

Pt. Ravishankar Shukla University, Raipur (Chhattisgarh)

**Curriculum & Syllabus
(Based on CBCS & LOCF)**

**MA- SOCIOLOGY
Semester System**

Session: 25-27 & onwards

Approved by	Board of Studies	Academic Council
Date	15.05.2025	

MA Sociology

The Master of Arts in Sociology program is a two-year, four-semester program designed to provide students with a comprehensive understanding of advanced Sociological principles and their practical implications through a balanced curriculum covering diverse areas. students establish a strong foundational knowledge during the initial semesters. As the program progresses, students have the flexibility to tailor their learning by choosing specialized electives that align with their interests and career goals. Upon completion of the program, students will be well-prepared for diverse career paths, including academia, and research sectors.

Program Outcomes:

Upon successful completion of the Master of Social Science in Sociology program, students will be able to:

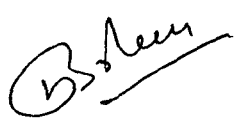
PO-1	Knowledge: Demonstrate a deep understanding of advanced Sociological Concepts, theories, and techniques in various subfields of Sociology.
PO-2	Critical Thinking and Reasoning: Exhibit advanced critical thinking skills by analyzing and evaluating Sociological arguments, theories, and concepts and by making reasoning about sociological concepts and their implications with modern Sociology.
PO-3	Problem Solving: Demonstrate mastery in constructing tools for various Social Problems for empirical studies.
PO-4	Advanced knowledge and Analytical Skills: Possess advanced skills in Sociological analysis and including proficiency in using Statistical software packages-SPSS

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PO-5	Effective Communication: Communicate complex sociological ideas and Results effectively to both sociological and non- sociological audience, through written reports, presentations, and teaching.
PO-6	Social/Interdisciplinary Interaction: Integrate sociological concepts and Teachings in to interdisciplinary contexts, collaborating effectively with professionals from other fields to address complex social problems.
PO-7	Self-directed and Life-long Learning: Recognize the importance of ongoing professional development and lifelong learning in the rapidly evolving field of sociology and will exhibit the ability to continue learning independently Or informal educational settings.
PO-8	Effective Citizenship: Leadership and Innovation: Various Sociological contexts, contributing to advancements in the field and applying Sociological insight to solve social problems.
PO-9	Ethics: Demonstrate ethical and responsible conduct in sociological Research, teaching, and collaboration, adhering to professional standards and best practices.
PO-10	Further Education or Employment: Academic pursuits, Including Ph.D. Programs and D.Litt in Sociology and social issues related fields. Get employment in academic, research institutions, industry, government, and other sectors.
PO-11	Global Perspective: Recognize the global nature of Sociological research And its impact, appreciating diverse cultural perspectives on Tribal studies and enhance knowledge In Indigenous Practices.

PROGRAMME SPECIFIC OUTCOMES (PSOs): At the end of the program, the student will be able to:

PSO1	Understand the nature of Sociology and explore the concepts in further details.
PSO2	Applying the knowledge of Sociological concepts in interdisciplinary fields and draw the inferences by finding appropriate social solutions for various problems
PSO3	Pursue research in challenging areas of Sociology.
PSO4	Employ confidently the sociological knowledge for various social problems and their scientific investigations.
PSO5	Qualifying various eligibility tests like SET, SLET/ UGC-NET/JRF, GATE etc.


MA- SOCIOLOGY

Specification of Course	Semester	No. of Courses	Credits
Core	I-IV	14	70
Elective	III-IV	06	30
Total		20	100
Additional Courses (Qualifying in nature, for Student admitted in School of Studies only)			
Generic Elective	II-III	02	06
Skill Enhancement (Value Added Courses)	III	01	02
IKS	I	01	02

SE ME ST ER	COURSE NATURE	COURSE CODE	COURSE TITLE	Course Type(T/P)	Hrs/Week	Credits	Marks		
							CI A	ESE	Total
SEMESTER -I	CORE	SOC-110	Classical Sociological Tradition	T	5	5	30	70	100
	CORE	SOC-120	Philosophical and Conceptual Foundation of Qualitative Research Methodology	T	5	5	30	70	100
	CORE	SOC-130	Social Change in India	T	5	5	30	70	100
	CORE	SOC-140	Rural Sociology	T	5	5	30	70	100
	CORE	SOC-150	Practical-I	P	08	4	30	70	100
SEMESTER -II	CORE	SOC-210	Modern Sociological Thinkers	T	5	5	30	70	100
	CORE	SOC-220	Quantitative Research Techniques in Sociology	T	5	5	30	70	100
	CORE	SOC-230	Sociology of Development	T	5	5	30	70	100
	CORE	SOC-240	Rural development programme & evaluation	T	5	5	30	70	100
	CORE	SOC-250	Practical-II	P	08	4	30	70	100
	CORE	SOC-260	Internship *	P	*	02	30	70	100
SEMES	CORE	SOC-310	Sociological Theories	T	5	5	30	70	100
	CORE	SOC-320	Social Movements in India	T	5	5	30	70	100
	Elective	SOC-331	Perspective of Study to Indian	T	5	5	30	70	100

SEMESTER -IV	-I(select any one)		sociology						
		SOC-332	Urban Society in India	T	5	5	30	70	100
		SOC-333	Marriage Family and Kinship	T	5	5	30	70	100
	Elective-II(select any one)	SOC - 341	Industry and Society in India	T	5	5	30	70	100
		SOC-342	Development of sociology in India	T	5	5	30	70	100
	Elective - III(select any one)	SOC-351	Criminology	T	5	5	30	70	100
		SOC-352	Gender and Society	T	5	5	30	70	100
		SOC-353	Sociology of Education	T	5	5	30	70	100
	CORE	SOC-410	Modern and Post Modern Sociological Theories	T	5	5	30	70	100
	CORE	SOC-420	Project Report/Dissertation	P	5	5	30	70	100
	Elective - IV(select any one)	SOC-431	Contemporary Issues in Industry	T	5	5	30	70	100
		SOC-432	Comparative Sociology	T	5	5	30	70	100
		SOC-433	Population and Society	T	5	5	30	70	100
	Elective - V(select any one)	SOC-441	Tribal Development	T	5	5	30	70	100
		SOC-442	Environment and Society	T	5	5	30	70	100
	Elective - VI(select any one)	SOC-451	Social Psychology	T	5	5	30	70	100
		SOC-452	Sociology of Religion	T	5	5	30	70	100
		SOC-453	Political Sociology	T	5	5	30	70	100

Note: * Internship -For UTD/ SoS. Student only

- In place of Elective Course Student can choose paper(s) from MOOC Courses (Swayam Portal) subject to the following conditions:
 - The chosen paper will be other than the papers offered in the current course structure.
 - The paper will be PG level with a minimum of 12 weeks' duration.
 - The list of courses on SWAYAM keeps changing; the departmental committee will finalize the list of MOOC courses for each semester.
 - The paper(s) may be chosen from Swayam Portal on the recommendation of Head of the Department.
- The candidates who have joined the PG Programme in School of Studies

(University Teaching Department), shall undergo Generic Elective Courses (only qualifying in nature) offered by other departments/SoS in Semester II and Semester III.

