of migration*. New Delhi: Sage.

Jayaram, N. (ed). (2011). *Diversities in the Indian diaspora: Nature, implications, responses*. New Delhi: Oxford University Press.

Lahiri, J. (2003). *The Namesake*.Boston and New York: Mariner Books (Houghton Mifflin Company).

Sahoo, A. K. and Maharaj, B. (2007).*Sociology of Diaspora: A Reader*. India: Rawat Publications.

Uberoi, P. (2006). *Freedom and Destiny: Gender, Family and Popular Culture in India* (Chapter 6). New Delhi: Oxford University Press.

### 13(A) Human Resource Management (2 Credits) and
### (B) Corporate Social Responsibility (2 Credits)
### 13A: Human Resource Management

**Course Credits: 2**                                                    **Hours: 30**

**Course Description:** This course is intended to enable the student to learn about the scope and functions of human resource management. They will learn about the various functions of the personnel and the knowledge and skill sets required for performing the roles.

**Objectives:** This course is intended to enable the students to:
- identify and understand the nature and scope of human resource management
- examine its functions that it involves
- analyse and evaluate the various hrm strategies that are used

**Unit I: Introduction to Human Resource Management                              05 Hours**
   a) Concepts in human resource management
   b) Perspectives of resource management

**Unit II: Dynamics of Human Relations                                         10 Hours**
   a) Organizational culture
   b) Formal and informal relations
   c) Motivation and performance

**Unit III: Human Resource Management Practices                               15 Hours**
   a) Recruitment and selection procedures
   b) Training and performance enhancement techniques
   c) Performance management system
      i. Appraisal: Rewards and recognition
      ii. Stress management techniques
      iii. Work-life balance

**Readings**

Armstrong, M., and Taylor, S. (2014). *Armstrong's handbook of human resource management practice*.New York: Kogan Page Publishers.

Cameron, K. (2008). 'A process for changing organizational culture'. *Handbook of organization development*, 14(5): 2–18.

O'Riordan, J. (2017). 'The practice of Human Resource Management'.*State of the Public Service Series*, Institute of Public Administration

Panda, A., and Kumar Sahoo, C. (2017).'Impact of human resource interventions on work-life balance: A study on Indian IT sector'. *Industrial and commercial training*, 49(7/8): 329–336.

Som, A. (2008). 'Innovative human resource management and corporate performance in the context of economic liberalization in India'. *The international journal of human resource management*, 19(7), 1278–1297.

Stumpf, S. A., Doh, J. P., andTymon, W. G. (2010).'The strength of HR practices in India and their effects on employee career success, performance, and potential'. *Human resource management*, 49(3): 353–375.

### 13B: Corporate Social Responsibility

**Course Credits: 2**                                                    **Hours: 30**

**Course Description:** This course introduces the idea of Corporate Social Responsibility from a conceptual, and historical perspective, It focuses on ongoing debates. It undertakes a detailed analysis of its implementation in India with the help of some case studies.

**Objectives:** This course is intended to enable the students to:

- describe the conceptual framework of CSR
- demonstrate their knowledge about trends and debates in CSR
- evaluate the strategies adopted by some of the organizations identified as part of the course.

**Unit I: Introduction to CSR**                                                                 **05 Hours**
   a) CSR: Definition, Concepts, Elements of Social Responsibility
   b) Evolution of CSR

**Unit II: Issues and Challenges in CSR**                                              **15 Hours**
   a) CSR and social development of marginalised communities
   b) CSR and environmental issues
   c) CSR and  labour-related issues
   d) Ethical and governance issues related to CSR
   e) Corporate citizenship and brand building

**Unit III Implementation and Governance of CSR in India**            **10 Hours**
   a) Companies Act, 2013
   b) Agencies, models and best practices
   c) Case studies: Coca-Cola, Tata, AzimPremji Foundation

**Readings**

Arevalo, J. A., andAravind, D. (2011).'Corporate social responsibility practices in India: approach, drivers, and barriers'. *Corporate governance: The international journal of business in society*, 11(4): 399–414.

Chandra Das, S. (2009). 'Status and direction of corporate social responsibility in Indian perspective: An exploratory study'. *Social responsibility journal*, 5(1): 34–47.

Crane, A. (ed.). (2008). *The Oxford handbook of corporate social responsibility*.London: Oxford Handbooks.

