

**MOHANLAL SUKHADIA UNIVERSITY,**

**UDAIPURSYLLABUS**

**OF**

**POST**

**GRADUATE**

**SOCIOLOGY**

**(Based on National Education**

**Policy 2020) FACULTY OF**



**SOCIAL SCIENCE**

**Post Graduate**

**Course 2023-24**

*onwards*

**Sociology in M.A. Program: Semester wise course types, Course codes, Course title, Delivery type, Workload, Credits, Marks of Examination, and Remarks if any.**

Level	Sem	Course Type	Course Code	Course Title	Delivery Type			Total Hours	Credit	Internal Assessment		M.M.	Remarks
					L	T	P						
8	I	DCC	SOC8000T	Principles of Sociology I	L	T	-	60	4	20	80	100	
		DCC	SOC8001T	Social Theory I	L	T	-	60	4	20	80	100	
		DCC	SOC8002T	Social Research Methods I	L	T	-	60	4	20	80	100	
		DCC	SOC8003T	Social Thinkers I	L	T	-	60	4	20	80	100	
		DCC	SOC8004T	Sociology of Health	L	T	-	60	4	20	80	100	
		DCC	SOC8005T	Industrial Sociology	L	T	-	60	4	20	80	100	
	II	DCC	SOC8006T	Principles of Sociology II	L	T	-	60	4	20	80	100	
		DCC	SOC8007T	Social Theory II	L	T	-	60	4	20	80	100	
		DCC	SOC8008T	Social Research Methods & Statistics II	L	T	-	60	4	20	80	100	
		DCC	SOC8009T	Social Thinkers II	L	T	-	60	4	20	80	100	
		DCC	SOC8010T	Sociology of Law	L	T	-	60	4	20	80	100	
<i>Generic paper</i>		SOC8100T	Political Sociology	L	T	-	60	4	20	80	100		
			SOC8101T	Sociology of Information & Society	L	T		60	4	20	80	100	

## EXIT WITH PG DIPLOMA IN SOCIOLOGY

9	III	DCC	SOC9011T	Social Demography	L	T	-	60	4	20	80	100
			SOC9012T	Sociology of Mass Communication	L	T	-	60	4	20	80	100
		DSE-I	SOC9102T	Social Problems in India	L	T	-	60	4	20	80	100
			SOC9103T	Social Anthropology	L	T	-	60	4	20	80	100
		DSE-II	SOC9104T	Rural Sociology	L	T	-	60	4	20	80	100
			SOC9105T	Sociology of Education	L	T	-	60	4	20	80	100
		DSE-III	SOC9106T	Urban Sociology	L	T	-	60	4	20	80	100
			SOC9107T	Social Marketing	L	T	-	60	4	20	80	100
	<i>Generic paper</i>	SOC9108T	Sociology of Religion	L	T	-	60	4	20	80	100	
		SOC9109T	Sociology of Environment	L	T	-	60	4	20	80	100	
	IV	DCC	SOC9013T	Indian Society	L	T	-	60	4	20	80	100
		DSE-IV	SOC9110T	Sociology of Change & Development	L	T	-	60	4	20	80	100
			SOC9111T	Comparative Sociology								
		DSE-V	SOC9112T	Social Movements in India	L	T	-	60	4	20	80	100
			SOC9113T	Sociology of Weaker Section	L	T	-	60	4	20	80	100
		DSE-VI	SOC9114T	Gender and Society	L	T	-	60	4	20	80	100
			SOC9115T	Advanced Social Research Methods	L	T	-	60	4	20	80	100
		DSE-VII	SOC9116T	Sociology of Crime and Society	L	T	-	60	4	20	80	100
			SOC9117T	Sociology of Tribe	L	T	-	60	4	20	80	100
DSE-VIII		SOC9118T	Sociology of Kinship Marriage & Family	L	T	-	60	4	20	80	100	
	SOC9119S	Dissertation		T	P	120	4	-	-	100		

An information regarding codes:

DCC extends for Discipline Centric Core

Course DSE extends for Discipline Specific

Elective Course.

Generic Course is an open Elective for all The discipline.

Note- Dissertation paper can be opted only by Regular students

**M.A. (TWO YEAR DEGREE PROGRAM)****SEMESTER-I****SUBJECT-SOCIOLOGY**

<b>Code of the Course</b>	<b>SOC8000T</b>
<b>Title of the Course</b>	<b>PRINCIPLES OF SOCIOLOGY-I</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Centric Compulsory Course (DCC) in Sociology
<b>Delivery type of the Course</b>	40 lectures + 10 (formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	To make the students to understand the basic concepts of sociology and to provide the knowledge to understand the importance of certain social processes such as socialization, social control and social change in human social life and mould the student as an ethical human being and good citizen
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>➤ Students can associate the different historical experiences, values, norms, and belief systems with specific cultures nationally and globally. Students can distinguish between macro level and micro level sociological perspectives, can specify the theoretical components of each perspective, and connect each perspective to their historical and contemporary theorists.</li><li>➤ Students can distinguish the basis of different types of societies, can order and sequence the socialization processes and cognitive developments over a life span and can connect evolving institutional participation, roles and moral codes to specific ages and social experiences over a life time.</li></ul>

<b>SYLLABUS</b>	
<b>UNIT-I</b>	Subject Matter of Sociology: Approaches in Sociology- Historical, Functional and Comparative Sociological Perspective: Views of Alex Inkeles. . ( 12 Hrs)
<b>UNIT -II</b>	Concept and Forms of Social Institutions: Family, Marriage, Education, Economy, Polity and Religion. Status and Role : Concept, Inter-relationship between Status and Role, Multiple Role, Role Set, Status Set, Status Sequence and Role Conflict.(12 Hrs)
<b>UNIT-III</b>	Social Stratification: Inequality and Differentiation. Forms of Social Stratification. Culture: Concept, Characteristics, Patterns and Theories of Culture. (12 Hrs)
<b>UNIT-IV</b>	Norms and Values: Concept, Characteristics and Classification. (12 Hrs)
<b>UNIT-V</b>	Social Groups: Concept and Characteristics. Types: Primary-Secondary, Formal- Informal, In group- Out group, Gemeinschaft- Gesellschaft and Reference group.(12 Hrs)
<b>Text Books</b>	<ul style="list-style-type: none"> <li>➤ J.P. Singh. 1999. Sociology: Concept and Theories, Prentice Hall of India.</li> <li>➤ B.K. Nagla and S. B. Singh: Introduction Sociology. New Delhi: NCERT 2002, Both in English &amp; Hindi language.</li> <li>➤ Doshi, S.L. and Jain P.C. Samajshastra Ki Nai Disayen (in Hindi) National Pub.heory, Himalaya Publishing Company, Bombay (Hindi and English Versions).</li> </ul>
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>➤ T .Bottomore, T.B. 1972 Sociology: A guide to problems and literature. Bombay: George Alien and Unwin (India).</li> <li>➤ Harlambos, M.I 998. Sociology: Themes and Perspectives. New Delhi: Oxford University Press.</li> <li>➤ Inkeles, Alex. 1987. What is Sociology? New Delhi: Prentice Hall of India.</li> <li>➤ Jayaram N. 1988. Introductory Sociology. Madras: Macmillan India.</li> <li>➤ Johnson, Harry M. 1995. Sociology: A systematic introduction. New Delhi: Allied Publishers.</li> <li>➤ Schaefer, Richard T and Robert P. Lamm. 1999 Sociology. New Delhi: Tata- McGraw Hill.</li> </ul>
<b>SuggestedE-resources</b>	E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a>

**M.A. (TWO YEAR DEGREE PROGRAM)****SEMESTER-I****SUBJECT-SOCIOLOGY**

<b>Code of the Course</b>	<b>SOC8001T</b>
<b>Title of the Course</b>	<b>SOCIAL THEORY - I</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Centric Compulsory Course (DCC) in Sociology
<b>Delivery type of the Course</b>	40 lectures + 10 (formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	Intended to familiarise The students with the social, political, economic and intellectual contexts in which sociology emerged as a distinctive discipline. The students gain an understanding of some of the classical contributions in sociology and their continuing relevance to its contemporary concerns and provide the better knowledge to the student about the difficult sociological theories and its application in present society.
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>➤ From this course students will apply sociological research to distinguish the interrelatedness of various social intuitions.</li><li>➤ Students will be able to identify and analyse how sociological principles and concepts are applied in the understanding of social problems.</li><li>➤ From this course students understand the major sociological perspectives and their theoretical components and historical evolution.</li></ul>
<b>SYLLABUS</b>	
<b>UNIT-I</b>	<b>Functional Theory:</b> T. Parsons: Voluntaristic Theory of Social Action, Social System and Pattern Variables; R. K. Merton: Reference Group and Paradigm of Functional Analysis. (12 Hrs)

<b>UNIT -II</b>	<b>Conflict theory:</b> Marx's critique and dialectics of conflict (R.Dahrendorf); L.Coser: Functional analysis of conflict; R.Collins: Conflict and social change. (12 Hrs)
<b>UNIT-III</b>	<b>Interactional Theory:</b> G.H. Mead & H. Blumer: Symbolic Interactionism; G. Homans & P. M. Blau: Theory of Social Exchange.(12 Hrs)
<b>UNIT-IV</b>	<b>Phenomenological Theory:</b> E. Husserl, A. Schutz: The Phenomenology of Social World. K. Mannheim & M. Scheler: The Sociology of Knowledge. (12 Hrs)
<b>UNIT-V</b>	<b>Ethnomethodology:</b> H. Garfinkel; Goffman: Dramaturgy P. Berger & T. Luckmann- The Social Construction of Reality. (12 Hrs)
<b>Text Books</b>	<ul style="list-style-type: none"> <li>➤ Singhi, N. K., Samajshatriya Siddhant (Hindi) Rawat: Jaipur</li> <li>➤ Doshi, S.L., Adhunikta, Uttar Adhunikta Aur Nav Samajshastriya Sidhanth (Hindi) Rawat, Jaipur.</li> <li>➤ Doshi, S.L., Uchchar Samajshastriya Siddhant (Hindi), Rawat Publications, Jaipur.</li> <li>➤ Rizer, George. 1992 (3rd edition). Sociological Theory. New York: McGraw-Hill.</li> </ul>
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>➤ Alexander, Jeffrey C. Twenty lectures: Sociological theory since world war, New York: Columbia University Press.</li> <li>➤ Craib, Ian. 1992. Modern Social Theory: from Parsons to Habermas (2nd edition). London: Harvester Press.</li> <li>➤ Collins, Randall. 1997 (Indian edition). Sociological theory. Jaipur and New Delhi: Rawat.</li> <li>➤ Giddens, Anthony. 1983. Central Problems in Social Theory: Action, structure and contradiction in social analysis. London: Macmillan.</li> <li>➤ Sturrock, John (ed.). 1979. Structuralism and Since: From Levi Strauss to Derrida. Oxford University Press.</li> <li>➤ Turner, Jonathan H. 1995 (4th edition). The Structure of</li> </ul>

	<p>Sociological Theory. Jaipur and New Delhi: Rawat.</p> <ul style="list-style-type: none"><li>➤ Zeitlin, Irving M. 1998 (Indian edition). Rethinking Sociology: A critique of contemporary theory. Jaipur and New Delhi: Rawat.</li></ul>
<b>Suggested E-resources</b>	E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a>



**M.A. (TWO YEAR DEGREE PROGRAM)**

**SEMESTER-I**

**SUBJECT-SOCIOLOGY**

<b>Code of the Course</b>	<b>SOC8002T</b>
<b>Title of the Course</b>	<b>SOCIAL RESEARCH METHODS -I</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Centric Compulsory Course (DCC) in Sociology
<b>Delivery type of the Course</b>	40 lectures + (10 formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	To study the research methods as a means of understanding social scientific reality and use of the tools techniques as only analysis instruments and not the end or goal of research. To study different social perspectives through different methods in understand the social phenomena.
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>➤ The core objective of this minor is to expose students to the range of quantitative and qualitative research techniques used by social scientists.</li><li>➤ This course is designed to enable students to: identify and discuss the role and importance of research in the social sciences.</li><li>➤ Students are introduced to sociological research both from a theoretical and methodological perspective. They understand the importance of research in social science.</li><li>➤ Students develop the ability to evaluate the methodological validity of the claims made by theory..</li></ul>
<b>SYLLABUS</b>	

<b>UNIT-I</b>	Basic Understanding of Social Research: Meaning, and Types of Social Research,Scientific Methods: Objectivity and Empiricism. Steps in Social Research. Logic of Inquiry in Social Science Research: Inductive and Deductive Logic. Ethics in Research. (12 Hrs)
<b>UNIT -II</b>	Techniques in Social Research: Hypothesis: Concept, Characteristics, Sources, Types and Importance. Sampling Method: Meaning and Types. Measurement of Scaling Techniques, Reliability and Validity.(12 Hrs)
<b>UNIT-III</b>	Quantitative Methods of Social Research: Research Design and its Types. Techniques of Data Collection: Interview, Schedule and Questionnaire. (12 Hrs)
<b>UNIT-IV</b>	Techniques and Methods of Qualitative Research: Observation, Case Study. Ethnography and Focus Group Interview. (12 Hrs)
<b>UNIT-V</b>	Qualitative Research: Content Analysis, Oral History, Life History.Classification &Tabulation. (12 Hrs)
<b>Text Books</b>	<ul style="list-style-type: none"> <li>➤ Nagar, K.N.: Sankhyiki ke Mooltatva( Hindi )</li> <li>➤ Singh, Surendra, Samajik AnusandhanVol I &amp; II (Hindi), U.P.H.G.A.</li> <li>➤ Rawat, H.C.,Samajik Anusandhan, Rawat Publication, Jaipur</li> <li>➤ Bose, Pradip Kumar 1995 Research Methodology, New Delhi, ICSSR</li> </ul>
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>➤ Bryman, Alan 1988 Quality and Quantity in Social Research, London, Unwin Hyman.</li> <li>➤ Srinivas M.N and Shah A.M. 1979 Field Worker and the Field.New Delhi Oxford..</li> <li>➤ Beteille A and T.N. Madan, 1975 Encounter and Experience Personal Accounts of Fieldwork .</li> <li>➤ New Delhi Vikas Publishing House Pvt.Ltd.</li> <li>➤ Mukherjee, P.N. (eds) 2000. Methodology in Social</li> </ul>

	<p>Research Dilemmas and Perspectives. New Delhi Sage (Introduction).</p> <ul style="list-style-type: none"><li>➤ Popper K. 1999 The Logic of Scientific Discovery, London :Routledge. Shipman, Martin 1988</li><li>➤ The Limitations of Social Research, London, Longman.</li></ul>
<b>Suggested E-resources</b>	E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a>

## M.A. (TWO YEAR DEGREE PROGRAM)

### SEMESTER-I

#### SUBJECT-SOCIOLOGY

<b>Code of the Course</b>	<b>SOC8003T</b>
<b>Title of the Course</b>	<b>SOCIAL THINKERS -I</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Centric Compulsory Course (DCC) in Sociology
<b>Delivery type of the Course</b>	40 lectures + (10 formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	Intended to familiarise The students with the social ,political, economic and intellectual contexts in which sociology emerged as a distinctive discipline. The students gain an understanding of some of the classical contributions in sociology and their continuing relevance to its contemporary concerns and provide the better knowledge to the student about the difficult sociological theories and its application in present society.
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>➤ The Paper ‘Social Thinkers’ aims to provide Theoretical understanding of sociology and Contribution.</li><li>➤ Students have got a theoretical understanding of social thinkers and their theoretical work in sociology. This is very useful for them for their further academic growth..</li></ul>
<b>SYLLABUS</b>	

**UNIT-I**

Historical Development and emergence of sociology, the enlightenment and its impact on thinking and reasoning, impact of industrial revolution on society. The emergence of capitalistic mode of production, natures and features of capitalism.