3. The candidates, who have joined the PG Programme in School of Studies (University Teaching Department), shall undergo Skill Enhancement Course/Value Added Course (only qualifying in nature) in Semester I and Semester II.
4. * Total 60 Hrs during summer vacation

Generic Elective Courses: (Offered to PG students of other Departments/ of SoS only)

Semester	Course Code	Course Title	Course Type (T/P)	Hrs/Week	Credits	Marks		
						CIA	ESE	Total
II	SOC-510	Basic Concept Of Sociology	T	2	2	30	70	100
III	SOC-520	Indian Village	T	2	2	30	70	100

Skill Enhancement/Value Added Courses: (Offered to the PG students of SoS in Sociology)

Semester	Course Code	Course Title	Course Type(T/P)	Hrs/Week	Credits	Marks		
						CIA	ESE	Total
I	SOC-610	SPSS	P	4	2	30	70	100

Indian Knowledge System: (Offered to the PG students of SoS in Sociology)

Semester	Course Code	Course Title	Course Type(T/P)	Hrs/Week	Credits	Marks		
						CIA	ESE	Total
I	SOC-620	Ancient Indian Social Institutions	T	4	2	30	70	100

**COURSE OF STUDIES FOR M.A. EXAMINATION IN SOCIOLOGY
ACADEMIC SESSION (2024- 25)**

FIRST SEMESTER- CORE PAPER

Paper No. I/SOC-101

Marks-70

CLASSICAL SOCIOLOGICAL TRADITION

Course Outcomes: At the end of the Course the Students are expected:

CO1	Explain the socio-economic and intellectual conditions, including the Enlightenment and Industrial Revolution, that led to the emergence of sociology as a distinct discipline
CO2	Familiarize students with the key concepts and theoretical frameworks developed by classical sociologists, such as positivism, social facts, social evolution, and the theory of social change.
CO3	Encourage critical analysis of classical sociological theories and their relevance to understanding modern social structures and transformations.
CO4	Develop foundational knowledge of sociological methodology and scientific reasoning as formulated by early thinkers.
CO5	Enable students to appreciate the diversity of thought within classical sociology and its influence on contemporary sociological debates and research

Unit-I: Historical Background of the Emergence of Sociology

- a. Traditional Feudal Economy and Social Structure
- b. Impact of Industrial Revolution and New Mode of Production on Society and Economy.
- c. Emergence of Capitalist Mode of Production- Nature and Feature of Capitalism
- d. Enlightenment and It's Impact on Thinking and Reasoning

Unit-II: Auguste Comte

- a. Social Statics and Dynamics
- b. Law of Three Stages
- c. Hierarchy of Sciences
- d. Positivism

Unit-III: Emile Durkheim

- a. Social Facts
- b. Division of Labour, Mechanical and Organic Solidarity
- c. Religion
- d. Theory of Suicide

Unit-IV: Karl Marx

- a. Materialistic Interpretation of History
- b. Class and Class Struggle
- c. Alienation.

- d. Surplus Value and Exploitation.

Unit-V: Max Weber

- a. Theory of Social Action
- b. Concepts of Status, Class and power
- c. Sociology of Religion and Economic Development
- d. Ideal Type

Recommended Readings:-

1. Abraham, F and Morgan, J.H. 1985 Sociological Thought from Comte to Sorokin
Macmillan, New Delhi.
2. Adams, B.N. and Sydie, R.A. 2002 Sociological Theory Vistaar Publications, New Delhi
3. Aron, R. 1965 Main Currents in Sociological Thought Vol. I and Vol.II
Penguin, New Delhi.
4. Coser, L.A.2001 Masters of Sociological Thought Rawat Publishers, Jaipur
5. Rex, John1973 Discovering Sociology Routledge and Kegan Paul, London
6. Turner, J.H. 2001 The Structure of Sociological Theory Rawat Publishers, Jaipur.
7. Zeitlin, I.M.1981 Ideology and the Development of Sociological Theory, Prentice
Hall, London.
8. _____ 1998 Rethinking Sociology: A Critique of Contemporary Theory.
Rawat Publishers, Jaipur.

Paper-II /SOC-110

Marks-70

PHILOSOPHICAL AND CONCEPTUAL FOUNDATION OF QUALITATIVE RESEARCH METHODOLOGY

Course Outcomes: At the end of the Course the Students are expected:

CO1	Introduce the philosophical roots of social research, especially epistemological issues, and the evolution of methodological perspectives from positivist to post-positivist traditions.
CO2	Familiarize students with the scientific method as applied to social phenomena, emphasizing the nature, purpose, and types of social research
CO3	Equip students with the skills to formulate research designs, develop hypotheses, and understand various types of research such as exploratory, descriptive, explanatory, and diagnostic.

CO4	Develop competence in qualitative research techniques such as observation, interviews, case studies, content analysis, and Participatory Rural Appraisal (PRA), along with understanding the challenges encountered during fieldwork.
CO5	Encourage critical engagement with contemporary issues in research, including interdisciplinarity, the debate between theoretical and applied research, and the processes involved in data classification, tabulation, and interpretation.

Unit-I: Philosophical Roots of Social Research

- Issues in the Theory of Epistemology: Forms and Types of knowledge, Validation of knowledge
- Positivism and It's Critique: Contributions of Comte, Durkheim and Popper.
- Methodological perspectives in Sociology.

Unit-II: Social Research and Scientific Method

- Concept and Importance of Social Research.
- Types of Social Research
- Concept and Characteristics of Scientific method.
- Social Phenomenon of Scientific method

Unit-III: Nature of Social Reality and Approaches to It

- Research Design: Steps and Processes of It's Formulation
- Type of Research Design: Exploratory, Descriptive, Explanatory, Diagnostic and Experimental
- Role of concepts and Hypotheses
- Problems of Objectivity

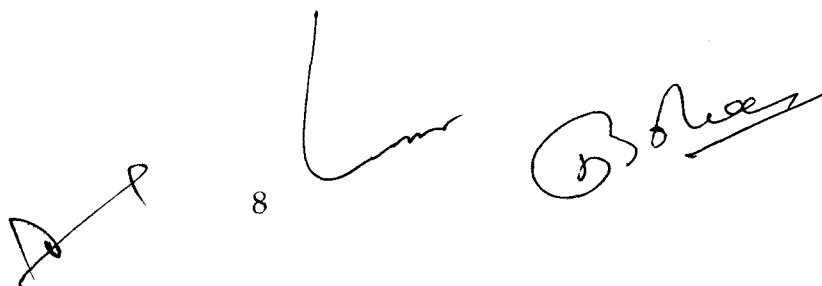
Unit-IV: Qualitative Methods in Social Research

- Techniques and methods of Qualitative Research: Observation and Interview Guide
- Case study, Content Analysis
- Participatory Rural Appraisal (PRA)
- Encounters and Experiences in Field work

Unit-V: Issues in Social Research

- Inter disciplinary Research
- Issues in Qualitative Research
- Theoretical Vs. Applied Research
- Processing of Data: Classification, Tabulation and Interpretation.

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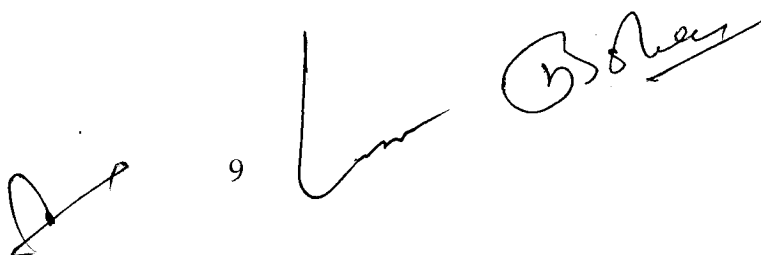


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Recommended Readings:-

1. Bailey, K.D. 1979 Methodology of Social Research Macmillan, Free Press- London
2. Barnes, J.A.1979 Who should know what? Social Science, Privacy and Ethics, Penguin, London.
3. Beteille, A.Madan, Encounter and Experience: Personal Accounts of field work, Vikas, T.N.1975 new Delhi
4. Bose, P.K.1995 Research methodology, ICSSR, New Delhi.
5. Bryman, A.1988 Quality and Quantity in Social Research Unwin Hyman, London.
6. Madge, J.1970 The Origins of Scientific sociology Tavistock, London
7. Mukherjee, P.N.2000 Methodology in Social Research: Dilemmas and perspectives Essays in Honour of Ramakrishna Mukherjee Sage, New Delhi.
8. Mukherjee, R.K.1979 What will it be? Explorations in Inductive Sociology Allied, Bombay.
9. _____ 1993 Systemic Sociology Sage, New Delhi.
10. Popper, K.1999 The Logic of Scientific Discovery Routledge and Kegan Paul London
11. Punch, K.1986 Introduction to Social Research Sage, New Delhi
12. Sjoberg, G and Roger, N., Methodology of Social research Rawat, Jaipur 1997
13. Srinivas, M.N. and Shah, Field worker and the Field Oxford, New Delhi. A.M., 1979
14. Weber, M.1974 The Methodology of Social Sciences Free Press, Chicago
15. Young, P.V.1977 Scientific Social Surveys and Research Prentice Hall, New Delhi.