Dhanesh, G.S. (2015). 'Why corporate social responsibility?An analysis of drivers of CSR in India'.*Management communication quarterly*, 29 (1): 114–129.

Karnani, A. (2014). 'Corporate social responsibility does not avert the tragedy of the commons. Case study: Coca-Cola India'. *Economics, management and financial markets*, 9(3): 11.

Pricewaterhouse Coopers (2013). *Handbook on corporate social responsibility in India*.

Singh, A., andVerma, P. (2014).'From philanthropy to mandatory CSR: A journey towards mandatory corporate social responsibility in India'. *International Journal of Business and Management Invention,* ISSN (Online): 2319-8028, ISSN (Print): 2319-801X, Volume 3 Issue 8.

Srivastava, A. K., Negi, G., Mishra, V., andPandey, S. (2012). Corporate social responsibility: A case study of TATA group. *IOSR Journal of Business and Management*, *3*(5), 17-27.http://azimpremjifoundation.org/about/who-we-are

**14(A) Sociology of Media and Popular Culture (2 Credits) and**
**(B) Public Relations (2 Credits)**
**14A: Sociology of Media and Popular Culture**
**Course Credits: 2                                                             Hours: 30**

**Course Description:** This course introduces students to a sociological understanding of media and popular culture. It engages with the production of media and brings up questions of social control and censorship. It also addresses the shifts being brought up by social media in terms of social change and mobilization, and changes in patterns of interaction.

**Objectives:** This course is intended to enable the students to:
- understand the area of sociology of media
- examine the implications of media and popular culture for society
- explore the production of media and evaluate the role of media in social change

**Unit I: Introduction to Sociology of Media and Popular Culture                 05 Hours**
  a) Sociology of Media
  b) Exploring Media, Mass Media, New Media (ICTs), Social Media,
     Mass Culture and Popular Culture
**Unit II: Media Production**
                 **10 Hours**
  a) Organization of media
  b) Media and social control
**Unit III: Media and Popular Culture in a Globalised World                 15 Hours**
  a) Emergence of social media
  b) Media and social change
  c) Media and issues relating to gender and the environment

**Readings**
Guo, C., and Saxton, G. D. (2014).'Tweeting social change: How social media are changing non-profit advocacy'. *Nonprofit and voluntary sector quarterly*, 43(1): 57–79.
Grindstaff, L. (2008). 'Culture and popular culture: A case for sociology'. *The ANNALS of the American Academy of Political and Social Science*, 619(1): 206–222.
Hesmondhalgh, D. (2006). 'Bourdieu, the media and cultural production'. *Media, culture and society*, 28(2), 211–231.
Kietzmann, J. H., Hermkens, K., McCarthy, I. P., and Silvestre, B. S. (2011).'Social media? Get serious! Understanding the functional building blocks of social media'. *Business horizons*, 54(3): 241–251.
Manovich, L. (2009). 'The practice of everyday (media) life: From mass consumption to mass cultural production?'. *Critical inquiry*, 35(2): 319–331.
Murthy, D. (2012).'Towards a sociological understanding of social media: Theorizing Twitter'. *Sociology*, 46 (6): 1059–1073.
McLuhan, M., and Fiore, Q. (1967).'The medium is the message'. *New York*, 123: 126–128.
Shirky, C. (2011). 'The political power of social media: Technology, the public sphere, and political change'. *Foreign affairs*: 28–41.

**14B: Public Relations**
**Course Credits: 2                                                             Hours: 30**

**Course Description:** This course will enable the students to understand the field of public relations and undertake public relations research, planning and implementation even as they evaluate the various strategies adopted. The students will also learn about the concerns surrounding ethics in the field. This course uses a set of case studies to engage with these areas.

**Objectives:** This course is intended to enable the students to:
- understand the field of public relations and its study
- examine the theoretical understanding of the field
- identify and evaluate public relations strategies

**Unit I: Public Relations: Introduction**                                    **05 Hours**
    a) Public relations: Concept, history and scope
    b) Ethics and public relations

**Unit II**: **Public Relations: Social Theories**                            **10 Hours**
    a) Theories of relationships
    b) Theories of cognition and behaviour
    c) Theories of mass communication

**Unit III: Public Relations: The Practice**                                  **15 Hours**
    a) The public in public relations
    b) Public relations strategies
    c) Implementation pedagogies/methodology
    d) Evaluation of effectiveness: Impact assessment tools and strategies
    e) Case studies: Cadbury, McDonalds and Tata Motors

**Readings**

Cutlip, S.M, Allen H. Center, and Glen M. B. (2005).*Effective Public Relations*.New Delhi: Pearson Education.