(12 Hrs)

<b>UNIT -II</b>	August Comte- Positivism, Law of Three Stages, Hierarchy of Sciences, Social Static and Dynamics. (12 Hrs)
<b>UNIT-III</b>	Herbert Spencer - Organic Analogy, Law of Evolution, Types of Societies. (12 Hrs)
<b>UNIT-IV</b>	Emile Durkheim – Division of labour in society, the rules of sociological method- Social fact concept meaning, type of fact. (12 Hrs)
<b>UNIT-V</b>	Vilfredo Pareto- Classification of Logical and Non Logical Actions; Residues and Derivatives. Contribution to the Methodology - Logico – Experimental Method Theory of Circulation of Elites. (12Hrs)
<b>Text Books</b>	<ul style="list-style-type: none"> <li>➤ Aron, Raymond (1991) Main Currents in Sociological Thought, Vol.1.Penguin.London</li> <li>➤ Coser, Lewis: Masters of Sociological Thought. H B J. New York. 1977.</li> </ul>
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>➤ Barnes H E (ed.): An Introduction to the History of Sociology. Chicago University Press.Chicago. 1948.</li> <li>➤ Carver, Terrel: Marx’s Sociological Theory. Oxford. 1982.</li> <li>➤ Collins, Randell: Max Weber. Sage. London. 1986.</li> <li>➤ Durkheim E: The Rules of Sociological Method. Free Press. New York. 1958.</li> <li>➤ Finer, S F (ed.): Vifrido Peareto: Sociological Writings. Basil Blackwell, Oxford.1966.</li> <li>➤ Gerth, H H and C W Mills: From Max Weber. Essays in Sociology. Oxford, 1981.</li> <li>➤ Giddens, Anthony: Capitalism and Modern Social Theory. Cambridge University Press, 1994.</li> <li>➤ Zimmerman, C.C Sociological Theories of Pitirim Sorokin. University of Jaipur.</li> </ul>
<b>Suggested E-resources</b>	E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a>

**M.A. (TWO YEAR DEGREE PROGRAM)****SEMESTER-I****SUBJECT-SOCIOLOGY**

<b>Code of the Course</b>	<b>SOC8004T</b>
<b>Title of the Course</b>	<b>SOCIOLOGY OF HEALTH</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Centric Compulsory Course (DCC) in Sociology
<b>Delivery type of the Course</b>	40 lectures + 10 (formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	<p>This course introduces students to sociological perspectives on health, illness, and medicine. It explores the social, political, cultural, and economic forces that shape contemporary medicine and experiences of health. Using a range of theoretical approaches, the course will examine case studies related to the illness experience, health inequalities, biomedical knowledge and practices, and the impact of medical technologies.</p>
<b>Learning outcomes</b>	<p>Upon successful completion, students will have the knowledge and skills to:</p> <ul style="list-style-type: none"><li>➤ Apply key sociological concepts to explain the social distribution of health, healthcare, and disease</li><li>➤ Analyse disease and illness experiences using a variety of social theories. Evaluate the impact of biomedicine on identity and embodiment.</li><li>➤ Communicate the sociological analysis of health and illness to non-sociological audiences; and reflect on their learning</li></ul>

in relation to the content of the course.

### **SYLLABUS**

<b>UNIT-I</b>	Sociology of Health - Aim and Scope. Contribution of Sociology to Health. Definition of Health - Four Dimensions of Health. Health and its Relationship to other Social Institutions. Evolution of Social Medicine in India and Abroad. Social Sciences and Four Dimensions of Health. (12 Hrs)
<b>UNIT -II</b>	Social Epidemiology - vital and public health concepts and statistics. Epidemiology of disease, natural history of disease- man and his environment social etiology and ecology of disease. Social Components in therapy and rehabilitation. Culture and Disease. Attitudes, beliefs and values associated with disease. Problems of therapy and rehabilitation. (12 Hrs)
<b>UNIT-III</b>	The Sick Role and Patient Role; Hospital as a social system. Types of hospitals: General hospitals, Specialty hospitals, sanatoria, dispensaries, teaching and corporate hospitals. Functions of hospitals: co-ordination and supervision in hospitals. (12 Hrs)
<b>UNIT-IV</b>	Community Health: the concept and community health problems in India. Concept of integrated health service. The Primary Health Centres their organization and functioning. Implementation and utilization of health programmes in rural and urban communities. Role of mass media and the promotion of health. (12 Hrs)
<b>UNIT-V</b>	The State and Health - health as a fundamental right. Health policy of the Government of India. Financing of health care — health insurance. Drugs — manufacturing —distribution and prices. Food and drug adulteration. The Medical Council of India, the Indian Medical Association - issues of consumer protection and the government.. (12 Hrs)



<p><b>Text Books</b></p>	<ul style="list-style-type: none"> <li>➤ Cockerham, William C. 1997 Medical Sociology, New Jersey: Prentice Hall</li> <li>➤ Venkatratnam R. 1979 Medical Sociology in an Indian Setting. Madras: Macmillan.</li> <li>➤ Schwatz, Howard. 1994 Dominant issues in Medical Sociology. New York McGraw Hill..</li> </ul>
<p><b>Reference Books</b></p>	<ul style="list-style-type: none"> <li>➤ Albercht, Gary L and Fitzpatrick, R. 1994. Quality of Life in Healthcare: Advances in Medical Sociology. Mumbai: Jai Press.</li> <li>➤ Cockerham, Eilliam C 1997 Readings in medical sociology. New Jersey: Prentice Hall. Conrad,</li> <li>➤ Peter et al. 2000. Fox, Renee C. 1988 Essays in Medical Sociology: Journeys into the field. NewYork transaction Publishers.</li> <li>➤ Nayar, K.R. 1998 Ecology and health: A Aystem Approach. New Delhi APH Publishing Corporation.</li> </ul>
<p><b>Suggested E-resources</b></p>	<p>E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a></p>

**M.A. (TWO YEAR DEGREE PROGRAM)****SEMESTER-I****SUBJECT-SOCIOLOGY**

<b>Code of the Course</b>	<b>SOC8005T</b>
<b>Title of the Course</b>	<b>INDUSTRIAL SOCIOLOGY</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Centric Compulsory Course (DCC) in Sociology
<b>Delivery type of the Course</b>	40 lectures + 10 (formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	Industrial Sociology allows for the study of problems and proposes solutions to problems such as strikes, lockdowns, unemployment, wages, health sanitation, housing education, social security etc. Helping in personality development – underdeveloped personality increases social disorganization.
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>➤ Introduction to the industrial organization and its functioning. Getting acquainted with the structure and changing nature of Indian society.</li><li>➤ Understanding the relationship of man with the environment and help them change his attitude for more positive, proactive, eco-friendly and sustainable lifestyles. Getting information about climate change, Global warming, Acid rain, Green house effect, Ozone, layer depletion.</li></ul>

	<p>➤ To equip to handle industrial disputes with detailed knowledge of actual organization scenarios and long-term impact of resolutions of both employees and employer. To understand facets of interactions between the employer and the employees. To understand the strategies of management in negotiations and persuasion.</p>
<b>SYLLABUS</b>	
<b>UNIT-I</b>	<p>Classical sociological tradition on industrial dimensions of society, Division of labour, Anomie, Bureaucracy, Rationality , Production relations Surplus Value and Alieanation E. , Durkiem, K Marx and M. Weber. (12 Hrs)</p>
<b>UNIT -II</b>	<p>Work, Post Modernity and Organization Contemporary Organizational Realities Dialectical Organizations, Power and Subjectivity. (12Hrs)</p>
<b>UNIT-III</b>	<p>Family, Religion, Stratification, Habitat Settlement and Environmental Problems through Industrialization Process. Work, work process technology and labour work culture work ethics and human relation work. (12 Hrs)</p>
<b>UNIT-IV</b>	<p>The concept of organization: formal and informal organization-its structure and,functions ; classical theories of management. Industrial relations; Conflicts - causes and types; Resolution of Conflict Conciliation, Abstraction and Adjudication; Collective Bargaining. (12 Hrs)</p>
<b>UNIT-V</b>	<p>Trade unions; their growth, functions and their role in industrial organization. Participatory management - varieties of such management Industrial community labour migration Women and child labour, family, industrial city, social and environmental issues. (12 Hrs)</p>

<p style="text-align: center;"><b>Text Books</b></p>	<ul style="list-style-type: none"> <li>➤ Ramaswamy E.A. 1978, Industrial Relations in India , New Delhi</li> <li>➤ Agarwal, R.D. 1972, Dynamics of Labourt Relations in India, A book readings, Tata Mc GrawHill.</li> <li>➤ Mamoria, C.B. and Mamoria 1992, Dynamics of Industrial Relation in India, Himalay Publishing House, Mumbai.</li> </ul>
<p style="text-align: center;"><b>Reference Books</b></p>	<ul style="list-style-type: none"> <li>➤ Zeitlin L, 1969, Ideology and the Development of Sociological Theory, VOL 1 &amp; Vol 2. Basic Books, New York.</li> <li>➤ Watson K Tony 1995, Sociology Work and Industry, Routeledge Kegan, Paul.</li> <li>➤ Ramaswamy E.A. 1988, Industry and Labour, OUP..</li> <li>➤ Karnik, V.B. 1970, Indian trade Union A Survey, Popular Prakashan, Mumbai.</li> <li>➤ Ramaswamy E.A. 1977, The Worker and his Union, Allied, New Delhi.</li> <li>➤ Ramaswamy E.A.1977, The Worker and Trade Union Allied , New Delhi</li> <li>➤ Taylor. 2001, Work Post Modernism and Organisation, Sage India.</li> <li>➤ Aziz Abdul 1984, Labour Problems or Developing Economy, Ashish Publishing House.</li> </ul>
<p style="text-align: center;"><b>Suggested E-resources</b></p>	<p>E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a></p>

**M.A. (TWO YEAR DEGREE PROGRAM)****SEMESTER-II****SUBJECT-SOCIOLOGY**

<b>Code of the Course</b>	<b>SOC8006T</b>
<b>Title of the Course</b>	<b>PRINCIPLES OF SOCIOLOGY -II</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Centric Compulsory Course (DCC) in Sociology
<b>Delivery type of the Course</b>	40 lectures + 10 (formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	To introduce the students to the basic concepts in Sociology and to familiarize students with the theoretical aspects of different concepts
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>➤ Students can distinguish the basis of different types of societies, can order and sequence the socialization processes and cognitive developments over a life span and can connect evolving institutional participation, roles and moral codes to specific ages and social experiences over a life time.</li><li>➤ Students can associate the different historical experiences, values, norms, and belief systems with specific cultures nationally and globally. This course enables the students to learn how to define and explain sociological concepts.</li><li>➤ From this course students will be able to express empirical observations with sociological concepts. This course</li></ul>

	enables the students critically evaluate explanations of human behaviour and social phenomena..
<b>SYLLABUS</b>	
<b>UNIT-I</b>	<p>Concept of person in different discipline: Religion, Spiritual, Philosophical, logical, natural science, social science, Concept of persons in sociology: Concept of person, tradition and modernity, concept of person and social differentiation, person and self, person and creativity.</p> <p style="text-align: right;">(12 Hrs)</p>
<b>UNIT -II</b>	<p>Social change: Concept, dimensions, factors measure theories. Evolutionary Theory: August Comte, Morgan and Herbert Spencer. Cyclical theory: Pareto, Spangler, Sorokin, Toynbee.</p> <p style="text-align: right;">(12 Hrs)</p>
<b>UNIT-III</b>	<p>Forms of social relationship: Interaction, Society, Community, Association and Institution. Socialization: Concept, Stages, Agencies and Theories.</p> <p style="text-align: right;">(12 Hrs)</p>
<b>UNIT-IV</b>	<p>Collective behavior: concept and types, crowd and public behavior and social movement. Social Control: Concept, Forms and Agencies.</p> <p style="text-align: right;">(12 Hrs)</p>
<b>UNIT-V</b>	<p>Social Processes: Associative-Cooperation, Assimilation, Accommodation and Integration. Dissociative- Competition and Conflict.</p> <p style="text-align: right;">(12 Hrs)</p>
<b>Text Books</b>	<ul style="list-style-type: none"> <li>➤ Harlambos, M.I 998. Sociology: Themes and Perspectives. New Delhi: Oxford University Press.</li> <li>➤ J.P. Singh.1999.Sociology: Concept and Theories, Prentice Hall of India.</li> <li>➤ B.K. Nagla and S. B. Singh: Introduction Sociology. New Delhi: NCERT 2002, Both in English &amp; Hindi language.</li> <li>➤ Doshi, S.L. and Jain P.C. Samajshastra Ki Nai Disayen (in Hindi) National Pub.</li> </ul>

<p><b>Reference Books</b></p>	<ul style="list-style-type: none"> <li>➤ Bottomore, T.B. 1972 Sociology: A guide to problems and literature. Bombay: George Alien and Unwin (India).</li> <li>➤ Inkeles, Alex. 1987. What is Sociology? New Delhi: Prentice Hall of India.</li> <li>➤ Jayaram N. 1988. Introductory Sociology. Madras: Macmillan India.</li> <li>➤ Johnson, Harry M. 1995. Sociology: A systematic introduction. New Delhi: Allied Publishers.</li> <li>➤ Schaefer, Richard T and Robert P. Lamm. 1999. Sociology. New Delhi: Tata- McGraw Hill.</li> </ul>
<p><b>Suggested E-resources</b></p>	<p>E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a></p>

# M.A. (TWO YEAR DEGREE PROGRAM)

## SEMESTER-II

### SUBJECT-SOCIOLOGY

<b>Code of the Course</b>	<b>SOC8007T</b>
<b>Title of the Course</b>	<b>SOCIAL THEORY - II</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Centric Compulsory Course (DCC) in Sociology
<b>Delivery type of the Course</b>	40 lectures + 10 (formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Basic understanding of sociological concepts
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	Intended to familiarise The students with the social, political, economic and intellectual contexts in which sociology emerged as a distinctive discipline. The students gain an understanding of some of the classical contributions in sociology and their continuing relevance to its contemporary concerns and provide the better knowledge to the student about the difficult sociological theories and its application in present society.
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>➤ Understanding the characteristics and dynamics of the social world, and how post-classical sociologists attempt to understand the social world.</li><li>➤ Appreciating the relevance and limits of the contemporary theories or theoretical approaches to make sense of social reality.</li><li>➤ Understanding the basic methodological approaches of the thinkers, through some original texts and their role in building sociological knowledge.</li></ul>
<b>SYLLABUS</b>	