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SOCIAL CHANGE IN INDIA

Course Outcomes: At the end of the Course the Students are expected:

CO1	Introduce the key concepts, definitions, and theoretical frameworks of social change, including both linear and cyclical perspectives by classical sociologists.
CO2	Explore the various factors driving social change in India—technological, economic, socio-psychological, cultural, religious, and media-related—and how they influence societal transformation.
CO3	Examine significant trends and processes such as Sanskritization, secularization, Gandhian ideas, and globalization, and assess their roles as agents of change in modern India.
CO4	Analyze the changing dynamics of tribal and rural societies, focusing on economic bases, socio-cultural shifts, and issues like land alienation.
CO5	Study the patterns of change in urban and industrial India, with special attention to migration, slum development, crime, and welfare measures, and evaluate their social implications.

Unit-I: Conceptual and Theoretical Frame work

- Concept, Meaning, Definition, Characteristic of social Change.
- Forms of Social change- Evolution, Progress, Development, Transformation, Revolution
- Linear Theory of Social Change- August Comte, Herbert Spencer, Morgan
- Cyclic Theory of Social Change- Vilifred Pareto, P. Sorokin

Unit-II: Factors of Social change

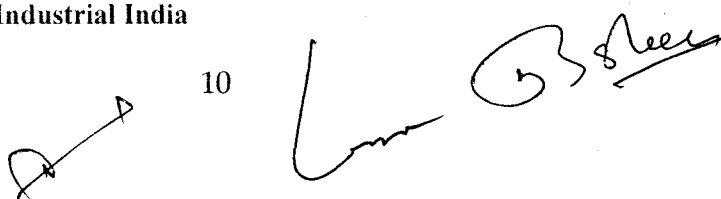
- Techno- Economic
- Socio- Psychological
- Cultural and Religious
- Media

Unit-III: Trends and Processes of Change in Modern India

- Sanskritization- Concept, Characteristics and means of Social Change.
- Secularization –Concept, Characteristics and importance
- Gandhian- Swalamban, Sarvodaya, Trustiship and importance
- Globalization- Concept, Characteristic and a process of Social change

Unit- IV: Changes in Tribal and Rural India

- Tribal Economy- Concept, Characteristics of Tribal Economy, base of Tribal Economy and recent changes in Tribal Economy
- Rural Economy- Concept, Characteristics of Rural Community, base of Rural Economy and recent changes in Rural Economy
- Changes in Socio Cultural Spheres
- Land Alienation- Concept and Cause of Land Alienation, Land Alienation in Rural and Tribal Area.

Unit-V:-Changes in Urban and Industrial India


- a. Migration - Concept, Characteristics and types of Migration, In Migration and Growth of informal sector.
- b. Slums - Concept, Characteristics of Slums , causes of development of Slums in Urban and Industrial India.
- c. Crime - Concept, Characteristics of Crime and causes of development of criminal Activities in Urban and Industrial India.
- d. Welfare- Concept, Characteristics of Welfare Programme, Welfare measures and Consequent Changes.

Recommended Readings:-

1. Beteille, A.2003 The Idea of natural inequality and other essays. Oxford, New Delhi.
2. Desai, AR2001 Rural Sociology in India. Popular, Bombay
3. Jhingan, M.L.2003 The economics of Development and Planning. Vrinda Publications, New Delhi
4. Kanungo, S.2002 Making Information Technology Work, Sage, new Delhi
5. Mathur, H.M. (ed)1994 Development, Displacement and Resettlement: focus on Asian experiences Vikas, New Delhi.
6. Preston, P. 2001 Reshaping communications, Technology Information and Social Change. Sage, New Delhi.
7. Ramachandran, P.S. et al (ed) 2002 Traditional Ecological Knowledge for managing Bio-sphere reserves in south and central Asia. Oxford, New Delhi.
8. Reid, Suctitus 1976 Crime and Criminology, Illiois: Deyen Press
9. Schuurman, F.J.1999 Globalization and Development, Vistaar, new Delhi.
10. Parekh, B 1999 Colonialism, Tradition and Reform: An analysis of Gandhi's Political Discourse Sage, New Delhi.
11. Sharma. K.L.1997 Social Stratification in India: Issues and Themes. Sage, New Delhi.
12. Shiva, V. and Bedi, G.2002 Sustainable Agriculture and food scarcity Sage, New Delhi.
13. Singh, Y.1999 Modernization of Indian tradition Rawat, jaipur.
14. _____ 2003 Culture Change in India Rawat, Jaipur
15. Singharoy, D.K. et al (ed) 2000 Social Development and Empowerment of Marginalised groups, Sage, New Delhi.
16. Srinivas, M.N.1998 Social Change in Modern India. Orient and Longman, New Delhi.
17. Vidyarthi, L.P. and Rai, B.K.977 Tribal culture in India Concept Publication Company New Delhi.

Paper No. IV/SOC-130

Marks-70

RURAL SOCIOLOGY

Course Outcomes: At the end of the Course the Students are expected:

CO1	Introduce the key concepts, characteristics, and theoretical approaches to understanding peasant and agrarian societies, including caste, jamani, and subaltern perspectives.
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CO2	Analyze the structure and evolution of agrarian institutions, including types of land ownership, agrarian relations, and modes of production before and after independence.
CO3	Examine the nature and impact of planned change in rural India, emphasizing leadership, factionalism, Panchayati Raj institutions, and the role of Five-Year Plans.
CO4	Explore major developmental transformations in rural society through initiatives such as the Green Revolution, land reforms, and the impact of globalization and water resource management on agriculture.
CO5	Study the role of government and community-led welfare measures like Self-Help Groups (SHGs), MNREGA, SSA, and the Narwa-Garuwa-Ghurwa-Bari (NGGB) scheme in promoting socio-economic change in rural areas.

Unit-I: Characteristics and Approaches

- Concept and Characteristics of Peasant Society
- Concept and Characteristics of Agrarian Society
- Caste and Jhami Approach
- Sub- Altern Approach

Unit-II: Agrarian Institutions

- Land Ownership and Its Types:After Independence
- Agrarian Relations and Modes of Production
- Agrarian Social Structure

Unit- III: Planned Change

- Rural leadership
- Factionalism
- Panchayati Raj before and after 73rd Amendment
- Five Year's Plans in India

Unit-IV: Rural Development and Change

- Green Revolution
- Land Reform
- Globalization and its Impact on Agriculture

Unit-V: Welfare measures and consequent Changes

- Self-help Group(SHG)
- MNREGA
- SSA

Recommended Readings:-

- | | |
|---------------------------|---|
| 1. Basu, K. (ed) 2000 | Agrarian Questions Oxford, New Delhi. |
| 2. Berberglu, B. (ed)1992 | Class, State and Development in India sage, New Delhi. |
| 3. Beteille, A.1974 | Six essays in comparative sociology oxford, New Delhi. |
| 4. _____ 1974 | Studies in Agrarian social structure oxford, New Delhi. |
| 5. Breman, J. 1974 | Patronage and Exploitation oxford, New Delhi. |

6. Desai, A.R. (ed)1977 Rural sociology in India popular, Mumbai.
7. _____, (ed)1977 Rural society in transition Popular, Mumbai.
8. Gough, K and harma,H.P.1973 Imperialism and Revolution in South Asia, Monthly Reviewed Press, New York.
9. Guha, r (ed)1999 Subaltern Studies Oxford, New Delhi.
10. Joshi, P.C. (ed)1976 Land Reforms in India Allied, New Delhi.
11. Long, N.1982 An Introduction to the sociology of Rural development, Tavistock, London.
12. Mencher, J.P. (ed) 1983 Social Anthropology of peasantry Somaiya Publications New Delhi
13. Patnaik, U.1990 Agrarian Relations and Accumulation: the Mode of production debate in India.
14. Shanin, T. (ed)1971 Peasants and Peasant Societies, Penguin, London.
15. Thorner, D.1956 The Agrarian prospects in India University press, New Delhi.
16. _____ 1962 Land and labour in India,Asia publications, Mumbai.