Ihlen, Ø., Van Ruler, B., andFredriksson, M. (eds.). (2009). *Public relations and social theory: Key figures and concepts*. London: Routledge.

Johnston, J., andZawawi, C. (2009).*Public relations: Theory andpractice* (3rd edition). *St Leonards*, NEW: Allen and Unwin.

Mitra, R. (2011). 'Framing the corporate responsibility–reputation linkage: The case of Tata Motors in India'. *Public relations review,* 37(4): 392–398.

Sriramesh, K., andVercic, D. (eds.). (2003). *The global public relations handbook: Theory, research, and practice*. London: Routledge.

Telang, A., andDeshpande, A. (2016).'Keep calm and carry on: A crisis communication study of Cadbury and McDonalds'. *Management andmarketing*, 11(1): 371–379.

**15(A) Social Ecology (2 Credits)**
**and(B) Sociology of Sanitation (2 Credits)**
**15A: Social Ecology**

**Course Credits: 2**                                      **Hours: 30**

**Course Description:** This course introduces the concept of ecology from a historical perspective and the integral relationship between man, community and environment. The paper also tries to initiate discussions on the pertinent ecological issues, emerging concerns, environmental movements and the reactions to them.

**Objectives:** This course is intended to enable the students to:
- understand the concept Ecology and the various perspectives.
- learn about different environmental issues and levels of activism required for public policy.

**Unit I: Introduction to Social Ecology**                       **05 Hours**
  a) Understanding nature, ecology and environment
  b) Historical development of ecology

**Unit II: Environmental Issues**                               **15 Hours**
  a) Development and its accompanying issues: deforestation, urbanisation
  b) Environment degradation
  c) Tragedy of the commons: Encroachments oncommon property resources
  d) Energy crisis; global warming
  e) Environmental consciousness and ecological movements

**Unit III: Environment Action and Management**             **10 Hours**
  a) State and environmental preservation
  b) Role of traditional systems in environmental management
  c) Interventions from civil society

**Readings**
Gadgil, M. and Guha, R. (1994).*This fissuredland: An ecological history of India*. New Delhi: Oxford University Press.
Gadgil, M and Guha, R. (1995). *Ecology and equity: The use and abuse of nature in contemporary India*. New Delhi: Penguin Books.
Guha, R. (ed). (1998). *Social ecology: Readings in sociology and anthropology*. New Delhi: Oxford University Press.
Nagendra, H. (2016). *Nature in the city: Bengaluru in the past, present, and future.* New Delhi: Oxford University Press.
Rangarajan, M. (2015).*Nature and nation: Essays on environmental history*. Ranikhet: Permanent Black in association with Ashoka University.
Shiva, V. (2013).*Making peace with the earth: Beyond resource, land and food wars*. Auckland Park, South Africa: Jacana Media.

**15B: Sociology of Sanitation**

**Course Credits: 2**                                      **Hours: 30**

**Course Description:** This course is designed to create awareness on the sanitation conditions in India and the related policies.

**Objectives:** This course is intended to enable the students to:
- be aware of the health and sanitation conditions in India
- understand the social aspects of sanitation

**Unit I: Introduction to Sociology ofSanitation**                                    **05 Hours**
  a) Meaning and origin
  b) Scope of sociology of sanitation
**Unit II: Sanitation and Society**                                                        **10 Hours**
  a) Social construction of hygiene and sanitation
  b) Problem of environmental sanitation
**Unit III: Sanitation in India**                                                          **15 Hours**
  a) Scavenging castes and social exclusion
  b) Sanitation and dignity of women
  c) Sanitation policies and program in India
  d) Sulabh Sanitation Movement: A case study

**Reading**

Akram, M. (2015). *Sociology of sanitation*. Delhi: Kalpaz.

Jha, H. (2015). *Sanitation in India: A historico-sociological survey*. New Delhi: Gyan.

Nagla, B. K. (2015). *Sociology of sanitation*. Delhi: Kalpaz.

Pais, R. (2015). *Sociology of sanitation*. Delhi: Kalpaz.

Pathak, B. (2015). *Sociology of sanitation: Environmental sanitation, public health and social deprivation*. Delhi: Kalpaz.

Saxena, A. (2015). *Sociology of sanitation*. Delhi: Kalpaz.