<b>UNIT-I</b>	Neo-Marxism: L. Althusser : Structural Marxism, Critique of Marxism. J. Habermas: Approach of Theory Building, Critique of Marxism, Critical Neo-Marxian Theory. (12Hrs)
<b>UNIT -II</b>	Neo-Functionalism: meaning and Subject matter. J. Alexander: Reconstruction of Functionalism, Contribution to Neo-Functionalism. (12 Hrs)
<b>UNIT-III</b>	Structuration: Critique of Social Theory, Theory of Structuration - A. Giddens, (12 Hrs)
<b>UNIT-IV</b>	Post-Structuralism: J. Derrida: Deconstruction, M. Foucault: Discourse of Power & Knowledge. (12 Hrs)
<b>UNIT-V</b>	Post-Modernism-: Jean Baudrillard: Simulation, Hyper—reality, Consumer Society. J. Lyotard: Post Modern Condition: Fragmentation, Merchantilization of Information & Knowledge. ( 12 Hrs)
<b>Text Books</b>	<ul style="list-style-type: none"> <li>➤ Collins, Randall. 1997 (Indian edition). Sociological theory. Jaipur and New Delhi: Rawat</li> <li>➤ Rizer, George. 1992 (3rd edition). Sociological Theory. New York: McGraw-Hill.</li> <li>➤ Singhi, N. K., Samajshatriya Siddhant (Hindi) Rawat: Jaipur</li> <li>➤ Doshi, S.L., Adhunikta, Uttar Adhunikta Aur Nav Samajshastriya Sidhanth (Hindi) Rawat,Jaipur.</li> <li>➤ Doshi, S.L., Uchcharat Samajshastriya Siddhant (Hindi), Rawat Publications, Jaipur.</li> </ul>
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>➤ Alexander, Jeffrey C. Twenty lectures: Sociological theory since world war, New York:Columbia University Press.</li> <li>➤ Craib, Ian. 1992. Modern Social Theory: from Parsons to Habermas (2nd edition).London: Harvester Pess.</li> <li>➤ Giddens, Anthony. 1983. Central Problems in Social</li> </ul>

	<p>Theory: Action, structure and contradiction in social analysis. London: Macmillan</p> <ul style="list-style-type: none"> <li>➤ Sturrock, John (ed.). 1979. Structuralism and Since: From Levi Strauss to Derrida. Oxford:Oxford University Press.</li> <li>➤ Turner, Jonathan H. 1995 (4th edition). The Structure of Sociological Theory. Jaipur and New Delhi: Rawat.</li> <li>➤ Zeitlin, Irving M. 1998 (Indian edition). Rethinking Sociology: A critique of contemporary theory. Jaipur and New Delhi: Rawat.</li> </ul>
<p><b>Suggested E-resources</b></p>	<p>E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a></p>

**M.A. (TWO YEAR DEGREE PROGRAM)****SEMESTER-II****SUBJECT-SOCIOLOGY**

<b>Code of the Course</b>	<b>SOC8008T</b>
<b>Title of the Course</b>	<b>SOCIAL RESEARCH METHODS AND STATISTICS-II</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Centric Compulsory Course (DCC) in Sociology
<b>Delivery type of the Course</b>	40 lectures + 10 (formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	To study the research methods as a means of understanding social scientific reality and use of the tools techniques as only analysis instruments and not the end or goal of research. To study different social perspectives through different methods in understand the social phenomena
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>➤ Benefit from a thorough training in advanced quantitative methods taught within an applied social science framework.</li><li>➤ Learn methods of data analysis, including advanced statistics for complex data.</li><li>➤ Study a skills-based course with practical training that is highly regarded for future employment within government, the private and voluntary sectors and academia.</li><li>➤ Learn methods of data analysis including advanced statistics for complex data</li></ul>

## SYLLABUS

<b>UNIT-I</b>	Statistics: Meaning and Importance. Measures of Central Tendencies: Mean, median and mode. (12 Lectures)
<b>UNIT -II</b>	Diagrammatic Representation of Data: Kinds of Diagrams : Line Diagram, Simple Bar Diagram, Multiple bar Diagram, Sub divided bar Diagram, Other bar Diagram. Two Dimensional Diagram, Square, Circular & pie Diagram, Graphic presentation of Data. (12 Hrs)
<b>UNIT-III</b>	Measures of Dispersion : Meaning, Objectives and Importance, Methods of Dispersion-Range, Quartile Deviation, Mean Deviation, Standard Deviation.(12 Hrs)
<b>UNIT-IV</b>	Univariate analysis: table of frequency distribution and data, grouping of data. Test of Significance. Chi-Square Test. (12 Hrs)
<b>UNIT-V</b>	Definition and Importance of Correlation. Coefficient of Correlation (r and Rho).SPSS–An Introduction. Report Writing & Referencing - APA and MLA. And Chicago Style. (12 Hrs)
<b>Text Books</b>	<ul style="list-style-type: none"> <li>➤ Bose, Pradip Kumar 1995 Research Methodology, New Delhi, ICSSR</li> <li>➤ Nagar, K.N.: Sankhyiki ke Mooltatva ( Hindi )</li> <li>➤ Singh, Surendra, SamajikAnusandhanVol I &amp; II (Hindi), U.P.H.G.A.</li> <li>➤ Rawat, H.C., SamajikAnusandhan, Rawat Publication, Jaipur.</li> </ul>
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>➤ Barnes, Johan A 1979 Who Should Know What? Social Science, Privacy an Ethics.Harmondsworth Penguin</li> <li>➤ Bleicher M. 1988 The Hermeneutic Imagination London Routledge and kegan Paul (Introduction Only).</li> <li>➤ Bryman, Alan 1988 Quality and Quantity in Social Research, London, Unwin Hyman.</li> <li>➤ D.A.de Vaus. 1986 Surveys in Social Research London</li> </ul>

	<ul style="list-style-type: none"> <li>➤ George Relen and Unwin.</li> <li>➤ Hughes, John 1987, The Philosophy of Social Research London, Longman</li> <li>➤ Irvine J., I. Miles and J Evans (ed.) 1979 Demystifying Social Statistics, London Pluto Press.</li> <li>➤ Madge, John. 1970 The Origins of Scientific Sociology. London Tavistock.</li> <li>➤ Marsh, Catherine 1988 Exploring Data Cambridge: Polity Press.</li> <li>➤ Punch, Keith 1986 Introduction to Social Research, London Sage.</li> <li>➤ Srinivas M.N and Shah A.M. 1979 Field Worker and the Field. New Delhi Oxford.</li> <li>➤</li> </ul>
<p><b>Suggested E- resources</b></p>	<p>E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a></p>

**M.A. (TWO YEAR DEGREE PROGRAM)****SEMESTER-II****SUBJECT-SOCIOLOGY**

<b>Code of the Course</b>	<b>SOC8009T</b>
<b>Title of the Course</b>	<b>SOCIAL THINKERS -II</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Centric Compulsory Course (DCC) in Sociology
<b>Delivery type of the Course</b>	40 lectures + 10 (formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	To study the research methods as a means of understanding social scientific reality and use of the tools techniques as only analysis instruments and not the end or goal of research. To study different social perspectives through different methods in understand the social phenomena.
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>➤ This course will develop the understanding the grand foundational themes of sociology in students.</li><li>➤ This course enables the students to understand the characteristics and dynamics of the social world, and how classical sociologists attempt to understand the social world.</li><li>➤ This course enables the students to understand the basic methodological approaches of the thinkers, through some original texts and their role in building sociological knowledge.</li></ul>

## SYLLABUS

<b>UNIT-I</b>	The Emergence and Development of Sociological Thought: Transition from Social Philosophy to Sociology. The Social, Economic and Political Forces: The French and Industrial Revolutions, Enlightenment. (12 Hrs)
<b>UNIT -II</b>	Karl Marx: Historical and Dialectic Materialism, Class and Class Conflict and Alienation, Surplus Value, future of capitalism. (12 Hrs)
<b>UNIT-III</b>	Max Weber: Theory of social action and types of social actions, theory of authority, types of authority, theory of bureaucracy contribution to the research methodology of social science – concept of Verstehen and ideal type. (12 Hrs)
<b>UNIT-IV</b>	G.S. Ghurye: Indological /Textual View, Caste System in India, Social Tension. (12 Hrs)
<b>UNIT-V</b>	R.K. Mukherjee: Concept of Social Values, Social Ecological Concept. (12 Hrs)
<b>Text Books</b>	<ul style="list-style-type: none"> <li>➤ Rizer, George. 1992 (3rd edition). Sociological Theory. New York: McGraw-Hill.</li> <li>➤ Singhi, N. K., Samajshatriya Siddhant (Hindi) Rawat: Jaipur</li> <li>➤ Doshi, S.L., Adhunikta, Uttar Adhunikta Aur Nav Samajshastriya Sidhanth (Hindi) Rawat, Jaipur.</li> <li>➤ Doshi, S.L., Uchchatar Samajshastriya Siddhant (Hindi), Rawat Publications, Jaipur.</li> </ul>
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>➤ Alexander, Jeffrey C. Twenty lectures: Sociological theory since world war, New York: Columbia University Press.</li> <li>➤ Bottomore, Tom. 1984. The Frankfurt School. Chester, Sussex: Ellis Horwood and London: Tavistock Publications.</li> <li>➤ Collins, Randall. 1997 (Indian edition). Sociological theory. Jaipur and New Delhi: Rawat.</li> <li>➤ Giddens, Anthony. 1983. Central Problems in Social Theory: Action, structure and contradiction in social analysis. London: Macmillan; Structuroture</li> <li>➤ Sturrock, John (ed.). 1979. Structuralism and Since: From Levi</li> </ul>

	<p>Strauss to Derrida. Oxford: Oxford University Press.</p> <ul style="list-style-type: none"><li>➤ Turner, Jonathan H. 1995 (4th edition). The Structure of Sociological Theory. Jaipur and New Delhi: Rawat.</li><li>➤ Zeitlin, Irving M. 1998 (Indian edition). Rethinking Sociology: A critique of contemporary theory. Jaipur and New Delhi: Rawat.</li></ul>
<b>Suggested E-resources</b>	E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a>



**M.A. (TWO YEAR DEGREE PROGRAM)****SEMESTER-II****SUBJECT-SOCIOLOGY**

<b>Code of the Course</b>	<b>SOC8010T</b>
<b>Title of the Course</b>	<b>SOCIOLOGY OF LAW</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6.
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Centric Compulsory Course (DCC) in Sociology
<b>Delivery type of the Course</b>	40 lectures + 10 (formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	<b>Objectives:</b> This is the advanced course in Economics after understanding the basics in previous semester it enables student implement the acquired techniques in practical conditions.
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>➤ This course will be help to develop critical understanding of instrumental approaches to understanding the relationship between law and society.</li><li>➤ From this course students will be able to learn how legal pluralism is central to understand the relationship of law and society</li><li>➤ This course enable the students to understand the lack of fit between legal institutions and social mores.</li></ul>
<b>SYLLABUS</b>	
<b>UNIT-I</b>	Sociology of Law - Meaning, Scope & Subject Matters, Law and Social Structure; Ancient Laws - Roman law, Manusmriti, Sources of Laws -

	Folkways, Customs, Conventions, Judicial Decisions. (12 Hrs)
<b>UNIT -II</b>	Sociological thought on law, Marx - Law as a part of super structure. Weber- Law of legitimacy Rational legal, & Traditional laws, Durkheim- Repressive and Restitutive laws, Types of laws: Tribal laws; Modern laws- Constitution, Judiciary Criminal and Civil laws. (12 Hrs)
<b>UNIT-III</b>	Law and Weaker Sections in India: Constitutional Provisions, Directive Principles of State , Untouchability Act, Hindu Succession Act, Law & Social Change- Civil Liberties and Human Rights and Protection of Public Interest Legal Profession. (12 Hrs)
<b>UNIT-IV</b>	Legal Practice as Profession and Professional Socialization of Lawyers, Social Legislation and Law Enforcement Law and Social Control. (12Hrs)
<b>UNIT-V</b>	lawyer - Client relationship, Interface of Law and Politics, Social Bases of Lawyers; Modern Law Democracy, Role of Judiciary in Secular Democratic System. (12Hrs)
<b>Text Books</b>	<ul style="list-style-type: none"> <li>➤ P.B. Gajendra gadkar: Law, Lawyers and Social Change, New Delhi National forum of Lawyers and legal aid, 1973.</li> <li>➤ Aubert, Vilhelm (ed.), Sociology of Law, Penjuin Books, 1969</li> <li>➤ Sharma, K.L., Sociology of Law and Legal Profession, Rawat, 1984. 13</li> <li>➤ Gupta, M.; Vidhi Ka Samajshastra (Hindi), Jaipur Pub. House, Jaipur.</li> </ul>
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>➤ Reihard Bendex - Max-weber an Intellectual Portrait.</li> <li>➤ Marc Galenter, Law and Society in Modern India, New Delhi. Oxford, 1988.</li> <li>➤ Mare Galenter, Competing Equalities - Law and the Backward classes in India, Oxford, New Delhi, 1994.</li> <li>➤ Desai A.R. Violations of Democratic Rights in India, Bombay, Popular, 1973.</li> </ul>
<b>Suggested E-resources</b>	E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a>

**M.A. (TWO YEAR DEGREE PROGRAM)****SEMESTER-II****SUBJECT-SOCIOLOGY**

<b>Code of the Course</b>	<b>SOC8100T</b>
<b>Title of the Course</b>	<b>POLITICAL SOCIOLOGY (GENERIC PAPER)</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Generic Course in Sociology
<b>Delivery type of the Course</b>	40 lectures + 10 (formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	This course introduces the students to some major theoretical debates and concepts in Political Sociology, while situating these within contemporary political issues. A key thrust of the paper is towards developing a comparative understanding of political relationships through themes such as power, governance and state and society relationships.
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>➤ Students will be able to account for and analyse texts in political sociology in a clear, articulate and convincing manner.</li><li>➤ Students will be able to apply relevant concepts and theories from political sociology in order to analyse political phenomena</li><li>➤ Students will be able to critically assess texts in political sociology in terms of their strengths and weaknesses.</li></ul>
<b>SYLLABUS</b>	

<b>UNIT-I</b>	Definition and Subject Matter of Political Sociology, Distinctive Approach of Political Sociology. Interrelationship between political system and society; Democratic and Totalitarian systems-socio-economic conditions conducive for their emergence and stability. (12 Hrs)
<b>UNIT -II</b>	Political Culture- Meaning and Significance. Political Socialization- Meaning Significance and Agencies. (12Hrs)
<b>UNIT-III</b>	Elite Theories of distribution of power in society (with reference to Mosca, Pareto, R. Mitchels and C.W.Mills). Intellectuals: Political role of intellectuals-significance. (12 Hrs)
<b>UNIT-IV</b>	Pressure Groups and Interests Groups-Nature, Bases, Political Significance; Bureaucracy: Characteristics, and Types, its significance in Political Development with Special Reference to India.Political Parties : Characteristics, Social Compositor of Parties, Recruitment, Mass Participation. (12 Hrs)
<b>UNIT-V</b>	Political Process in India: Role of Caste, Religion, Regionalism and Language in Indian Politics. Public Opinion: Role of Mass Media, problems of communication in illiterate societies; its reference on parties and polity. Politicization of Social Life. (12 Hrs)
<b>Text Books</b>	<ul style="list-style-type: none"> <li>➤ Dharmaveer, Rajnaitik Samajshastra (Hindi).</li> <li>➤ Kothari R. 1979 - Politics in India, Orient Longmans Ltd. 14</li> </ul>
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>➤ Horowitz, Irving L., 1972 Foundation of Political Sociology, New York,</li> <li>➤ Harper and Row. Runciman W.G. 1965- Social Sciences and Political Theory, Cmbridge University Press, London.</li> <li>➤ Eisenstadt, S.N. (ED) 1971 - Political Sociology, New York, Basic Book.</li> <li>➤ Kornhauser, W. 1971 - The Politics of Mass Society, Penguin</li> <li>➤ Almond A. Gabriel et.al. 1973, Crises, Choice and Change: Historical Studies of Political Development, Boston.</li> <li>➤ Sharma Rajeidia, Power Elite in Indian society</li> <li>➤ Marris, Jones, W.H., 1982 - Govenment and Politics in India.</li> </ul>

	Cambridge. ➤ Jangam R.T. 1980 - Text Books of Political Sociology, Oxford and IBH Publishing Company, New Delhi.
<b>Suggested E-resources</b>	E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a>