Paper No. V/SOC-140

Marks-100

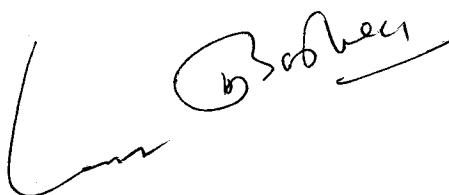
PRACTICAL-I

Course Outcomes: At the end of the Course the Students are expected:

CO1	Develop Research Skills: Enhance students' ability to design and conduct field-based research projects independently.
CO2	Tool Preparation: Guide students in preparing essential research tools such as interview guides, questionnaires, and case study frameworks.
CO3	Effective Data Collection: Equip students with the skills to gather both qualitative and quantitative data through structured fieldwork.
CO4	Critical Analysis: Foster analytical thinking by engaging students in the examination of real-world cases and field data.
CO5	Report Writing and Presentation: Train students to organize, interpret, and present their research findings clearly and effectively.

Practical based on Field Work & Preparation of tools Interview Guide and case study

Scheme of Evaluation- 50% by Internal Examiner and rest 50% by Viva-Voce Examination evaluated both by the Internal and External Examiner.

SECOND SEMESTER- CORE PAPERS

Paper No. –VI/SOC-210

Marks-70

MDERN SOCIOLOGICAL THINKERS

Course Outcomes: At the end of the Course the Students are expected:

CO1	Understand the key contributions of G.H. Mead, including his theory of socialization, symbolic interactionism, and concepts such as mind, self, role-taking, and the “I” and “Me”.
CO2	Analyze Lewis Coser’s conflict theory, intellectual background, and concepts of class, power, and status in understanding modern social dynamics.
CO3	Evaluate Althusser’s neo-Marxist framework and structural Marxism in the context of ideology, state apparatuses, and class relations.
CO4	Examine Talcott Parsons’ functionalist approach through the concepts of social action, pattern variables, social systems, and mechanisms of social control.
CO5	Explore the sociological perspectives of Robert K. Merton, especially reference group theory, social structure and anomie, functional analysis paradigms, and his insights on bureaucracy.

Unit-I: G.H.MEAD

- a. Theory of Socialization
- b. Symbolic Interactions
- c. Ideas of George Herbert Mead:
 - Mental Processes and Mind,
 - Mind, Language and Role Taking,
 - Play, Game and Generalized Other,
 - The I and Me.

Unit-II: LEWIS COSER

- a. Intellectual background
- b. Theory of Class Conflict
- c. Concepts of Status, Class and power

Unit-III: ALTHUSSER

- a. Intellectual background
- b. Theory of Neo-Marxism
- c. Structural Marxists

Unit-IV Talcott Parsons

- a. Social Action
- b. Pattern variables
- c. Social System
- d. Mechanisms of social Control.

Unit-V: Robert K. Merton

- a. Reference Group
- b. Social structure and Anomie
- c. Paradigms of Functionalism
- d. Bureaucracy

Recommended Readings:-

1. Abraham, F and Morgan, J.H.1985 Sociological Thought from Comte to Sorokin Macmillan, New Delhi.
2. Aron, R.1965 Main Currents in Sociological Thought Vol. I and II Penguin, London.
3. Adams, B.N. and Sydie, R.A. 2001 Sociological theory Vistaar, New Delhi.
4. Collins, R. 1997 Theoretical Sociology Rawat, Jaipur
5. Coser, L.A.2001 Masters of Sociological Thought Rawat, Jaipur
6. Giddens, A. 1977 Capitalism and Modern Social Theory: An Analysis of Writings of Marx., Durkeheim and Weber Cambridge University press. London.
7. Rex, J. 1973 Discovering Sociology Routledge and Kegan Paul London.
8. Simmel George and Kurt The Sociology of George Simmel, Glancoe, III Free Press H.Wdft,1950
9. Simmel George and Kurt Conflict and the web of Group Glancoe, IL, Freepress. H.Wdft,1922
10. -----1972 On Individuality and Social Forms, Chicago, University of Chicago Press.
11. Turner, J.H.2001 The Structure of Sociological Theory Rawat, jaipur
12. Zeitlin, I.M.1981 Ideology and the Development of Sociology Prentice Hall, London.
13. -----1996 Rethinking Sociology Rawat, Jaipur.

Paper No.-VII/220

Marks-70

QUANTITATIVE RESEARCH TECHNIQUES IN SOCIOLOGY

Course Outcomes: At the end of the Course the Students are expected:

CO1	Master Sampling and Survey Techniques: Understand the principles, types, and errors of sampling; gain proficiency in survey methods, including designing questionnaires and interview schedules.
CO2	Data Processing and Analysis: Learn techniques such as editing, classification, tabulation, and interpretation, along with the use of software tools for sociological data analysis.
CO3	Measurement and Scaling: Develop the ability to apply measurement techniques and sociological scales like Likert, Thurstone, and Bogardus, while understanding various levels of measurement

CO4	Statistical Methods in Research: Acquire knowledge of statistical tools, including measures of central tendency, dispersion, correlation, and significance tests like Chi-square, for social research applications.
CO5	Mixed Methods and Research Ethics: Explore the integration of qualitative and quantitative methods through triangulation, understand ethical considerations, and utilize participatory approaches in sociological research

Unit-I: Sampling

- Rational
- Types
- Sampling error
- Survey Vs. Sampling based study in sociology

Unit-II: Quantitative method and survey Research

- Techniques of Survey Research: Interview
- Tools of Research; Preparation of Questionnaire and Interview Schedule
- Processing of Data: Editing, Classification, Tabulation and Interpretation
- Use of Computer in Data Processing

Unit-III: Measurement and Scaling Techniques

- Levels of Measurements: Types of Scales- Nominal and Ordinal
- Reliability and Validity of Scaling
- Measures of Social Distance: Thurstein, Lickert and Bogardus Scale
- Sociometry

Unit-IV: Statistics in Social Research

- Measures of Central Tendency: Mean, Median and Mode
- Measures of Dispersion- Standard Deviation
- Correlation Analysis- Chi Square Test
- Quantitative Vs. Qualitative research in sociology

Unit-V: Qualitative and Quantitative research method

- Triangulation; mixing Qualitative and Quantitative methodologies
- Social Research, Action research and Participatory research
- Application of computers in Social research; MS office.
- Ethical issues in social research.

Recommended Readings: -

- Bailey, K.D.1979 Methodology of social ResearchMacmillan, Free Press.
- Bryman, Allan1988 Quality and Quantity in Social ResearchUnwin, Hyman, London.
- Ethance, D.M. Fundamental of Statistics
- Irvine, J. M et al (ed) 1979 Demystifying social statistic, Pluto Press, London.
- Lutz, G, M 1983 Understanding Social Statistics, Macmillan Publishing co., Inc., New York.
- Mukharjee, R, 1979 What will it be? Explorations in inductive sociology, Allied Publishers, Bombay.

7. Mukherjee, P.N, 2000 Methodology in Social Research Dilemmas and Perspectives, Essays in honour of Ramakrishna Mukharjee, Sage Publication, New Delhi.
8. Wilkinson, T.S. and Methodology and Techniques of Social Research: Himalaya
Bhandarkar, P.L. Publication House, Bombay,
9. Young, P.V.1977 Scientific Social Surveys and Research.
Prentice Hall of India, New Delhi.

Paper No. –VIII/SOC-230

Marks-70

SOCIOLOGY OF DEVELOPMENT

Course Outcomes: At the end of the Course the Students are expected:

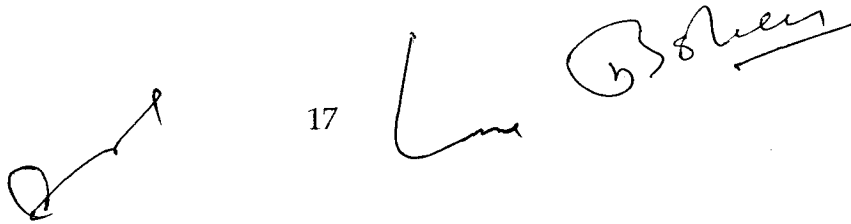
CO1	Foundations of Development: Understand the concept, elements, and theoretical perspectives of development, including capitalist, mixed, Gandhian approaches, and theories like modernization, Marxist, and dependency
CO2	Models and Indicators of Human Development: Analyze mainstream versus indigenous models of development and evaluate key indicators such as the Human Development Index and sustainable development measures
CO3	Indian Development Experience: Critically assess India's development journey through five-year plans, economic reforms, globalization, and the impact of biotechnology and information technology
CO4	Social Impacts of Development: Examine consequences such as displacement, ecological degradation, socio-economic inequality, and migration patterns resulting from developmental processes.
CO5	Contemporary Challenges and Sociological Evaluation: Explore issues like social exclusion, gender inequality, privatization, and sustainability while developing a sociological perspective on policy, technology, and social justice.