## SEMESTER-II

### SUBJECT-SOCIOLOGY

<b>Code of the Course</b>	SOC8101T
<b>Title of the Course</b>	<b>SOCIOLOGY OF INFORMATION AND SOCIETY (GENERIC PAPER)</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Generic Course in Sociology
<b>Delivery type of the Course</b>	40 lectures + 10 (formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	To intend to create awareness among students interaction between science and technology on the one hand and society on the other and to know rapid change of scientific ideas and technology within the whole fabric human society and vice-versa. To make them understand and interpret their surroundings more rationally than before.
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>➤ The course intends to make the students understand how the study of Sociology of Information Society can make mindful about different information technology paradigms, IT revolutions, new occupational structures in light of information technology, the impact of media culture, Social Networks and Virtual Communities right to information act, 2005 etc.</li></ul>

	<p>➤ Students will advance acquaintance about Historical Change, capitalism, industrialization and its transition from industrialism to informationalism, the role of Informational technology and the restructuring of capital labour relationships. Impression of mass media etc.</p>
<b>SYLLABUS</b>	
<b>UNIT-I</b>	Technology Society and Historical Change. Informationism, Industrialism, Capitalism, the self in the information society, Information technology paradigm. (12 Hrs)
<b>UNIT -II</b>	The historical sequence of the information technology revolution, models, actors and sites of the information technology revolution. IT revolution enterprise; the culture institutions and organisations of the information economy, transition from industrialism to informationalism i.e. from mass production to flexible production. (12 Hrs)
<b>UNIT-III</b>	The transformation of work and employment; net workers; jobless and flexitirners .Post industrialism the service economy and the information society. The new occupational structures. The work process in the informational paradigm. (12 Hrs)
<b>UNIT-IV</b>	Is there a global labour force? Informational technology and the restructuring of capital labour relationships, Social dualism or fragmented societies. (12 Hrs)
<b>UNIT-V</b>	The rise of media culture. The new media and the diversification of mass audience. Computer Mediated Communication, Institutional Control, Social Networks and Virtual Communities. Right to Information Act 2005 with special reference to its section 26-Sub Section (I) in Rajasthan. (12Hrs)
<b>Text Books</b>	<ul style="list-style-type: none"> <li>▪ Bhatnagar Subhash 2000, Information and Communication Technology in Development Sage Publication.</li> <li>▪ Melkote Shrinivas 2001, The Information Society Leslies H Steves. Right to Information Act 2005.</li> <li>▪ Barrie, Axford and Richard, Huggin (ed) 2001, New Media and Politics. Sage India</li> </ul>
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>▪ Manual, Castells 1996,The Rise of Network Society, Blackwell, Publishers</li> <li>▪ Mark, Taylor and Esa Saariner 1994, Imagologies Routledge London</li> <li>▪ December and Randall 1994, The World Wide Web Unleashed,</li> </ul>

	<p>Macmillan Computer Publishing.</p> <ul style="list-style-type: none"><li>▪ Mischael, H 1993, The Metaphysics of Virtual Society. OUP London.</li><li>▪ Singhal Arvind and Rogers Everett India Communication Revolution From Bullok Carts to Cyber Mart Sage Publications.</li><li>▪ .</li></ul>
<b>Suggested E- resources</b>	E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a>



## M.A. (TWO YEAR DEGREE PROGRAM)

### SEMESTER-III

#### SUBJECT-SOCIOLOGY

<b>Code of the Course</b>	<b>SOC9011T</b>
<b>Title of the Course</b>	<b>SOCIAL DEMOGRAPHY</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Centric Compulsory Course (DCC) in Sociology
<b>Delivery type of the Course</b>	40 lectures + 10 (formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	The course is designed as an overview of the field of social demography. It is designed to help students understand the larger factors shaping population size, composition and density.
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>➤ The topics that will be covered in the course are: Mortality, morbidity, fertility, migration, urbanization, age and sex structures and the social implications of demographic changes.</li><li>➤ Through this class students will also learn how to read and interpret graphs, data and demographic phenomena.</li><li>➤ By the end of this course students will be able to identify trends in human populations, compare causes and consequences of demographic changes and will be able to identify and classify demographic anomalies by recognizing main demographic measurements.</li><li>➤ In addition, students will be able to describe demographic trends by being able to read and interpret graphs and data.</li></ul>

### SYLLABUS

<b>UNIT-I</b>	Subject Matter and Scope of Social Demography, Theories of Population, Malthus, Marxist and Social Views, Optimum Population and Demographic Transition. (12 Hrs)
<b>UNIT -II</b>	Fertility: Concept of Fecundity and Fertility, Social and Cultural Factors in Fertility, Basic Measures of Fertility and Fertility Trends in India. (12 Hrs)
<b>UNIT-III</b>	Morbidity and Mortality: Determinants and Measures of Mortality, Consequences of Mortality. Types and Causes of Infant Mortality, Child Mortality and Maternal Mortality. (12 Hrs)
<b>UNIT-IV</b>	Migration: General Terms and Concepts, Factors and Determinants. Major Theories of Internal Migration, Internal Migration in India (1951-2001). (12 Hrs)
<b>UNIT-V</b>	Population Growth and Socio-Economic Development in India. Population Information, Education and Communication. Measures taken for Population Control. Current National Population Policy of India. (12 Hrs)
<b>Text Books</b>	<ul style="list-style-type: none"> <li>➤ Agrawal, S.N.:India's Population Problems, Bombay, McGraw Hill Publishing Co. Ltd., 1973</li> <li>➤ Ford, Thomas R. &amp; De Jong, Gordon, F. : Social Demography, London, Prentice Hall International, 1970</li> <li>➤ Thompson Warron: Population Problems, New York, McGraw Hills, 1967</li> <li>➤ Agrawal, S.N.:Population, New Delhi, National Book Trust, 1967</li> <li>➤ Chandrashekhar S.:India's Population- Facts, Problems and Policy, Meenakshi Publishers, Meerut, 1967.</li> <li>➤ Dube, S.P. and Mishra. R.E.:Jankki and Jansankhya Addhayan, Agra, Sahitya Bhawan, 1974 (in Hindi)</li> <li>➤ Vikas. Bhende, A.A. &amp; Kanikar Tara:Principles of Population Studies, Bombay, Himalaya Publishing House, 1978.</li> <li>➤ J.P.Mishra, Janankiki,Sahitya Bhawan Publications ,Agra 2021 <ul style="list-style-type: none"> <li>➤ P.k.Gupta, Janankiki ke Mool Tatva,Yking books, 2018</li> </ul> </li> </ul>

<b>Reference Books</b>	<ul style="list-style-type: none"><li>➤ Stanford Q.H. (Ed.): World Population: Problems of Growth. New York, Oxford University Press. 1972</li><li>➤ Bose, Ashish Mitra, A. Desai &amp; P.B. Sharma: Population in India's Development 1947-2000, Delhi.</li><li>➤ Peterson-William: Population, New York, McMillan Company, 1961</li><li>➤ Gyan Chandra, Population in Perspective, New Delhi, Orient Longman Ltd., 1972</li></ul>
<b>Suggested E-resources</b>	E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a>

**SEMESTER-III****SUBJECT-SOCIOLOGY**

<b>Code of the Course</b>	<b>SOC9012T</b>
<b>Title of the Course</b>	<b>SOCIOLOGY OF MASS COMMUNICATION</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Centric Compulsory Course (DCC) in Sociology
<b>Delivery type of the Course</b>	40 lectures + 10 (formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	The course will enable the students to - Make aware of the Communication Process, understand the patterns of communication in the changing situation, acquaint with the concept and process of communication in India.
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>➤ Analyse the various types of media, understand the different perspectives on communication media, aware of the social problems caused by communication media.</li><li>➤ Study the barriers for effective communication, contact with the world of media and market relation, entrepreneurial attitudes, skills and career options in media, understand media policies in India, raising awareness of media related issues in India and Sociological relevance of media for democracy.</li></ul>

**SYLLABUS**

<b>UNIT-I</b>	Basic Concepts: Human Communication, Interpersonal and Group Communication, Mass Society, Mass Communication, Mass Culture.  (12 Hrs)
<b>UNIT -II</b>	Communication Theory : Two Step Flow ( Katz and Lazarsfeld) Theories of the Media : Early Theories (Innis and Mcluhan), The Public Sphere (Habermas), Hyper Reality (Baudrillard). Functions and Dysfunctions of Mass Communications - Views of Lasswell, Lazarsfeld, Merton, Defleur Peterson and Wilbur Schramm. (12 Hrs)

<b>UNIT-III</b>	Media Gender and Society. Role of Media in Society: Socialization, Education, Information, Recreation, Advertisement, Consumer Behavior, Propaganda and Public Opinion. (12 Hrs)
<b>UNIT-IV</b>	Mass Media and Rural Society- Views of Bunker Roy, S.C. Dube and P.C. Joshi. Traditional forms of Media. Internet Society. (12 Hrs)
<b>UNIT-V</b>	Media in Democracy, Media and Development. The Indian Context: Press, Cinema, Radio and Television. (12 Hrs)
<b>Text Books</b>	<ul style="list-style-type: none"> <li>➤ Nagori, Monika, 2003: Jan Sanchar Avem Samaj, Ankur Prakashan, Udaipur.</li> <li>➤ Singhal, A. and E.M. Rogers, 2000. India's Communication Revolution, Delhi: Sage Publication.</li> <li>➤ Axford B and Richard Huggins 2001, New Media and Politics, London : Sage.</li> </ul>
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>➤ French, D. and Michael Richard 2000 : Television in Contemporary Asia, London: Sage Publication</li> <li>➤ Gunaratne, S. 2000: Handbook of the Media in Asia, London: Sage.</li> <li>➤ Johnson, K. 2000: Television and Social Change in Rural India, London: Sage.</li> <li>➤ Manual, P. 1998: Cassette Culture, Popular Music and Technology in North India.</li> <li>➤ Mitra, A. 1993 : Television and Popular Culture in India, Delhi: Sage</li> </ul>

	<ul style="list-style-type: none"><li>➤ Page, D and William Crawley 2001 Satellites over south Asia, London: Sage.</li><li>➤ Preston, P. 2001: Reshaping Communications, London : Sage.</li><li>Robertson R., 1992 Globalization, Social Theory and Global Culture, London: Sage</li></ul>
<b>Suggested E-resources</b>	E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a>

**M.A. (TWO YEAR DEGREE PROGRAM)****SEMESTER-III****SUBJECT-SOCIOLOGY**

<b>Code of the Course</b>	<b>SOC9102T</b>
<b>Title of the Course</b>	<b>SOCIAL PROBLEMS IN INDIA</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Specific Elective Course (DSE-I) in Sociology
<b>Delivery type of the Course</b>	40 lectures + 10 (formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	Social problems and issues is one of the major papers offered in Sociology, Social Science and Humanities. Social problem is condition in Society which is judged to be undesirable and in need of reform or elimination. The social issues like poverty, unemployment, migration, crime, delinquency, drug abuse, child abuse, crime against women, crime against children, discrimination on the basis of Caste, class & religion , corruption, family and health problems, education, political, economic, cultural and environment issues and human rights violation all need to be seen in the socio economic repercussions.
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>➤ This course explains about the social problems faced by the individuals and the society and introspects how to handle the issues in socioeconomic perspectives.</li><li>➤ This course is imperative to all Social science and sociology students as it deals with major problems of society and equip them to deal with it to overcome certain issues by helping the concerned individual or society or authorities towards making a better society.</li></ul>

## SYLLABUS

<b>UNIT-I</b>	<p>Social Problem: Concept and Causes. Structural: Poverty, Unemployment-Concept, Causes and Remedies.</p> <p style="text-align: right;">(12 Hrs)</p>
<b>UNIT -II</b>	<p>Structural: Population Explosion, Inequality of Caste and Gender.</p> <p style="text-align: right;">(12 Hrs)</p>
<b>UNIT-III</b>	<p>Disorganizational: Crime &amp; Delinquency, White Collar Crime, Corruption, Changing Profile of Crime &amp; Criminals, Drug Addiction.</p> <p style="text-align: right;">(12 Hrs)</p>
<b>UNIT-IV</b>	<p>Familial: Dowry, Violence, Divorce, Intergenerational Conflict and Aging Problems.</p> <p style="text-align: right;">(12 Hrs)</p>
<b>UNIT-V</b>	<p>Developmental: Development induced Displacement, Ecological Degradation and Environmental Pollution, Consumerism, Crisis of Values.</p> <p style="text-align: right;">(12 Hrs)</p>
<b>Text Books</b>	<ul style="list-style-type: none"> <li>➤ Kothari, Rajani (Ed). 1973 Caste in Indian Politics.</li> <li>➤ Rajora , S.C. – Samkalin Bharat Ki Samajik Samasyayen ( in Hindi ) Jaipur: Raj. Hindi Granth Acad. 2000</li> <li>➤ Mahajan and Mahajan, 2003, Issues and Problems in Indian Society (Hindi), Vivek Prakashan.</li> <li>➤ Ahuja Ram, 1998. Social Problem (in English &amp; Hindi both ) : Rawat Pub.</li> </ul>
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>➤ Beteille, Andre. 1974 Social Inequality. New Delhi : OUP</li> <li>➤ Beteille, Andre. 1992 Backward Classes in Contemporary India , New Delhi: OUP</li> <li>➤ Berreman G.D. 1979. Caste and Other Inequalities: Essays in Inequality. Meerut: Folklore Institute.</li> <li>➤ Dube, Leela 1997. Women and Kinship Comparative Perspectives on Gender in South and Southeast Asia. New Delhi. Sage Publications.</li> <li>➤ Gadgil, Madhave and Guha, Ramchandra. 1996. Ecology and Equity: The Use and Abuse of Nature in Contemporary India. New Delhi:OUP</li> <li>➤ Gill S.S. 1998. The Pathology of Corruption. New Delhi. Harper Collin</li> </ul>



	<p>Publishers.</p> <ul style="list-style-type: none"> <li>➤ Guha, Ranjit. 1991. Subaltern Studies. New York: OUP</li> <li>➤ Inden, Ronald. 1990. Imaging India. Oxford: Brasil Blackward</li> </ul>
	<ul style="list-style-type: none"> <li>➤ Satya Murty. T.V. 1996. Region, Religion, Caste, Gender and Culture in Contemporary India. New Delhi: OUP.</li> <li>➤ Sharma, Ursula, 1983. Women, Work and Property in North West India. London: Tavistock.</li> <li>➤ Sharma, S.L. 2000 “Empowerment without Antagonism: A Case for Reformulation of Women’s Empowerment Approach”. Sociological Bulletin. Vol. 49 No.1</li> </ul>
<b>Suggested E-resources</b>	E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a>

<b>M.A. (TWO YEAR DEGREE PROGRAM)</b>	
<b>SEMESTER-III</b>	
<b>SUBJECT-SOCIOLOGY</b>	
<b>Code of the Course</b>	<b>SOC9103T</b>
<b>Title of the Course</b>	<b>SOCIAL ANTHROPOLOGY</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6.5
<b>Credit of the</b>	4 credits

<b>course</b>	
<b>Type of the course</b>	Discipline Specific Elective Course (DSE -I) in Sociology
<b>Delivery type of theCourse</b>	40 lectures + 10 (formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of thecourse</b>	This course provides an introduction to anthropology. Students will explore the meaning, scope and relevance of anthropology, its main branches and other branches, relationship with other sciences. Introduce and familiarize the students with the fundamental basic concepts Society, Culture, Community, Group, Association, Institution, Status and Role, Social Structure, Social Organization, Norms and Values.
<b>Learning outcomes</b>	Social Anthropology is the branch of anthropology that studies how contemporary human beings behave in social groups. During the course, students will learn the following aspects of the society such as the social organization of a person: customs, economic and political organization, law and conflict resolution, patterns of consumption and exchange, kinship and family structure, gender relations, childrearing and socialization, religion, and so on.

### SYLLABUS

<b>UNIT-I</b>	The Concept of Tribe: Demographic Profile: Habitat, Distribution and Concentration of Tribal People; Tribal Zones; Sex Ratio; Status of Women. (12 Hrs)
<b>UNIT -II</b>	Classification of Tribal People; Good Gatherers and Hunters, Shifting Cultivators, Nomads, Pastoralists, Peasants and Settled Agriculturists, Artisans. (12 Hrs)
<b>UNIT-III</b>	Social-Culture Profile: Ethnic and Culture Diversity-Languages and religious beliefs; Kinship: terminology and behaviour; Marriage: forms; Family: type. (12 Hrs)
<b>UNIT-IV</b>	Social Mobility and Change: Hinduization and Sanskritization ; Problems of Tribal People; Various Approaches of Tribal Problems: Isolation, Assimilation, Integration, Social Symbiosis. (12 Hrs)
<b>UNIT-V</b>	Tribal Integration and Identity. Major Tribal Communities of Rajasthan. Tribal Movements in Rajasthan: Motilal Tejawat and Govind Giri. (12 Hrs)

<p><b>Text Books</b></p>	<ul style="list-style-type: none"> <li>➤ Singh, K.S. (1995) The Scheduled Tribes, Oxford University Press: New Delhi.</li> <li>➤ Doshi, S.L.: Vyas, KN, Tribal Situation in Rajasthan, Himanshu Publication, Udaipur, 1997.</li> <li>➤ Majumdar and Madan : Introduction to Social Anthropology (Hindi version is also available)</li> <li>➤ TRIBE: A Bilingual journal of TRI, Udaipur.</li> <li>➤ Upreti, H.C, Bharat Ki Janjatiyan (in Hindi), Raj. Granth Academy, Jaipur.</li> </ul>
<p><b>Reference Books</b></p>	<ul style="list-style-type: none"> <li>➤ Bose, N. K. (1967) Culture and Society in India, Asia Publishing House.</li> <li>➤ Bailey, F G: Tribal, Caste and Nation.</li> <li>➤ Dube, S. C. (1977): Tribal Heritage of India, New Delhi: Vikas publications.</li> <li>➤ Raza, Moonis and A. Ahmad: (1990) An Atlas of Tribal of India, Concept Publishing : Delhi,</li> <li>➤ Singh, K.S. (1998), People of India, Rajasthan, Vol. XXXVIII, Part I &amp; II, Popular Prakashan, Delhi.</li> <li>➤ Singh, K.S.: (1972) Tribal Situation in India, Indian Institute of Advanced Study.</li> <li>➤ Singh, K.S.: (1985) Tribal Society, Manohar: - Delhi.</li> <li>➤ Singh, K.S.: (1982) Tribal Movements in India, Vol. I and II, Manohar : New Delhi</li> </ul>
<p><b>Suggested E-resources</b></p>	<p>E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a></p>

**M.A. (TWO YEAR DEGREE PROGRAM)****SEMESTER-III****SUBJECT-SOCIOLOGY**

<b>Code of the Course</b>	<b>SOC9104T</b>
<b>Title of the Course</b>	<b>RURAL SOCIOLOGY</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Specific Elective Course (DSE -II) in Sociology
<b>Delivery type of the Course</b>	40 lectures + 10 (formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	This paper is designed to bring out the distinct features of the rural society with their typologies and topicalities. In the present paper an attempt is made to introduce the student with the development of this branch overtime with its focus on the typicality of Indian villages, their structures, changing features and social problems faced by the rural people.
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>➤ After studying this paper, the student can get an impression about the emergence of the sub discipline, Derive ideas about rural social problems of the country.</li><li>➤ India thrives in his villages. By going through this paper, the student can have a grip on the grass roots of Indian society.</li><li>➤ This will enable the student to understand the society in a better manner, to note the heterogeneities in culture, institutions and their functions, changes, the contrasts found between the rural urban societies and the problems faced by the people.</li></ul>
<b>SYLLABUS</b>	
<b>UNIT-I</b>	Rural Society in India as Agrarian and Peasant Social Structure; Basic Characteristics of Peasant and Agrarian Society. (12 Hrs)
<b>UNIT -II</b>	Nature of Family, Caste, Religions, Education Habitat and Settlement in Rural Context. (12 Hrs)

<b>UNIT-III</b>	Agrarian Relation and Land Management in Rural India. Agrarian Leadership and Agrarian Unrest in India. (12 Hrs)
<b>UNIT-IV</b>	Rural Poverty, Emigration, Indebtedness. Planned Change for Rural Society, Panchayati Raj, Local Self Govt. and Community Development Programmes and Rural Development Strategies. (12 Hrs)
<b>UNIT-V</b>	Major Agrarian Movements in India - A Critical Analysis Green Revolution. New Strategy for Agricultural Development. Globalization and its Impact on Rural Society. (12 Hrs)
<b>Text Books</b>	<ul style="list-style-type: none"> <li>➤ Agrawal, G.K., Gramin Samajshastra (Hindi)</li> <li>➤ Chauhan , B.R. Bharat Me Gramin Samajshastra ( Hindi)</li> <li>➤ Desai A.R. 1977 Rural Sociology in India (in Hindi also ), Popular Prakashan, Bombay Mencher,</li> <li>➤ Dhanagare D.N., 1988 : Peasant Movements in India, OUP , New Delhi</li> </ul>
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>➤ Berch, Berberogue, Ed. 1992 Class, State and Development in India 1,2,3 and 4 Chapters. Sage, New Delhi</li> <li>➤ J.P. 1983 Social Anthropology of Peasantry Part III, OUP</li> <li>➤ P. Radhakrishnan, 1989: Peasant Struggles: Land reforms and Social Change in Malabar 1836 - 1982. Sage Publications: New Delhi.</li> <li>➤ Thorner, Daniel and Thirner Alice 1962 Land and Labour in India, Asia Publications Bombay</li> <li>➤ Andre Bettle 1974 Six Essays in Comparative Sociology , OUP , New Delhi ( Relevant Chapters)</li> <li>➤ Ashish Nandy, 1999. Ambiguous Journey to the City, New Delhi. OUP</li> </ul>
<b>Suggested E-resources</b>	E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a>

**M.A. (TWO YEAR DEGREE PROGRAM)****SEMESTER-III****SUBJECT-SOCIOLOGY**

<b>Code of the Course</b>	<b>SOC9105T</b>
<b>Title of the Course</b>	<b>SOCIOLOGY OF EDUCATION</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Specific Elective Course (DSE -II) in Sociology
<b>Delivery type of the Course</b>	40 lectures + 10 (formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	An understanding of the social dimensions of education and its dialectical relationship to the production and reproduction of various social structures, categories and identities. This includes exposure to the ideas and practices of education which have been critical in the development of modern ideas of childhood, individuality, citizenship and work
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>➤ An exposure to the historical trajectories of educational practices and cultures at various levels in India. The ability to make connections between the political economy of global educational regimes and the consequent transformation of institutional structures and practices.</li><li>➤ An appreciation of the importance of cross cultural and historical comparisons as well as micro and macro perspectives in apprehending any aspect of education. The course enables students to reflect on their own educational trajectories and analyse its intersections with larger socio-cultural developments</li></ul>

## SYLLABUS

<b>UNIT-I</b>	Theoretical Approaches in Sociology of Education, Functional: Durkheim and Parsons, Marxist: Gramsci's Theory of Hegemony and Organic Intellectuals, Pierre Bourdieu's Theory of Social and Cultural, Reproduction of Society. (12Hrs)
<b>UNIT -II</b>	Philosophy of Education, J. Dewey, Freire, Ivan Illich, John Holt. (12 Hrs)
<b>UNIT-III</b>	The Indian Tradition of Education, Vedic Education, Buddhist Education, Islamic Education, Colonial Education and Nationalists Education. (12 Hrs)
<b>UNIT-IV</b>	Alternative Education Programmes and Challenges, Non-formal Education: Adult Education, Continuing Education and Mass Literacy. (12 Hrs)
<b>UNIT-V</b>	Campaign, Role of State and Voluntary Organizations in Alternative Education Programmes. (12 Hrs)
<b>Text Books</b>	<ul style="list-style-type: none"> <li>➤ Banks Olive, Sociology of Education, (2nd Ed.), Batsford London, 1971.</li> <li>➤ Bourdieu P, Education, Society and Culture, Sage London, 1990.</li> <li>➤ Kabeer Nambissan and Subrahmaniam (eds.), Child Labour and Right to Education in South Asia, Sage Publication, New Delhi, 2003</li> <li>➤ Morris Iror, The Sociology of Education, Allan and Unwin, 1978</li> <li>➤ Scharfe, Hartmut, Education in Ancient India, Brill Academic Publishers, 2002.</li> <li>➤ Sen and Dreze, India: Development Selected Regional Perspectives, OUP, New Delhi, 1997.</li> <li>➤ Towards Equality – The Unfinished Agenda – Status of Women in India – 2001, National Commission for Women, Government of India, 2002.</li> </ul>

<p><b>Reference Books</b></p>	<ul style="list-style-type: none"> <li>➤ Blackledge, D and Hunt B, Sociological Interpretations of Education, Crom Helm, London, 1985.</li> <li>➤ Chitnis S, and Altbach P. G (eds.), Higher Education Reform in India: Experience and Perspectives, Sage New Delhi, 1993.</li> <li>➤ Friere, Paulo, Pedagogy of the Oppressed, Penguin Books, Harmondsworth, 1972.</li> <li>➤ Gandhi M. K, Problems of Education, Navjeevan Prakashan Ahmedabad, 1962.</li> <li>➤ Illich Ivan, Deschooling Society, Penguin, London, 1973.</li> <li>➤ Jerome Karabel and H.Halsey, Power and Ideology in Education, Oxford, University Press, 1977.</li> </ul>
<p><b>Suggested E-resources</b></p>	<p>E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a></p>



**M.A. (TWO YEAR DEGREE PROGRAM)****SEMESTER-III****SUBJECT-SOCIOLOGY**

<b>Code of the Course</b>	<b>SOC9106T</b>
<b>Title of the Course</b>	<b>URBAN SOCIOLOGY</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Specific Elective Course (DSE -III) in Sociology
<b>Delivery type of the Course</b>	40 lectures + 10 (formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	To appreciate the significance of the city and the process of urbanisation and its consequences across the globe, through cross disciplinary texts and ethnographic studies. To understand the urban in the historical as well as modern contexts - the idea of urbanism and urban space and the intersections in these of institutions, processes and identities. This is to be achieved by exposing students to critical theoretical debates which help them to gain a deeper understanding of city life and urban environment which can also help them understand their own social environment better
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>➤ To learn about key urban processes such as migration, displacement and urban slums, as well as critical contemporary issues such as resettlement and rehabilitation and also engage in issues of public policy, urban transformation and change. Knowledge of such themes will help students pursue further studies in academic areas such as development and also engage in research on public policy, urban transformation and change.</li><li>➤ To develop critical thinking and a reflective perspective through exposure to multicultural thought; to enhance disciplinary knowledge, research-related skills and develop a problem-solving competence.</li></ul>

**SYLLABUS**

<b>UNIT-I</b>	Classical Sociological Traditions on Urban and City Dimensions: Emile Durkheim, Karl Marx, Max Weber and Tonnies. Urban Community and Spatial Dimensions. Park, Burgers and Mckenzie. (12 Hrs)
<b>UNIT -II</b>	George Simmel: Metropolis; Louis Writh: Urbanism and Redfield: Rural-Urban Continuum. (12 Hrs)
<b>UNIT-III</b>	Urban Sociology in India; Emerging Trends in Urbanisation, Factors of Urbanisation, Social Consequences of Urbanisation. Classification of Urban Centres, Cities and Towns. (12 Hrs)
<b>UNIT-IV</b>	City Industrial Urban Base, its growth and special features, Industry Centered Developments. Changing Occupational Structure and its Impact on Social Stratification. Class, Caste, Gender, Family. (12 Hrs)
<b>UNIT-V</b>	Indian city and its growth; Migration; Problems of housing, Slum development, Urban environmental problems, Urban poverty; Urban planning and problems of Urban Management in India. (12 Hrs)
<b>Text Books</b>	<ul style="list-style-type: none"> <li>➤ Quinn J A 1995, Urban Sociology, S Chand &amp; Co., New Delhi</li> <li>➤ Gold, Harry, 1982. Sociology of Urban Life. Prentice Hall,</li> <li>➤ Englewood Cliff. Colling, Worth, J B 1972 Problems of Urban Society Vol. 2,</li> <li>➤ George and Unwin Ltd. Alfred de Souza 1979, The Indian City: Poverty, Ecology and Urban Development, Manohar, Delhi.</li> <li>➤ Desai A R and Pillai S D (ed) 1970 Slums and Urbanisation, Popular Prakashan, Bombay.</li> </ul>
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>➤ Pickwance C G (ed) 1976, Urban Sociology; Critical Essays, Methuen.</li> <li>Saunders peter 1981, Social Theory and Urban Question, Hutchionson.</li> <li>➤ Bose Asthish 1978, Studies in India Urbanisation 1901-1971, Tata Mc Graw Hill.</li> <li>➤ Abrahamson M 1976 Urban Sociology Englewoot, Prentice Hall.</li> <li>➤ Ronnan, Paddison, 2001: Handbook of Urban Studies. Sage: India</li> <li>➤ Bharadwaj, R.K. 1974: Urban Development in India.National Publishing House.</li> <li>➤ Castell M 1977: The Urban Question, Edward Arnold, London.</li> <li>➤ Ramachandran R 1991 Urbanisation and Urban Systems in India, OUP, Delhi</li> </ul>
<b>Suggested E-resources</b>	E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a>

**M.A. (TWO YEAR DEGREE PROGRAM)****SEMESTER-III****SUBJECT-SOCIOLOGY**

<b>Code of the Course</b>	<b>SOC9107T</b>
<b>Title of the Course</b>	<b>SOCIAL MARKETING</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Specific Elective Course (DSE -III) in Sociology
<b>Delivery type of the Course</b>	40 lectures + 10 (formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	After studying this course, students should be able to describe and explain the meaning and nature of social marketing, analyse, social marketing problems and suggest ways of solving these, recognise the range of stakeholders involved in social marketing programmes and their role as target markets, assess the role of branding, social advertising and other communications in achieving behavioural change.
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>➤ Understand principles of developing a social marketing initiative.</li><li>➤ Be able to use theoretical and applied frameworks and consumer research techniques to guide the development of a campaign and message strategy</li><li>➤ Appropriate behavior and benefit exchange, and developing a social marketing initiative.</li></ul>
<b>SYLLABUS</b>	
<b>UNIT-I</b>	Market as a Social Institution: From Relations of Production to Market Relations; Social Aspects of Market, Marketing Social Policies, Programmes and Causes, Distinctive Elements of Social Marketing, Globalization and Social Marketing. <p style="text-align: right;">(12 Hrs)</p>