Unit-I: Perspectives on Development

- a. Concept and Defining development
- b. Element of Development
- c. Path and Agency of Development: Capitalist, Mixed Economy, Gandhian
- d. Theories; Modernization, Marxist, Dependency.

Unit-II: Changing Concept of Human Development

17



- a. Mainstream vs. Indigenous Model of Development
- b. Human Indicator Index
- c. Sustainable Development: Socio- Cultural, environmental and economic.
- d. Impact of Bio-Technology and Information Technology on Development

Unit-III: Indian Experience of Development

- a. Sociological Appraisal of Five Year Plans
- b. Social Consequences of Economic Reforms
- c. Socio- Cultural Impact of Globalization
- d. Social Implication of InfoTech and Bio-Tech Revolution

Unit-IV: Consequences of Development

- a. Development and Displacement- concept, causes and consequences of Displacement
- b. Development and Socio- Economic Disparities: health, Education , Per capita Income
- c. Ecological Degradation: concept, causes and consequences of Degradation
- d. Development and Migration: concept, causes and consequences of Migration.

Unit-V: Issues in development in Contemporary India.

- a. Social Exclusion
- b. Gender Discrimination
- c. Privatization and unfavourable Service condition.
- d. Sustainability and development

Recommended Readings: -

1. Alavi, H. and Shanin, T., Introduction to the study of Developing societies Macmillan, 1982 London
2. Amin, Samir-1979 Unequal Development, New Delhi
3. Apter, D.C.1987 Rethinking development Sage, New Delhi
4. Appadurai, A.1997 Modernity at Large: Cultural Dimensions of Globalisation, Oxford, New Delhi
5. Berberglu, B. (ed)1992 Class, State and Development in India, Sage, New Delhi
6. Bhatnagar, S., 2000 Information and Communication: Technology in Development, Sage, New Delhi.
7. Carmen, R 1996 Autonomous Development Vistaar, New Delhi
8. Desai, A.R 1985 India's path of development: A Marxist Approach, Bombay, popular Prakashan.
9. Dreze, J and Sen, A.1996 India: Economic Development and social Opportunity Oxford, New Delhi
10. Encyclopaedia of Social Sciences (Relevant Portions), Macmillan
11. Frank, A2002 Reorient Vistaar, New Delhi
12. Haq, M.V.1991 Reflections on Human Development Oxford, New Delhi
13. Melkote, S.R.1991 Communications for Development in Third World Sage, New Delhi
15. Naidu, R.1971 Values in Models of Modernisation Vikas, New Delhi
16. Pieterse, N.J.2001 Development Theory: Deconstruction/ Reconstruction , Sage, New Delhi
17. Preston, P.W, 1996 Development Theory- An Introduction Oxford Blackwell.
18. Rege, S. (ed)2003 Sociology of Gender Sage, New Delhi
19. Sachs, J 2000 Understanding Development Oxford, New Delhi

20. Saha, G et al (ed)2002 Development and Deprivation in Gujarat Sage, New Delhi
21. Schuurman, F.J.2003 Globalisation and Development Vistaar, New Delhi
22. Singharoy, D (ed)2001 Social Development and Empowerment of Marginalised Groups Sage, New Delhi.
23. Sings, C.C.And Denemark, R.A. The Underdevelopment of DevelopmentSage, New Delhi.
24. Sharma ,S.L1986 Development: socio-Cultural Dimensions, Jaipur,Rawat Publications.
25. -----1994 Perspective on Sustainable Development in South Asia, KualaLumpur, ADIPA

Paper No. IX/SOC-240

Marks-70

RURAL DEVELOPMENT PROGRAMME & EVALUATION

Course Outcomes: At the end of the Course the Students are expected:

CO1	Historical Evolution of Rural Development: Trace the progression of rural development programmes in India from the pre-independence era to post-independence, focusing on poverty alleviation and minimum needs strategies
CO2	Integrated Rural Development Initiatives: Study key programmes like IRDP, TRYSEM, and DWCRA, assessing their effectiveness in enhancing rural livelihoods
CO3	Gandhian Approach and Employment Schemes: Analyze Gandhian principles of rural development and examine major employment and skill development schemes such as MNREGA, DDUGKY, PMKVY, MKVY, and SGSY.
CO4	Empowerment and Livelihood Programmes: Understand initiatives promoting women's empowerment, rural finance, self-employment, and livelihoods, including PMRY, REGP, Rashtriya Mahila Kosh, and NRLM.
CO5	Infrastructure, Technology, and Regional Focus: Explore government efforts in rural education, health, housing, sanitation, electrification, and digital connectivity, along with region-specific programmes like those in Chhattisgarh and methods for evaluating their impact.

UNIT-I:-

- Background of Rural development programmes, Pre- Independence era, Post –Independence Era,
- Poverty Alleviation Programmes- A retrospect,
- Minimum Needs programme,
- Integrated Rural Development Programme, TRYSEM and DWCRA, Jawahar Rozgar Yojna (JRY), Employment Assurance Scheme (EAS).

UNIT-II

- Gandhian Approaches And Rural Economics, Mahatma Gandhi Rastriya Rojgar Guarantee yojna (MNREGA)
- Deen Dayal Upadhyay- Gramin Kaushal Vikas Yojna, Pradhan Mantri Kaushal Vikas Yojna, Mukhiya Mantri Kaushal Vikas Yojna,
- Swarnajayanti Gram Swarozgar Yojna (SGSY)-I, Swarnajayanti Gram Swarozgar Yojna (SGSY)-2, Sampoorna Grameen Rozgar Yojna (SGRY),
- National Social Assistance Programme (NSAP), Food Security- TPDS.

UNIT-III

- Prime Minister's Rozgar Yojna (PMRY),
- Rural Employment Generation Programme (REGP),
- Rashtriya Mahila Kosh Programme Of Development Finance Corporations.

UNIT-IV

- Elementary Education And Total Literacy Campaign,
- Rural Housing Rural Health Care,
- Drinking Water And Rural Sanitation,
- Rural Electrification And Energy, Rural Connectivity.

UNIT-V

- Desert Development Programme, Integrated Waste Land Development Programme,
- Science And Technology For Rural Development,
- Evaluation Of Rural Development Programmes Through Different Community And Suggestion And Recommendation Of Desert Development Programme.

Recommended books

- Desai, V – Rural Development In India, Himalaya Publishing House Mumbai
- Prakash I S Rural Development In India, Himalaya Publishing House New Delhi
- Mazumdar B –poverty food security and sustainability, Rawat Publication , new delhi
- Asen R vision of poverty: welfare policy & political imagination, Rawat Publication new delhi
- Majumder B Rural housing : policies and practices, rawat publications

Paper No. X/SOC-250

Marks-100

PRACTICAL-II

Course Outcomes: At the end of the Course the Students are expected:

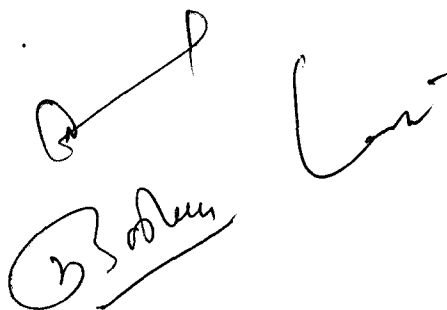
CO1	Develop the skills necessary for conducting field-based sociological investigations
CO2	Learn to design and structure effective questionnaires and interview schedules for data collection

CO3	Acquire practical knowledge of data organization and tabulation techniques to prepare data for analysis.
CO4	Gain exposure to real-world research challenges and understand the importance of tool reliability and relevance.
CO5	Build confidence in presenting and defending their research tools and methodology during evaluations.