<b>UNIT -II</b>	Processes of Social Marketing: Segmentation (Social Differentiation), Target Audience, Positioning (STP.) 4Cs. -Cause, Cost, Channel, Communication; Social Marketing mix, Lifecycle of Cause. Management Principles for Marketing: Problem Identification, Cause formulation, Planning, Organizing, Coordinating, Directing Controlling. (12 Hrs)
<b>UNIT-III</b>	Strategies of Social Marketing: Social Market Research, Short-term Strategy (participative action), Long-term Strategy (education), Measures to overcome resistance; Strength, Weakness, Opportunity and Threat (SWOT) Analysis, Appraisal of Cultural Resources and constraints, Social Stratification and Marketing, Ethnic Packaging-Social Packaging. (12 Hrs)
<b>UNIT-IV</b>	Development Communication for Social Marketing: Top-Downward, Bottom-upward, Media Planning, Channel Selection, Advertising, Provisions and Regulations of Advertising, Formal and Informal Censoring, Consumer Protection Act, Consumer Movement. (12 Hrs)
<b>UNIT-V</b>	Agencies of Social Marketing: state, corporate agencies, international donor agencies, Non-Governmental Organizations (NGOs), Monitoring and Evaluation : Methodology Techniques of Measuring Success of Programme; Ethical issues in Social Marketing. (12 Hrs)
<b>Text Books</b>	<ul style="list-style-type: none"> <li>➤ Kotler, Philip.1981 Marketing for Non-profit Organizations. New Delhi Prentice Hall of India.</li> <li>➤ Kotler, Philip and Roberto L. Eduardo. 1989. Social Marketing: Strategies for Changing Public Behaviour. New York: The Free Press- A division of Macmillan, INC.</li> <li>➤ Manoff Richard K. 1985. Social Marketing. New York: Praeger.</li> <li>➤ Paul N. Bloom, et.al. 2001, Hand book of Marketing and Society. Sage : India.</li> <li>➤ Rohit Deshpande, 2001 Using Market Knowledge. Sage India.</li> </ul>
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>➤ Andreason, Alan R. and Alan A. Andreason. Marketing Social Change Changing Behaviour to Promote Health, Social Development and the Environment, Jossey Bass Nonprofit Sector Series.</li> <li>➤ Me Kenzie-Mohr, Dough and William Smith. Fostering Sustainable Behaviour:An Introduction to Community-Based Social Marketing, Education for Sustainable Series.</li> </ul>

<b>Suggested E-resources</b>	E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a>
<b>M.A. (TWO YEAR DEGREE PROGRAM)</b>	
<b>SEMESTER-III</b>	
<b>SUBJECT-SOCIOLOGY</b>	
<b>Code of the Course</b>	<b>SOC9108T</b>
<b>Title of the Course</b>	<b>SOCIOLOGY OF RELIGION (GENERIC PAPER)</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Generic Course in Sociology
<b>Delivery type of the Course</b>	40 lectures + 10 (formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	Students will be acquainted with representative texts that symbolize the development of knowledge in the field of Sociology of Religion. They will be able to identify different theories, approaches and concepts that make up the study of religion, distinguish between them and also use terms specific to the field in specific context.
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>➤ They will be able to make a link between texts and paraphrase their arguments and use these to communicate their ideas in research papers, projects and presentations.</li> <li>➤ By encompassing contemporary developments the course enables students to think about linkages between religion and society at various levels</li> </ul>
<b>SYLLABUS</b>	
<b>UNIT-I</b>	The Scope of a Sociology of Religion; Basic Concepts: Belief Systems, Magic and Religion - Elements of Religious Experience - Typology of Religions. (12 Hrs)
<b>UNIT -II</b>	Sociological Interpretation of Religion: Durkheim and Sociological Functionalism, Weber and Phenomenology- Marx and Dialectical Materialism- Levi Strauss and Structuralism. (12 Hrs)

<b>UNIT-III</b>	Religions of India: Buddhism, Hinduism, Christianity, Islam, Jainism and Sikhism : A Social Historical Perspective - Demographic Profile and Contemporary Trends. (12 Hrs)
<b>UNIT-IV</b>	Aspects of Religion in India: Sacred Knowledge; Sacred Space - Sacred Time - Sacred Persona; Fundamentalism - Communalism – Secularism. (12 Hrs)
<b>UNIT-V</b>	Social Change and Religion: Socio Religious Movements - Popular Religion and Emerging Cults; Problems of Religious Conversion in India. (12 Hrs)
<b>Text Books</b>	<ul style="list-style-type: none"> <li>➤ Madan, T.N. 1992 (enlarged edition) Religion in India. New Delhi: OUP</li> <li>➤ Mazumdar, H.T. 1986 India's Religious Heritage. New Delhi: Allied</li> <li>➤ Roberts, Keith A 1984 Religion in Sociological Perspective, New York, Dorsey Press.</li> <li>➤ Shakir, Moin (ed.) 1989 Religion, state and politics in India. Delhi: Ajants Publications.</li> <li>➤ Singh, K.S. : People of India.</li> </ul>
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>➤ Baird, Rebort D. (ed.) 1995 (3rd edition) Religion in Modern India, Delhi: Manohar.</li> <li>➤ Jones, Kenneth W 1989 Socio Religious Reform Movements in British India, The New Cambridge History of India III- 1, Hyderabad, Orient Longman</li> <li>➤ Turner, Bryan S. 1991 (2nd edition) Religion and social theory. London Sage.</li> </ul>
<b>Suggested E- resources</b>	E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a>

**M.A. (TWO YEAR DEGREE PROGRAM)****SEMESTER-III****SUBJECT-SOCIOLOGY**

<b>Code of the Course</b>	<b>SOC9109T</b>
<b>Title of the Course</b>	<b>SOCIOLOGY OF ENVIRONMENT (GENERIC PAPER)</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Generic Course in Sociology
<b>Delivery type of the Course</b>	40 lectures + 10 (formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	After completion of the course, the students will be able to: Explain the main concepts, theories, debates and empirical practices on the interaction between environment and society.
<b>Learning outcomes</b>	To differentiate between different paradigms and discourses on nature and its use by society, describe current theoretical Empirical debate on environmental movements and sustainable resource management practices, evaluate policies and practices concerning environmental governance and sustainable development, appropriately apply different theories and methodologies of research in different contexts relevant to environment and sustainable development.
<b>SYLLABUS</b>	
<b>UNIT-I</b>	Classical Sociological Tradition - Karl Marx, Emile Durkhiem and Max Weber on Environmental Concerns. Environmental Sociology: The rise, decline, and resurgence of environmental sociology, 21st Century Paradigm. <p style="text-align: right;">(12 Hrs)</p>
<b>UNIT -II</b>	Emerging Theoretical Parameters in Environmental Sociology. Contributions of Zavestoskis, Dunlap and Cotton, Ram Chandra Guha, Patrik Giddens and Radha Kamal Mukerjee. Nature versus Nurture: Synthesis of Societal and Environmental Dialect. <p style="text-align: right;">(12 Hrs)</p>

<b>UNIT-III</b>	Environmental Issues Pertaining to Population, Water, Sanitation, Pollution , Energy, Housing and Urban Development and Rural Poverty; Social Impact Assessment of Environmental Issues.  (12 Hrs)
<b>UNIT-IV</b>	Development, Displacement, Relocation and Environmental Problems. Global Environmentalism : A Challenge to Post Materialism Thesis.  (12 Hrs)
<b>UNIT-V</b>	Environment, Technology and Society, Environmental Justice: Policy and Action.  (12 Hrs)
<b>Text Books</b>	<ul style="list-style-type: none"> <li>➤ Gadgil, Madhav and Ram Chandra Guha 1996 Ecology and Equity: The Use and Abuse of Nature in Contemporary India New Delhi OUP</li> <li>➤ Giddens, Anthony 1996 Global Problems and Ecological Crisis in Introduction to sociology 2nd Edition. New York</li> </ul>
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>➤ W.W.Norton and Co. Michael Redclift, 1984 : Development and the Environmental Crisis, Meheun Co.Ltd. New York.</li> <li>➤ Munshi, Indra 2000 "Environment" in Sociological Theory Sociological Bulletin. Vol 49, No. 2</li> <li>➤ O.L. Riordan T. 1981 Environmentalist, Pion Schaniberg Allan, 1980 The Environment,Oxford University Press N.Y. The state of India's Environment 1985, The second citizens report, Center for Science and Environment</li> </ul>
<b>Suggested E-resources</b>	E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a>



**M.A. (TWO YEAR DEGREE PROGRAM)****SEMESTER-IV****SUBJECT-SOCIOLOGY**

<b>Code of the Course</b>	<b>SOC9013T</b>
<b>Title of the Course</b>	<b>INDIAN SOCIETY</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Centric Compulsory Course (DCC) in Sociology
<b>Delivery type of the Course</b>	40 lectures + 10 (formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	To make the students more aware of the recent social issues in India and allow them to expand their sociological understanding of these topics and challenges in addition to their understanding from a practical standpoint. It improve the assimilation of students with the society.
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>➤ Students will acquire the fundamentals of sociology, social structure, and social system.</li><li>➤ The students will become aware about Indological perspectives which claims to understand Indian Society through the concepts, theories and frameworks that are closely associated with Indian Civilization.</li></ul>
<b>SYLLABUS</b>	
<b>UNIT-I</b>	Conceptualising Indian Society: Historicity of Unity in Diversity- Forces of Unity in Modern India. Cultural Diversity: Regional, Linguistic, Religious and Tribal. Traditional and Modern Bases of Indian Society.  <div style="text-align: right;">(12 Hrs)</div>

<b>UNIT -II</b>	<p>Indian Society Through Ages: Society in Ancient India, The Vedic Civilisation, Post-Vedic Society, Impact of Islam on Indian Society, Society in the British Period. People of India: Groups and Communities.</p> <p style="text-align: right;">(12 Hrs)</p>
<b>UNIT-III</b>	<p>Perspectives in Studying Indian Family (A.M.Shah), Marriage ( K.M. Kapadia), Kinship (Irawati Karve).</p> <p>Perspectives on the Analysis of Caste System: Perspectives of Scriptures, Anthropological-Cultural Perspective- Caste as a Structural and Cultural Phenomenon. (12 Hrs)</p>
<b>UNIT-IV</b>	<p>Theoretical Perspectives in Indian Society: Indological/Textual Perspectives (G. S. Ghurye, Louis Dumont);Structural -Functionalism Perspective (M.N. Srinivas, S.C.Dube);Marxism Perspective (D.P.Mukherjee, A.R.Desai). (12 Hrs)</p>
<b>UNIT-V</b>	<p>Civilisational Perspective (N.K. Bose, Surjeet Sinha). Subaltern Perspective ( B.R. Ambedkar, David Hardiman).</p> <p>Tradition and Modernity in India, Problem of Nation Building : Secularism, Pluralism and Nation Building.</p> <p>Current Debates on : Indigenisation of Sociology. (12 Hrs)</p>
<b>Text Books</b>	<ul style="list-style-type: none"> <li>➤ Dhanagare, D.N. 1993 : Themes and Perspectives in Indian Sociology, Jaipur-Rawat</li> <li>➤ Dube, S.C. 1973: Social Sciences in a Changing Society, Lucknow University Press.</li> <li>➤ Dube, S.C. 1967 The Indian Village, London : Routledge, 1955.</li> <li>➤ Doshi, S.L. 2000, Bhartiya Samaj (Hindi), National Publishing House.</li> <li>➤ Momin, A. R. 1996 : The Legacy of G.S. Ghurye : A Centennial Festschrift Popular Prakashan, Bombay. Mukherjee, R.N., Bhartiya Samaj Aur Sanskriti, Vivek Prakashan, Delhi.</li> </ul>

<p><b>Reference Books</b></p>	<ul style="list-style-type: none"> <li>➤ DeSouza, P.R. ed. 2000 Contemporary India-Transitions, New Delhi: Sage</li> <li>➤ Singh, K.S. 1992 : The People of India : An Introduction, Seagull books, Calcutta.</li> <li>➤ Singh, Y. 1986 : Indian Sociology : Social Conditioning and Emerging Concerns, Delhi : Vistaar.</li> <li>➤ Singh, Y. 1973 : Modernisation of Indian Tradition, Delhi, Thomson Press.</li> <li>➤ Srinivas, M.N. 1960 : India's Villages Asia Publishing House, Bombay</li> <li>➤ Hardiman, David 1996 : Feeding the Bania : Peasants and Usurers in Western India, Oxford University Press.</li> <li>➤ Hardiman, David 1987 : The Coming of the Devi : Adivasi Assertion in Western India, Oxford University Press.</li> </ul>
<p><b>Suggested E-resources</b></p>	<p>E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a></p>

**M.A. (TWO YEAR DEGREE PROGRAM)****SEMESTER-IV****SUBJECT-SOCIOLOGY**

<b>Code of the Course</b>	<b>SOC9110T</b>
<b>Title of the Course</b>	<b>SOCIOLOGY OF CHANGE AND DEVELOPMENT</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Specific Elective Course (DSE-IV) in Sociology
<b>Delivery type of the Course</b>	40 lectures + 10 (formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	To provide conceptual and theoretical understanding of social change and development as it has emerged in sociological literature and understanding into how social structure affects development and how development affects social structure and to discuss with the students the progress of India.
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>➤ Gain knowledge about meanings and significance of social transformation.</li><li>➤ Develop ability to critically engage with contemporary changes.</li><li>➤ Promote theoretical reflection on transformation.</li><li>➤ Learn to engage with contemporary changes critically.</li></ul>
<b>SYLLABUS</b>	
<b>UNIT-I</b>	Meaning and Forms of Social Change: Evolution, Progress, Transformation; Theories and Factors of Social Change: linear, cyclical and curvilinear; demographic, economic, religious, bio-tech, info-tech and media. (12 Hrs)
<b>UNIT -II</b>	Process of Social Change in Contemporary India: Sanskritization, Westernization, Modernization and Secularization.  <div style="text-align: right;">(12 Hrs)</div>

<b>UNIT-III</b>	Changing Concepts of Development : Economic Growth, Human Development, Social Development and Sustainable Development. (12 Hrs)
<b>UNIT-IV</b>	Theories of Development and Underdevelopment: Modernization Theories, Centre Periphery, World-Systems, Unequal Exchange; Paths and Agencies of Development: Capitalist, Socialist, Mixed Economy, Gandhian; State, Market, Non-Governmental Organizations. (12 Hrs)
<b>UNIT-V</b>	Indian Experience of Development : sociological appraisal of Five-Year Plans, Socio-Cultural repercussions of globalization, social implication of info-tech revolution Formulating social policies and programmes and their implementation. (12 Hrs)
<b>Text Books</b>	<ul style="list-style-type: none"> <li>➤ Dube, S. C. Vikasa Ka Samajshastra (Hindi).</li> <li>➤ Haq, Mahbub UI. 1991. Reflection of Human Development. New Delhi, OUP.</li> <li>➤ Nagla, B.K. Social Development.</li> <li>➤ Moor, Wilbert and Robert Cook. 1967. Social Change. New Delhi: Prentice Hall (India).</li> <li>➤ Srinivas, M.N. 1966. Social Change in Modern India, Baerkley University of Berkley.</li> </ul>
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>➤ Appadurai, Arjun. 1997. Modernity At Large: Cultural Dimensions of Globalization. New Delhi : OUP.</li> <li>➤ Dereze, Jean and Amartya Sen. 1996. India : Economic Development and Social Opportunity. New Delhi: OUP.</li> <li>➤ Desai, A.R. 1985. India's Path of Development : A Marxist Approach. Bombay Popular Prakashan. (Chapter 2).</li> <li>➤ Giddens Anthony, 1996. "Global Problems and Ecological Crisis" in Introduction to Sociology. IInd Edition New York: W.W.Norton &amp; Company.</li> <li>➤ Harrison, D. 1989. The Sociology of Modernization and Development. New Delhi: Sage.</li> </ul>
<b>Suggested E-resources</b>	E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a>

**M.A. (TWO YEAR DEGREE PROGRAM)****SEMESTER-IV****SUBJECT-SOCIOLOGY**

<b>Code of the Course</b>	<b>SOC9111T</b>
<b>Title of the Course</b>	<b>COMPARATIVE SOCIOLOGY</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Specific Elective Course (DSE-IV) in Sociology
<b>Delivery type of the Course</b>	40 lectures + 10 (formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	To make students aware about comparison of the social processes between nation states, or across different types of society and aware about emergence, growth and impact of Western sociologist on Third world countries, cross-cultural perspective etc.
<b>Learning outcomes</b>	➤ Students will be able to acquire comparative knowledge about different cultures, nations, post-colonial awareness, Contextualization, national concerns, indigenization, decolonization etc.

**SYLLABUS**

<b>UNIT-I</b>	The salience of the comparative perspective in the social sciences in general and in sociology in particular; indices of comparison: culture, nation, class, gender. Historical and social context of the emergence and growth of sociology in the West; the Eurocentric moorings of Western sociological tradition; Americanization of sociology; national traditions in sociology. (12 Hrs)
<b>UNIT -II</b>	The emergence and growth of sociology in Asia and Africa; the colonial context. The impact of Western sociology on the development of sociology in the Third world; sociology in a post-colonial mould; the issue of reorientation of research and teaching in sociology in accordance with national concerns and priorities. (12 Hrs)

<b>UNIT-III</b>	Central themes in Comparative Sociology: Modernity; Development; Diversity, Pluralism and Multiculturalism; Nation-state; Environment; Gender; Globalization. (12 Hrs)
<b>UNIT-IV</b>	Theoretical concerns and debates in comparative Sociology; Problems of Theorising in sociology in comparative and cross-cultural perspective; Contextualization) the need to approaches in sociology to national concerns and priorities; Sociology as social criticism, policy issues; formulation and evaluation. (12 Hrs)
<b>UNIT-V</b>	The Indian Context: the bearing of the colonial context on the development of sociology in India; the continuance of the colonial legacy in contemporary Indian sociology; the debate on decolonization, contextualization and indigenization; the focus on national and regional concerns. (12 Hrs)
<b>Text Books</b>	<ul style="list-style-type: none"> <li>➤ Andreski, S. 1964 : Elements of Comparative Sociology (London, Widenfeld and Nicolson)</li> <li>➤ Beteille, Andre 1987 : Essays in Comparative Sociology (New Delhi : Oxford University Press)</li> <li>➤ Beteille, Andre 1992 : Society and Politics in India : Essays in Comparative perspective (New Delhi : Oxford University Press)</li> <li>➤ Kothari, Rajni 1988 : Rethinking Development : In Search of Humane Alternatives Delhi : Ajanta.</li> </ul>
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>➤ Kiely, R. and Phil Marfleet, eds. 1998 : Globalization and the Third World (London: Routledge)</li> <li>➤ Oommen, T.K. and P.N. Mukherjee, eds. 1986 : Indian Sociology : Reflection and Introspections (Bombay : Popoular Prakashan).</li> <li>➤ Saraswati, B. N. 1994 : Interface of Cultural Identity and Development (New Delhi Indira Gandhi National Centre of the Arts)</li> </ul>
<b>Suggested E-resources</b>	E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a>

**M.A. (TWO YEAR DEGREE PROGRAM)****SEMESTER-IV****SUBJECT-SOCIOLOGY**

<b>Code of the Course</b>	<b>SOC9112T</b>
<b>Title of the Course</b>	<b>SOCIAL MOVEMENTS IN INDIA</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Specific Elective Course (DSE-V) in Sociology
<b>Delivery type of the Course</b>	40 lectures + 10 (formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	This paper's main objective is to enhance students' awareness of the problematic components of the various types of movement by establishing it in a specific socio-historical context, outlining the variety of concerns raised by it, and mapping how those issues have evolved over time.
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>➤ Critical thinking will be encouraged by the aforesaid chapters.</li><li>➤ Students will be inspired to consider social change processes like social movements historically.</li><li>➤ The idea that social movements comprise numerous participants, agencies, and practices will be explained to the students.</li></ul>
<b>SYLLABUS</b>	
<b>UNIT-I</b>	Defining features and dynamics of Social Movements; Types of Social Movements; Social Movements and the Distributions of Power in Society. (12 Hrs)
<b>UNIT -II</b>	The Social Base: Class, Caste, Ethnicity, Gender; Role and Types of Leadership;



	Relationship between leaders and the masses; the bearing of political institutions and processes on social movements; Role of Media. (12 Hrs)
<b>UNIT-III</b>	Social Movements and Social Change : Theories of the Emergence of Social Movements; Marxist and post-Marxist Weberian and Post-Weberian Structural-Functional. (12 Hrs)
<b>UNIT-IV</b>	Traditional Social Movements in India; Peasant Movement; Labour and Trade Union Movement; Tribal Movement; Nationalist Movement. (12 Hrs)
<b>UNIT-V</b>	New Social Movements in India; Dalit Movement; Women's Movement; Ecologic and Environmental Movement, Ethnic Movements. (12 Hrs)
<b>Text Books</b>	<ul style="list-style-type: none"> <li>➤ Banks, J.A. 1972 : The Sociology of Social Movements, London : Macmillan,</li> <li>➤ Rao, M.S.A. 1979 : Social Movement and Social Transformation, Delhi: Macmillan.</li> <li>➤ Singh, K.S., 1982 Tribal Movements in India, New Delhi: Manohar.</li> <li>➤ Oommen, T.K., 1972 : Charisma, Stability and Change : An Analysis of Bhudhan Grandan Movement. New Delhi: Thomas Press.</li> <li>➤ Shah, Ghanshyam, 1977 : Protest Movement in two Indian States. New Delhi: Ajanta.</li> <li>➤ Shah, Ghanshyam, 1990: Social Movement in India; A Review of the Literature. Delhi: Sage.</li> </ul>
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>➤ Desai, A.R. Ed 1979: Peasant Struggles in India, Bombay: Oxford University Press.</li> <li>➤ Dhanagare, D.N., 1983: Peasant Movement in Indian 1920-1950, Delhi: Oxford University Press.</li> <li>➤ Gore, M.S., 1993: The Social context of an ideology: Ambedkar's Political and Thoughts, New Delhi: Sage.</li> <li>➤ Oomen, T.K., 1990 Protest and Change: Studies in Social Movements, Delhi; Sage.</li> <li>➤ Shah, Nandita, 1992 : The Issues at Stake : Theory and Practice in the Contemporary women's movements in India, New Delhi: Kali for Women.</li> <li>➤ Shiva, Vandana 1991 : Ecology and the Politics of Survival, New Delhi: Sage.</li> </ul>
<b>Suggested E-resources</b>	E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a>

**M.A. (TWO YEAR DEGREE PROGRAM)****SEMESTER-IV****SUBJECT-SOCIOLOGY**

<b>Code of the Course</b>	<b>SOC9113T</b>
<b>Title of the Course</b>	<b>SOCIOLOGY OF WEAKER SECTION</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Specific Elective Course (DSE-V) in Sociology
<b>Delivery type of the Course</b>	40 lectures + 10 (formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	To make students conscious about a segment of the population is referred to as a "weaker section" whenever they are socially, economically, and politically backward comparison to other sections of the population and have a variety of disadvantages as a result. Give knowledge about constitution-wide protections for marginalised groups and discrimination and Women's Constitutional Protections.
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>➤ Students will acquire the fundamentals knowledge about the weaker sections of the Indian society, their Economic and Demographic Profile.</li><li>➤ The Problems and Constitutional Safeguards made available to these sections of the society, the demographics of India's female population and their complications.</li></ul>

## SYLLABUS

<b>UNIT-I</b>	Introduction: Meaning and Scope of Sociology of Weaker Sections. Scheduled Castes, Scheduled Castes Through the Ages, Socio – Economic and Demographic Profile of Scheduled Castes, Problems and Constitutional Safeguards. (12 Hrs)
<b>UNIT -II</b>	Scheduled Tribes, Distinctive Characteristics, Geographical Distribution, Problems and Constitutional Provision and Measures. (12 Hrs)
<b>UNIT-III</b>	Backward Classes, Socio – Economic Profile of Backward Classes, Problems of Backward Classes, Backward Classes Commissions, Havanoor Commission and Mandal Commission. (12 Hrs)
<b>UNIT-IV</b>	Women, Women Through the Ages, Demographic Profile of Women Population in India. (12 Hrs)
<b>UNIT-V</b>	Problems of Women – Dowry, Atrocities, Discrimination and Constitutional Safeguards for Women. (12 Hrs)
<b>Text Books</b>	<ul style="list-style-type: none"> <li>➤ Ghurye, G.S. Caste &amp; Race in India, 1969 (5th Ed).</li> <li>➤ Ambedker, B.R. Who were the Shudras, Bombay, 1971</li> <li>➤ Mahar J. Michael Ed. Untouchables in Contemporary India, University of Arizonal Presses, 1971.</li> <li>➤ Govt, of India. The Tribal People of India, 1976.</li> <li>➤ Elwin, Verrier. A New Deal for Tribal India, 1963.</li> <li>➤ Majumdar, D. N. and Madan, T.N. Introduction of Social Anthropology in India.</li> </ul>
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>➤ Alter A. S. The Position of Women in Civilization</li> <li>➤ Ambedker B.R. The Untouchables: who were they and why they Become Untouchables, Buddha Shiksha Parishad, 1969.</li> <li>➤ Vasant Moon. Dr. Babasaheb Ambedker: Writings and Speeches Vol. 1 – 14, Government. Of Maharashtra Publication.</li> </ul>
<b>Suggested E-resources</b>	E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a>

**M.A. (TWO YEAR DEGREE PROGRAM)****SEMESTER-IV****SUBJECT-SOCIOLOGY**

<b>Code of the Course</b>	<b>SOC9114T</b>
<b>Title of the Course</b>	<b>GENDER AND SOCIETY</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Specific Elective Course (DSE-VI) in Sociology
<b>Delivery type of the Course</b>	40 lectures + 10 (formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	<p>In this course we will discuss the sociological experience of sex, sexuality and gender. We will look at how these categories are both constituted by the constitute beliefs and social institutions. We will survey sociological studies of gendered interactions and explore</p> <p>The value of sociological methods for understanding and transforming gendered norms.</p>
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>➤ Identify how gender is constructed as a “social fact”</li><li>➤ Explain the value of sociological methods for analyzing gendered interactions</li><li>➤ Apply a sociological imagination to your day to day observations on sex and gender in society</li></ul>
<b>SYLLABUS</b>	
<b>UNIT-I</b>	Introduction: Concepts & Theoretical Background of Gender: Operationalizing Concepts- Sex/ Gender; Patriarchy: Sexual Division of Labour, Socialization practices, Intersectional locations of Gender. (12 Hrs)
<b>UNIT -II</b>	Interface of Feminism & Sociology: Sociology of Women- Feminist Sociology- Sociology of Gender, Feminist Sociological theory, Feminist Research Methodology. (12 Hrs)

<b>UNIT-III</b>	Interrogating and Engendering Institutions and Practices, Engendering the Economic-Work, Labour, Development, Engendering the Social- Kinship, Health & Education, Engendering the Political-Politics, Media & Culture. (12 Hrs)
<b>UNIT-IV</b>	Gender as a Relationship between Men, Women and Third Gender; Masculinities and Power; Masculinities and Feminism; Hetero Sexuality, Homosexuality and masculinity; Homophobia and Violence. (12 Hrs)
<b>UNIT-V</b>	Gender Discourse of Movements in Modern India: Women in the Nationalist Movement, Contemporary Women’s Movement, Global Feminisms & Contemporary Trends. (12 Hrs)
<b>Text Books</b>	<ul style="list-style-type: none"> <li>➤ Chakravarty, Uma. (2003).Gendering caste through a feminist Lens. Calcutta: Stree.</li> <li>➤ Rege, Sharmila. (2003). Sociology of Gender.New Delhi: Sage.</li> <li>➤ Dube, Leela. (2001). Anthropological Explorations in Gender: Intersecting Fields. New Delhi: Sage Publications.</li> <li>➤ Ganesh, K. (1999). ‘Patrilineal Structure &amp; Agency of Women: Issues in gendered socialization’. In Saraswathi,</li> <li>➤ Harding, S. (Ed.).(1987).Feminism and Methodology. Bloomington: Indiana University Press.</li> <li>➤ John, Mary. (2008). Women’s Studies in India: A Reader. Penguin.</li> <li>➤ Kabeer, N. (1994).Reversed Realities: Gender Hierarchies in Development Thought.</li> <li>➤ Uberoi, Patricia. (1994).Family, Kinship and Marriage in India. New Delhi: Oxford</li> </ul>
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>➤ . Geetha, V. (2002).Gender. Calcutta: Stree.</li> <li>➤ Geetha, V. (2007).Patriarchy. Calcutta: Stree.</li> <li>➤ Shah, N.,&amp; Gandhi, N. (1992).Issues at Stake.New Delhi: Kali for Women.</li> <li>➤ Basu, A. (Ed.). (1995).The challenge of Local Feminism: Women’s Movement in Global Perspective. Boulder Co., West view Press.</li> <li>➤ Choudhari, Maitreyee. (2004).Feminism in India. New Delhi:Women Unlimited. Delamont, Sara. (2003). Feminist Sociology.Sage.</li> <li>➤ T. S.(Ed.).Culture, Socialization &amp; Human Development: Theory, Research &amp; Applications (pp. 235-254). New Delhi: Sage Publications</li> <li>➤ Rege, S. (1998). “Dalit Women Talk Differently: A Critique of ‘Difference’ and Towards a Dalit Feminist Standpoint Position”. Economic and Political Weekly, Vol. 33, No. 44 (Oct.31 -Nov. 6, pp.39 -48)</li> <li>➤ Khullar, Mala. (Ed.). (2005).Writing the Women’s Movement- A Reader. New Delhi: Zubaan.</li> </ul>
<b>Suggested E-resources</b>	E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a>

**M.A. (TWO YEAR DEGREE PROGRAM)****SEMESTER-IV****SUBJECT-SOCIOLOGY**

<b>Code of the Course</b>	<b>SOC9115T</b>
<b>Title of the Course</b>	<b>ADVANCED SOCIAL RESEARCH METHODS</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Specific Elective Course (DSE-VI) in Sociology
<b>Delivery type of the Course</b>	40 lectures + 10 (formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	Objectives To enable students to develop an in-depth idea about the two major strategies in research, the quantitative and qualitative. To provide students with an opportunity to acquaint himself/herself with the practical skills in developing a research proposal.
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>➤ The practice of social research is generally said to be based on the two major classifications of quantitative and qualitative.</li><li>➤ Although, there are clearly existing overlaps in practical contexts, there is a primary need for students to understand the dynamics of both the methods in an in-depth manner.</li><li>➤ The following units are organized around this idea.</li></ul>