Practical based on Field Work & Preparation of tools

Questionnaire, Interview Schedule Preparation and Tabulation.

Scheme of Evaluation- 50% by Internal Examiner and rest 50% by Viva-Voce Examination evaluated both by the Internal and External Examiner.



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COURSE OF STUDIES FOR M.A. EXAMINATION IN SOCIOLOGY ACADEMIC SESSION (2024- 25)

THIRD SEMESTER

NOTE:-Third semester has two core papers and three optional papers to be selected one from each of three electives

Paper No. XI/SOC-310

Marks-70

CLASSICAL SOCIOLOGICAL THEORIES

Course Outcomes: At the end of the Course the Students are expected:

CO1	Foundations of Classical Sociological Theory: Understand the origin, core concepts, and defining characteristics of major classical sociological theories.
CO2	Key Thinkers and Their Contributions: Study the works of foundational sociologists such as Auguste Comte, Émile Durkheim, Karl Marx, Talcott Parsons, Robert K. Merton, and others including Dahrendorf, Collins, Radcliffe-Brown, Lévi-Strauss, Blau, and Homans.
CO3	Philosophical and Methodological Bases: Analyze the philosophical roots and methodological frameworks of classical theories, including positivism, structuralism, and functionalism
CO4	Theoretical Perspectives on Society: Explore how classical theories address social order, conflict, structure, and interaction, providing multiple lenses for understanding society.
CO5	Application and Critical Evaluation: Develop the ability to critically assess and apply classical sociological theories to contemporary issues, enhancing analytical and theoretical reasoning.

Unit-I: Positivism

- Concept and Characteristics of positivism
- Contributions of Comte
- Contributions of Durkheim
- Criticism

Unit-II: Functionalism

- Concept and Characteristics of functionalism
- Contributions of Parsons
- Contribution of Merton
- Criticism

Unit-III: Conflict theory

- Concept and Characteristics of Conflict theory
- Contributions of Karl Marx
- Contribution of Dahrendorf

- d. Randell Collins

Unit-IV: Structuralism

- Concept and Characteristics of Structuralism
- Contribution of Red Cliff Brown
- Contribution of Levi-Strauss
- Criticism

Unit-V: Exchange Theory

- Concept and Characteristics of Exchange Theory
- Contribution of Peter Blau
- Contribution of George Homans.
- Criticism

Recommended Readings:-

- Abraham, M.F. 2001 Modern Sociological Theory: An Introduction Oxford, New Delhi.
- Alexander, J.C. 1987 Twenty Lectures; Sociological theories since World War- II Columbia University press- New York.
- Coser, L.A. 2001 Masters of Sociological thoughts Rawat, Jaipur
- Collins, R. 1997 Sociological theory Rawat, Jaipur
- Craib, I. 1992 Modern Social Theory: From parsons to Habermas, Harvester, London.
- Giddens, A. 1983 Central Problems in Social theory, Action, Structure and contradiction in social analysis. Mac Millan, London.
- _____, 1996 Capitalisation and modern social theory Cambridge University Press. London.
- Godelier, M. Structural Anthropology Tavistock, London.
- Sturrock, J (ed) 1979 Structuralism and since: from Levistrancess to Derrida Oxford, London.
- Turner, B.S. 1999 Classical sociology sage, New Delhi
- Turner, J.H. 2001 The structure of sociological theory Rawat, Jaipur
- Zeitlin, I.M. 1998 Rethinking sociology: A critique of contemporary Theory Rawat, Jaipur.

Paper No.XII/SOC-320

Marks-70

SOCIAL MOVEMENTS IN INDIA- CORE

Course Outcomes: At the end of the Course the Students are expected:

CO1	Understanding Social Movements: Grasp the nature, characteristics, causes, and classifications of social movements in the Indian context.
CO2	Social Bases and Influences: Examine how class, caste, ethnicity, gender, leadership, political institutions, and media shape and sustain social movements.

CO3	Theoretical Approaches: Explore key frameworks such as Marxian, Post-Marxian, Structural-Functionalist, Postmodernist, and Post-Structuralist perspectives for analyzing social movements.
CO4	Traditional and Contemporary Movements: Study historical movements like labour, tribal, peasant, and nationalist movements, alongside new movements centered on Dalit rights, gender, ethnicity, and the environment
CO5	Power, Identity, and Social Change: Develop a critical understanding of how social movements influence power dynamics, identity politics, and processes of social transformation in India.

Unit-I: Nature and Types

- Characteristics
- Types
- Reasons
- Power Structure and Social Movements

Unit –II: Basis of Social Movement

- Class, Caste, Ethnicity and Gender
- Types of leadership and relationship between leaders and masses
- Political institution and social movement.
- Role of media in social movement.

Unit-III: Theoretical Perspectives

- Marxian and Post-Marxian
- Structural-Functional
- Postmodernist
- Post-Structuralist

Unit-IV: Traditional Social Movements

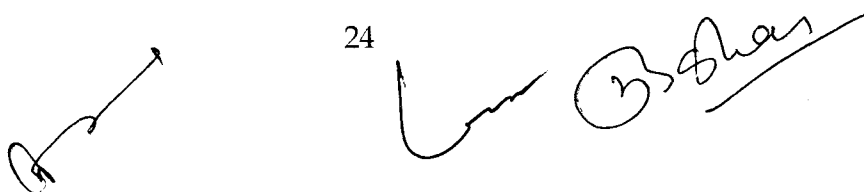
- Labour and Trade Union
- Tribal
- Peasant
- Nationalist

Unit-V: New Social Movements

- Dalit
- Women
- Ethnic
- Environmental
- student movements.

Recommended Readings:-

- Banks, J.A., 1972; The Sociology of Social Movements (London : Macmillan)
- Desai, A.R., Ed., 1979; Peasant Struggles in India (Bombay : Oxford University Press)
- Danagare, D.N., 1983; Peasant Movements in Indian 1920-1950 (Delhi : Oxford University Press.
- Gore, M.S., 1993; The Social Context of an Ideology : Ambedkar's Political and Social Thoughts (New Delhi : Sage)
- Oomen, T.K., 1990 : Protest and Change : Studies in Social Movements (Delhi : Sage).



THIRD SEMESTER ELECTIVE I (SELECT ANY ONE)

Paper No.XIII/SOC-331/ELECTIVE I

Marks-70

PERSPECTIVES OF STUDY TO INDIAN SOCIETY

Course Outcomes: At the end of the Course the Students are expected:

CO1	Foundations of Indian Sociological Perspectives: Understand the origin, development, and core assumptions of major sociological approaches to studying Indian society.
CO2	Textual and Structural-Functionalist Approaches: Examine the Indological/Textual perspective through G.S. Ghurye and Louis Dumont, and the Structural-Functionalist view through M.N. Srinivas and S.C. Dube, focusing on caste, secularization, and modernization.
CO3	Marxist and Subaltern Perspectives: Analyze the Marxist interpretations by D.P. Mukherjee and A.R. Desai on class and rural society, alongside Subaltern critiques from B.R. Ambedkar and David Hardiman that highlight marginalized voices.
CO4	Civilizational Approach: Study the Civilizational perspective through the works of N.K. Bose and Surjeet Sinha, emphasizing India's cultural and structural uniqueness.
CO5	Critical Comparative Analysis: Develop a critical and comparative understanding of how each perspective contributes to sociological knowledge of India, while recognizing their strengths and limitations.

Unit-I: Indological / Textual

- G.S. Ghurye;- Origin, Theory and Characteristics of caste , caste and Race.
- Louis Dumont:- Homohierarchius in caste system in India
- Criticism of Ghurye and Dumont.