## SYLLABUS

<b>UNIT-I</b>	Introduction to the Research Strategies Quantitative and Qualitative- Central issues of Epistemology and Ontology (12 Hrs)
<b>UNIT -II</b>	Quantitative Research Definition of Quantitative Research, Concepts and their Measurement, Reliability and Validity in Quantitative Research, Issues of Causality, Generalization and Replication. (12 Hrs)
<b>UNIT-III</b>	Quantitative Research Process Main steps in Quantitative Research, Major Quantitative Designs: Cross-sectional and Longitudinal, Instrument design: Structured Interviewing and Questionnaires, Data Collection-Primary and Secondary data, Data Analysis and Processing-Tabulation and Cross Tabulation, Criticisms of Quantitative Research. (12 Hrs)
<b>UNIT-IV</b>	Qualitative Research: Nature and definition of Qualitative Research- the main steps-theory and research- Reliability and Validity in Qualitative research – conceptual framework in Qualitative Research, Major Preoccupations in Qualitative Research Descriptive nature, emphasis on process, flexibility in research, Basic designs of 26 Qualitative Research- Case Study, Narrative Research, Phenomenology, Ethnography and Participant Observation, Interview and Focus Group Discussion. (12 Hrs)
<b>UNIT-V</b>	Qualitative Data Analysis: General Strategies- Analytic Induction and Grounded Theory, Basic operations in Qualitative Data Analysis- thematic and narrative analysis, Criticisms of Qualitative Research, Triangulation: Complementarities of different Social Research Methods. (12 Hrs)
<b>Text Books</b>	<p>Recommended Readings Bryman Alan (2008) Social Research Methods, Third Edition, Oxford University Press,• Oxford.</p> <p>Babbie Earl (2004) The Practice of Social Research, Tenth Edition, Thomson and• Wadsworth, U S A</p> <p>Garner Mark, Wagner Claire• &amp;Kawulich Barbara (eds) (2009) Teaching Research Methods in Social Sciences, Ashgate Publishing, England</p> <p>Bloor Michael, Frankland Jane et al. (2001) Focus Groups in Social Research, Sage• Publications, London</p>

<p><b>Reference Books</b></p>	<p>Newman Lawrence. W, (1994) Social Research Methods: Qualitative and Quantitative Approaches, (Second Edition) Allyn and Bacon, London•</p> <p>Creswell, John W. (2009) Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, New Delhi, Sage Publications.</p> <p>Maggie Savin –Baden and Claire Howell Major (2013) Qualitative Research RoutledgeNew York. •</p> <p>Sara J Tracy (2013) Qualitative Research Method, (Wiley- Blackwell, UK)•</p>
<p><b>Suggested E-resources</b></p>	<p>E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a></p>



**M.A. (TWO YEAR DEGREE PROGRAM)****SEMESTER-IV****SUBJECT-SOCIOLOGY**

<b>Code of the Course</b>	<b>SOC9116T</b>
<b>Title of the Course</b>	<b>SOCIOLOGY OF CRIME AND SOCIETY</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Specific Elective Course (DSE-VII) in Sociology
<b>Delivery type of the Course</b>	40 lectures + 10 (formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	<p>Develop a thorough understanding of the theoretical and empirical methodologies used to comprehend the interaction between institutional, social, and cultural factors and criminal conduct.</p> <p>Gain awareness of the state of the science today in regards to social variation in crime, responses to crime, and the social effects of this variation. Critically evaluate the conceptual and empirical foundations of the aforementioned studies. Recognize important new research questions concerning the analysis of crime in society.</p>
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>➤ The students will get mindfulness about the sociological aspect of crime, various perspectives on Crime Causation, Changing Profile of Crime and Criminals, Cyber Crimes, Theories of Punishment, concept of prison, Probation and Parole and various other Correctional Programmes.</li></ul>

**SYLLABUS**

<b>UNIT-I</b>	Conceptual Approaches to Crime: Legal, Behavioral and Sociological. Types of Crime - Economic, Violent, White-Collar. Perspectives on Crime Causation: Classical, Positivist, Psychological, Sociological, Marxian, Geographical. Concept and Types of
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	Deviance. (12 Hrs)
<b>UNIT -II</b>	Changing Profile of Crime and Criminals: Organized Crimes, Crimes Against Women and Children, Cyber Crimes, Corruption. (12 Hrs)
<b>UNIT-III</b>	Theories of Punishment: Retributive, Deterrent, Preventive and Reformative. Collective Crime: Gang, Terrorism, Communal Roits. (12 Hrs)
<b>UNIT-IV</b>	Prison: Concept, Aims, History of Prison in India, Prison Reforms, Self-Image Model of Socialization within Prison Walls. Open Prison: Concept, Characteristics, Importance, Psychological Basis of Open Prison, Open Prison in India. (12 Hrs)
<b>UNIT-V</b>	Correction and its forms: Probation and Parole. Role of Police in Crime Prevention. Problems of Correctional Programmes. (12 Hrs)
<b>Text Books</b>	<ul style="list-style-type: none"> <li>➤ Ahuja, Ram. Aparadhshastra (In Hindi).</li> <li>➤ Shankardas, Rani Dhavan 2000 Punishment and the Prison India and International Perspective, New Delhi Sage Publications.</li> <li>➤ Sutherland Edwin H and Donald R Cressey. 1968 Principles of Criminology. Bombay, The Times of India Press.</li> <li>➤ Bequai August 1978 Computer Crime, Toronto Lesington Books.</li> </ul>
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>➤ Bedi, Kiran, 1998. It is Always Possible, New Delhi Sterling Publications Pvt. Ltd.</li> <li>➤ Gill, S. S. 1998. The pathology of corruption, New Delhi Harper Collins publishers (India).</li> <li>➤ Goel, Rakesh M. and Manohar S. Powat , 1994 . Computer Crime Concept, Control and Prevention. Bombay Sysman Computers Pvt.Ltd.</li> <li>➤ Lilly, J. Robert, Francis T. Wallen and Richard Ball A. 1995 Criminological Theory, Context and Consequences, New Delhi Sage Publications.</li> <li>➤ Makkar,S.P. Singh and Paul C Friday 1993 Global Perspectives in Criminology Jalandhar : ABC Publications.</li> </ul>

<b>Suggested E-resources</b>	E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a>
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**M.A. (TWO YEAR DEGREE PROGRAM)**

**SEMESTER-IV**

**SUBJECT-SOCIOLOGY**

<b>Code of the Course</b>	<b>SOC9117T</b>
<b>Title of the Course</b>	<b>SOCIOLOGY OF TRIBE</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Specific Elective Course (DSE-VII) in Sociology
<b>Delivery type of the Course</b>	40 lectures + 10 (formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	The course provides a comprehensive history on the categorization of the tribal society. It introduces the students to understand the demographic features, social structure and cultural patterns. It also seeks to enable the students to understand the problems of tribal people and the welfare policies available.
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>➤ Students will acquire the fundamentals knowledge about tribes, their difficulties, Tribal Economy, Displacement and Rehabilitation, Right of Land, Forest, Major Tribal Movements of India etc.</li> </ul>

**SYLLABUS**

<b>UNIT-I</b>	Colonial and National Construction of Knowledge; Tribe, Jati, Varna, Adivasi, Indigenous Aborigines Scheduled Tribes: The Fourth World.  <p align="right">(12 Hrs)</p>
	Changes in Neoliberal Economy, Tribal Economy, Society, Culture, Polity, Religion and

<b>UNIT -II</b>	Language.  (12 Hrs)
<b>UNIT-III</b>	Tribal Communities in Rajasthan, Demographic Strength, Distinctive Features of Tribal Communities Distribution of Major Tribes in Rajasthan.  (12 Hrs)
<b>UNIT-IV</b>	Political Economy of Tribal Development, Urbanization and Industrialization, Displacement and Rehabilitation, Issues of Identity, Right of Land, Forest and Water State Violence.  (12 Hrs)
<b>UNIT-V</b>	Major Tribal Movements in India for Social Awareness in Tribal Society.  (12 Hrs)
<b>Text Books</b>	<ul style="list-style-type: none"> <li>➤ Bailey, F.G, Tribe, Caste and Nation, OUP, Bombay, 1960.</li> <li>➤ Singh K.S (ed.), Tribal Situation in India, Indian Institute of Advanced Study, Simla, 1972.</li> <li>➤ Singh K.S, Tribal Movements in India Vol. I &amp; II, Manohar Prakashan, New Delhi, 1982.</li> </ul>
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>➤ Bose, A, Nangbri, T. &amp; Kumar, N. (eds.) Tribal Demography and Development in North-East India, Delhi, 1990.</li> <li>➤ Furer- Haimendorf, C.V, Tribes of India: The Struggle for Survival, OUP, Delhi, 1991.</li> <li>➤ Mehta, P.L, Constitutional Protection to Scheduled Tribes in India in Retrospect and Prospect, H.K, Delhi, 1991.</li> <li>➤ Roger Jeffery and Nandini Sundar, New Moral Economy for India's Forests? – Discourses of CommModuley and Participation, Sage Publications India Pvt. Ltd., New Delhi, 1999.</li> </ul>
<b>Suggested E-resources</b>	E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a>

**M.A. (TWO YEAR DEGREE PROGRAM)****SEMESTER-IV****SUBJECT-SOCIOLOGY**

<b>Code of the Course</b>	<b>SOC9118S</b>
<b>Title of the Course</b>	<b>DISSERTATION</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Specific Elective Course (DSE-VIII) in Sociology
<b>Delivery type of the Course</b>	20 Contact Hours and 100 Hours of Preparation beforehand
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	To cultivate research aptitude among students and introduce post graduate students to various aspects of research in sociology. To encourage students to follow ethics of research.
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>➤ Students are familiar with all the components of research</li><li>➤ Acquaintance with research process and ethics</li><li>➤ Students are ready to take up full-fledged research projects</li></ul>

**SYLLABUS**

Dissertation paper will be allowed to only those regular students who have obtained at least 55 percent of marks in their work on a Sociological issue or problem under the supervision of a guide, decided by from the Department of Sociology, in the University or a college from where the candidate is appearing.

### **Guidelines to Assign, Monitor and Evaluate the Dissertation:**

1. The students who opt for Dissertation will be assigned a Mentor who will be one of the regular teachers in the department. The topics will be approved in the departmental committee meeting in the first week of the beginning of the semester.
2. The dissertation will have to be submitted, duly forwarded by the Mentor, to the Head of the Department before the commencement of the IV Semester Examination.
3. There will be 120 hours of academic activity for this 4 Credit Course. There will be 20 contact hours with the Mentor and 100 hours of preparation beforehand. The contact hours will not be a part of the faculty members' workload. These study hours will be similar to the work dedicated in PhD guidance.
4. The dissertation will be in lieu of the sixth paper and of 80 EoSE +20 internal assessment = 100 marks.
5. For the End of Semester Exam, the dissertation will be examined by a Board of three examiners consisting of One External Examiner, the Mentor and the Head of the Department or her nominee. The distribution of 80 Marks will be the following-
  - i) Written Dissertation- 30 marks
  - ii) Clarity and project output- 20 marks
  - iii) Power point presentation- 15 marks
  - iv) Viva-voce- 15 marks.
6. The internal assessment marks will be submitted by the supervisor. Internal Assessment should be done based on a short mid-term progress report submitted to the Mentor.
7. The front cover of the Dissertation should state 'in lieu of the sixth paper of M A English IV Semester.'
8. The Dissertation should be of minimum 50-70 pages, excluding bibliography.
9. A plagiarism report should be attached. The requirements of Research Methodology will be the same as that for the Ph D thesis.

**M.A. (TWO YEAR DEGREE PROGRAM)****SEMESTER-IV****SUBJECT-SOCIOLOGY**

<b>Code of the Course</b>	<b>SOC9119T</b>
<b>Title of the Course</b>	<b>SOCIOLOGY OF KINSHIP MARRIAGE AND FAMILY</b>
<b>Qualification Level of the Course</b>	NHEQF Level 6.5
<b>Credit of the course</b>	4 credits
<b>Type of the course</b>	Discipline Specific Elective Course (DSE-VIII) in Sociology
<b>Delivery type of the Course</b>	40 lectures + 10 (formative and diagnostic assessment) + 10 tutorial.
<b>Prerequisites</b>	Degree course in Graduation
<b>Co-requisites</b>	None
<b>Objectives of the course</b>	<p>To demonstrate to the students the universally acknowledged social importance of Family and Kinship structure and familiarize them with the rich diversity in the types of networks of relationship created by genealogical links of marriage and other social ties. The course also intends to make the students understand how the study of kinship systems in different ethnographic settings can facilitate a comparative understanding of societies and social institutions.</p> <p>The course would also provide exposure to the students about different approaches, issues and debates in studies of kinship, marriage and family.</p> <p>It aims student's preparedness towards the changing aspect of these institutions especially the impact of globalization on Indian family system so that adjustment becomes easier.</p> <p>It aims to empathize students about the specific group of persons like divorcees, widows, elderly and members of broken family, so that corrective measures can be employed in a more understandable manner.</p>
<b>Learning outcomes</b>	<ul style="list-style-type: none"><li>➤ It will give an insight towards the important institutions like family, marriage and Kinship.</li><li>➤ It will encourage students to strengthen these institutions by incorporating justifiable considerations for the general welfare of the population.</li><li>➤ Students will be contributing amicably through these studies for this section of society like divorcees, widow, members of broken family, elderly, lonely people etc.</li></ul>
<b>SYLLABUS</b>	
<b>UNIT-I</b>	Basic Terms and Concepts: Lineage, Clan, Phratry, Moiety, Kindred, Incest, Descent, Inheritance, Succession, Consanguinity and Affinity. Evolutionary Structural Functional Cultural and Gender Perspectives (12 Hrs)

<b>UNIT -II</b>	Kinship Terminology : Patrilineal, Matrilineal, Double and Cognatic Descent; Descent Groups, Corporate Groups and Local Groups. (12 Hrs)
<b>UNIT-III</b>	Marriage and Affinity : Alliance Theory: Symmetrical and Asymmetrical Exchange, Prescriptive and Preferential Marriage, Monogamy and Polygamy, Marriage Transaction and Stability of Marriage. (12 Hrs)
<b>UNIT-IV</b>	Rules of Residence : Virilocal, Unxorilocal, Neolocal and Natolocal Residence The Genealogical Method Family : Nature of the Family, Family and Household, Elementary and Extended Family and Developmental Cycle. (12 Hrs)
<b>UNIT-V</b>	Family and Marriage in India : Regional diversities, Forces of change and Family in the context of care of the child and the aged; Demographic dimensions of family and marriage. (12 Hrs)
<b>Text Books</b>	<ul style="list-style-type: none"> <li>➤ Levi-Strauss, Claude, 1969 (1949). The Elementary Structure of Kinship. London: Eyre and Spottiswoode.</li> <li>➤ Shah, A.M. 1974 The Household Dimension of the Family in India. Berkely : University of California Press.</li> <li>➤ Uberoi Patricia (ed.) 1993. Family, Kinship and Marriage in India. New Delhi : Oxford University Press.</li> <li>➤ Karve, Irawati; Kinship Organization of India, (in Hindi also). Carsten, Janet. 2000. Cultures of Relatedness : New Approaches to the Study of Kinship. Cambridge: Cambridge University Press.</li> </ul>
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>➤ Barnes, J.A. 1971. Three Styles in the Study of Kinship, London : Tavistock.</li> <li>➤ Fortes, M. 1970. Time and Social Structure and Other Essays : London Athlone Press. Fox, Robin. 1967. Kinship and Marriage: An Anthropological Perspective. Harmondsworth; Penguin. Books Ltd.</li> <li>➤ Goody, Jack (ed) 1971. Kinship. Harmondsworth: Penguin. Books Ltd.</li> <li>➤ International Encyclopaedia of the Social Sciences, 1968. New York: Macmillan and Free Press.</li> <li>➤ Radcliffe-Brown, A.R. and D. Forde (eds.) 1950 African Systems of Kinship and Marriage London: Oxford University Press. Radcliffe-Brown, A.R. 1952. Structure and Function in Primitive Society. London: Cohen .</li> </ul>
<b>Suggested E-resources</b>	E-pgpathashala modules <a href="http://www.inflibnet.org">www.inflibnet.org</a>