Unit-II: Structural Functionlism

- M.N.Srinivas:- Dominant Caste, Sanskritization , Secularization and Social Change.
- S.C.Dube:-Social Change and Modernization
- Criticism of M.N. Srinivas and S.C.Dube

Unit-III: Marxism

- D.P.Mukharjee:- Approach to study Indian Economy and Society
- A.R. Desai:- Approach to study rural society and Economy in India.
- Criticism of D.P.Mukherjee and A.R.Desai

Unit-IV: Subaltern Perspective

- B.R. Ambedkar :- Characteristics of Caste, Demerits of Caste, Annihilation of Caste

- b. David Hardiman:- Characteristics of Indian Society, Subaltern Approach to study Indian Society.
- c. Comparison between Ambedkar and Hardiman's Subaltern Approach

Unit-V: Civilizational Approach

- a. N.K.Bose
- b. Surjeet Sinha
- c. Criticism of N.K. Bose and Surjeet Sinha

Recommended Readings: -

1. Das, V.1982 Structure and Cognition aspects of Hindu caste and rituals Oxford, New Delhi.
2. Desouza, P.R. (ed)2000 Contemporary India Transitions. Sage, New Delhi.
3. Dhanagare, D.N.1993 Themes and Perspectives in Indian Sociology Rawat, Jaipur
4. Dube, S.C.1967 The Indian village Routledge, London
5. _____ 1973 Social Sciences in a changing society. Lucknow university press, Lucknow
6. Dumont, L.1970 Homo Hierarchicus: the caste system and its implications Vikas, New Delhi.
7. Hardiman, D 1987 The coming of the Devi: Adivasi Assertion in western India Oxford, New Delhi
8. _____ 1996 Feeding the Bania: Peasants and usurers in western India. Oxford, New Delhi.
9. Momin, A.R. 1996 The legacy of G.S. Ghurye Popular, Mumbai
10. Mukharjee, D.P.1958 Diversities PPH, New Delhi
11. Oommen, T.K. and Mukharjee, P.N. 1986 Indian Sociology: Reflection and Introspection popular, Mumbai.
12. Singh, y. 1986 Indian Sociology: Social conditioning and Emerging concerns, Vistaar, New Delhi.
13. Srinivas, M.N.1960 India's Villages Asia publishing House, Bombay.

Paper No.XIV/SOC-332/ELECTIVE I

Marks-70

URBAN SOCIETY IN INDIA

Course Outcomes: At the end of the Course the Students are expected:

CO1	Understand the classical sociological perspectives on urbanism and city life through the contributions of thinkers like Durkheim, Marx, Weber, Tönnies, Park, Burgess, McKenzie, Simmel, and Redfield.
CO2	Analyze the nature of urbanization in India, emerging sociological trends, key factors responsible for urban growth, and the social consequences of rapid urbanization.
CO3	Classify urban centers and industrial towns, and examine the characteristics of city-based

	industrial development in India.
CO4	Assess the impact of urbanization on occupational structures, social stratification (class, caste, gender), family systems, and study critical urban issues such as migration, slums, housing, poverty, and environmental degradation.
CO5	Evaluate the challenges of urban planning and management in India, study urban institutions, and explore the relationship between social and spatial theories in the context of regional planning.

Unit-I

- Classical sociological traditions as urban and city dimensions
- Emile Durkheim, Karl Marx, Max Weber and Tonnies.
- Urban community and spatial dimensions. Park, Burgers and Mc Kenzie.
George Simmel: Metropolis, Louis - Wirth Urbanism and Redfield Rural-Urban continuum as cultural form.

Unit-II

- Urban sociology in India ; Emerging trends in urbanization
- Factors of urbanisation, sociological dimensions of urbanization
- Social consequences of urbanisation.

Unit-III

- Classification of urban centres, cities and towns,
- a. City industrial urban-base, its growth and special features,
- b. Industry centered developments.

Unit-IV

- Changing occupational structure, and its impact on social stratification - class, caste Gender,
- family Indian city and its growth, migration, problems of housing, slum development,
- urban environmental problems, urban poverty,

Unit-V

- urban planning and problems of urban management of India.
- Urban institutions, Factors affecting planning,
- regional planning and the links between social and spatial theory.

Recommended Readings: -

- Quinn J.A., Urban Sociology, S Chand & Co., New Delhi 1955.
- Pickwance C.G. (ed), Urban Sociology ; Critical Essays, Methuen 1976.
- Saunders peter, Social Theory and Urban Question, Hutuchionson 1981.
- Bose Ashish, Studies in India Urbanization 1901-1971, Tata McGraw Hill 1978.
- Abrahamson M., Urban Sociology, Englewood, Prentice Hall 1976.
- Ronnan, Paddison, Handbook of Urban Studies, Sage : India 2001.
- Bharadwaj, R.K. : Urban Development in India. National Publishing House 1974.
- Gold, Harry, : Sociology of Urban life. Prentice Hall, Englewood Cliff 1982.
- Colling Worth, J.b. : Problems of Urban Society VOL. 2 George and Unwin Ltd 1972.
- Alfred de Souza. The Indian City ; Poverty, ecology and urban development Manohar, Delhi 1979.
- Desai A.R. and Pillai S.D. (ed) Slums and Urbanisation, Popular Prakashan, Bombay 1970.
- Castells M. : The Urban Question, Edward Arnold, London 1977.

13. Ramachandran R. : Urbanisation and Urban Systems in India, OUP, Delhi 1991.
14. Ellin Nan Post Modern Urbanism, Oxford UK 1996.
15. Edward W. Soja, Post Metropolis ; Critical Studies of cities and regions. Oxford Blackwell 2000.
16. Fawa F. Sylvia, : New Urbanism in World Perspectives - a Reader. T.Y. Cowell, New York 1968.

Paper No.XV/SOC-333/ELECTIVE-I

Marks-70

MARRIAGE, FAMILY AND KINSHIP

Course Outcomes: At the end of the Course the Students are expected:

CO1	Understand key kinship concepts such as lineage, clan, phaity, and moiety, and evaluate the significance of kinship studies through various theoretical approaches (historical, structural-functional, structural, cultural, and gender).
CO2	Analyze different descent systems—patrilineal, matrilineal, double, and cognate descent—and explore concepts like complementary filiation, corporate and local groups in the kinship framework.
CO3	Examine alliance theory and marriage practices including types of exchanges, marriage rules (monogamy, polygamy), marriage transactions, and different forms of residence (virilocal, uxorilocal, neolocal, natolocal).
CO4	Evaluate the structure and types of families and households in India, including elementary and extended families, regional variations, and the socio-cultural forces contributing to the transformation of family and marriage systems in India.
CO5	Understand key kinship concepts such as lineage, clan, phaity, and moiety, and evaluate the significance of kinship studies through various theoretical approaches (historical, structural-functional, structural, cultural, and gender).

UNIT I: General Principles and Basic Concepts

- a. Basic terms of kinship- lineage, clan, phaity, moiety.
- b. Nature and significance of the subject; Kinship studies in the world and in India;
- c. Approaches: Historical and Evolutionary, Structural Functional, Structural, Cultural, Gender perspective.

UNIT II: Descent Model

- a. Kinship as an organizing principle: Descent: Patrilineal,
- b. Matrilineal, Double and Cognate descent,
- c. Complimentary Filiation, Descent groups, Corporate groups and Local groups.

UNIT III: Alliance Model, Marriage and Affinity

- a. Alliance theory: Symmetrical and Asymmetrical exchange; Prescriptive and Preferential marriage; Monogamy and Polygamy;
- b. Marriage transactions; Stability of marriage;

- c. Rules of residence: Virilocal, Uxorilocal, Neolocal and Natolocal residence.

UNIT IV: Family, Marriage and Household in India

- a. Family: Nature of the family; Family and Household;
- b. Elementary and extended family; Family and marriage in India;
- c. Regional diversities; Forces of change.

Recommended Readings: -

1. Ahmad, Imtiaz (ed.), 1976. Family, Kinship and Marriage among Muslims in India, New Delhi: Manohar
2. Das, Veena. 1973. 'The structure of marriage preference: An account from Pakistan fiction', *Man*, (n.s.) Vol. 8, No. 1, pp. 3045.
3. Dube, Leela, 1974. Sociology of Kinship: An analytical survey of Literature, Bombay: Popular Prakashan.
4. _____, 1997. Kinship and Women. Delhi: Vistaar Publications
5. Dumont, L., 1961. 'Descent, Filiation and Affinity', *Man* 61, 11, pp. 24-25.
6. Dumont, L., 1983. Affinity as a Value: Marriage alliance in South India with comparative essays on Australia, Chicago: University of Chicago Press.
7. Fortes, Mayer, 1953. 'The Structures of Unilineal Descent Groups', *American Anthropologist* 55, pp. 17-41 (Reprinted in M. Fortes, 1970, Time and Social Structure and other essays. London: Athlone Press).
8. Fuller, C. J., 1976. The Nayars Today, Cambridge: Cambridge University Press.
9. Goody, J., 1976. Production and Reproduction: A Comparative study of the Domestic Domain, Cambridge: CUP.
10. Goody, J. and Tambiah, S. J., 1973. Brideswealth and Dowry, Cambridge: CUP.
11. Goode, William. J. 1987. The Family. New Delhi: Prentice-Hall of India, Private Limited. Ch.10: Understanding Family Change: Theory and Method. Pp. 168-178.
12. Gough, Kathleen, 1959. 'Nayars and the Definition of Marriage', *Journal of Royal*
13. *Anthropologist Institute*, R9, pp. 23-34, (Reprinted in P. Uberoi (ed.) 1993.)
14. Gray, John N. and Mearns, David J., 1989. Society from the Inside Out, New Delhi: Sage (esp. Introduction).
15. Hersman, Paul, 1981. Punjabi Kinship and Marriage, Delhi: Hindustan Publishing Corporation.
16. Karve, Iravati, 1953/65/68. Kinship Organization in India. Bombay: Asia Publishing House, (3rd revised edition). See also, Karve, "The Kinship Map of India," in P. Uberoi (ed.), 1993, pp. 50-73.
17. Kath, W. 1991. Families we Choose, Lesbians, Gays, Kinship. New York: Columbia University.
18. Kolenda, Pauline, 1987. Regional Differences in Family Structure in India, Jaipur: Rawat.
19. Leach, E. R., 1961. Rethinking Anthropology. London: Athlone Press. (esp. Chapters 1 & 3).
20. Levi-Strauss, Claude, 1969. Elementary Structure of Kinship, London: Eyre and Spottiswoode.
21. Madan, T. N., 1965/89. Family and Kinship: A Study of Pandits of Rural Kashmir, Delhi: OUP, (2d revised edition).
22. _____, 1965. 'Structural Implication of Marriage in North India: Wife givers and Wife Takers among

23. the Pandits of Kashmir', *Contribution to Indian Sociology*, n. s. 9(2). pp. 217-43.
24. Mayer, Adrian C., 1960. *Caste and Kinship in Central India: A Village and its Region*, London: Routledge and Kegan Paul.
25. Maynes, Mary Jo et al, 1996. *Kinship, Gender and Power: A Comparative and Interdisciplinary History*, New York: Routledge.
26. Murdock, G. P., 1949. *Social Structure*, New York: Free Press.
27. Nakane, Chie, 1967. *Garó and Khasi: A Comparative Study in Matrilineal Systems*, Paris: Mouton.
- Papanek, Hannah, 1989/90. 'Socialization for Inequality: Issues for Research and Action', *Samya*
28. *Shakti: A Journal of Women's Studies*, 4 & 5 pp 1-10.
29. Pahl, R & Spencer, L. 2010. 'Family, Friends and Personal Communities: Changing Models-in-the- Mind', *Journal of Family Theory & Review* 2. September, pp.197-210.
30. Palriwala R. and C. Risseuw (eds.), 1996. *Shifting Circles of Support; Contextualising Kinship and Gender in South Asia and Sub Saharan Africa*, Delhi: Sage.
31. Parry, Jonathan, 1979. *Caste and Kinship in Kangra*, London: Routledge and Kegan Paul.
32. Patel, T. (ed.).2005. *The Family in India: Structure and Practice*. New Delhi: Sage
33. Radcliffe-Brown, A. R. and Daryl Forde, (eds.) 1950. *African Systems of Kinship and Marriage*, London: OUP. (esp. Introduction and chapter by A. L. Richards).
34. Raheja G. G., 1988. *The Poison in the Gift: Ritual, Presentation and the Dominant Caste in a North Indian Village*, Chicago: University of Chicago Press.
35. Sen, Amartya, 1983. 'Economics and the Family', in *Asian Development Review*. 1 &2 pp. 14-26. (Reprinted in P. Uberoi, 1993).
36. Schneider, D. and K. Gough, 1961. *Matrilineal Kinship*. Berkeley: University of California Press.
37. Shah, A. M., 1973. *The Household Dimension of the Family in India*, Delhi: Orient Longman.
38. Sharma, Ursula, 1980. *Women, Work and Property in N. W India*. London: Tavistock.
39. Simpson, B. 2004, "Gays, Paternity and Polyandry: Making Sense of New Family Forms in
40. Contemporary Sri Lanka", in Radhika Chopra, Caroline Osella and Filippo Osella (eds.), *South Asian*
41. *Masculinities: Context of Change. Sites of Continuity*, Delhi: Kali for Women, pp. 160-174.
42. _____, 1984. "Dowry in North India: Its Consequences for Women," in Renee Hirschon (ed.)
43. *Women and Property: Women as Property*. London: Croom Helm, pp. 62-74.
44. Srinivas, M. N., 1984. *Some Reflection on Dowry*, Delhi: OUP.
45. Trautman, Thomas R., 1981. *Dravidian Kinship*. Cambridge University Press.
46. Uberoi, Patricia, (ed.). 1993. *Family, Kinship and Marriage in India*, Delhi: OUP.
47. Uberoi, Patricia. 2009. *Your Law and My Custom: Legislating the Family in India*. New Delhi: Critical Quest. Pp. 1-24.
48. Vatuk, Sylvia, 1975. 'Gifts and Affines in North India,' *Contributions in Indian Sociology*, No. 9, pp. 155-96.
49. Wilt, Richard R. and Robert Me L. Netting, 1984. 'Households: Changing forms and Functions' in

50. Netting et al. (eds.) Households: Comparative and Historical Studies of the Domestic Group, Berkley, University of California Press, pp. 1-28.

THIRD SEMESTER ELECTIVE II (SELECT ANY ONE)

Paper No.XVI/SOC-341/ELECTIVE-II

MARKS-70

INDUSTRY AND SOCIETY IN INDIA

Course Outcomes: At the end of the Course the Students are expected:

CO1	Understand the classical sociological foundations of industrial sociology, including scientific management, division of labour, bureaucracy, rationality, and the concept of alienation in industrial production.
CO2	Analyze the structure and functions of formal and informal organizations, including line-staff relationships and contemporary organizational dynamics.
CO3	Evaluate the socio-cultural impact of industrialization on family structure, social stratification, habitat patterns, and environmental concerns.
CO4	Examine the subjective aspects of industrial work, including work ethics, values, attitudes, motivation, satisfaction, and the effects of incentives on workers.
CO5	Assess the role of technology and automation in transforming industrial organizations, organizational decision-making, and understanding the sociological reasons behind resistance to technological change.

Unit-I: Industrial Sociology and Classical Sociological Tradition

- Scientific Management
- Division of Labour
- Bureaucracy and Rationality
- Production Relations and Alienation

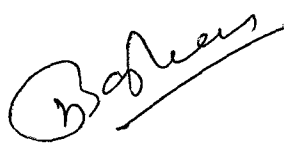
Unit-II: Industrial Organizations

- Formal and Informal Organizations: Structure and Functions
- Line and Staff Organization
- Contemporary Organization Realities

Unit-III: Impact of Industrialization on:

- Family
- Stratification
- Habitat and Settlement
- Environmental

Unit-IV: Subjective Experience of Work



- Work Ethics, Work Value, Work Attitude and Work Process
- Motivation to Work,
- Work Satisfaction, Incentives and Its Effects

Unit-V: Technological Change and Automation

- Technology and Social Structure in Industry
- Organizational Choice and Technological Change
- Resistance to Automation and Change

Recommended Readings: -

- Agrawal R.D. 1972 Dynamics of Indian labour relations in India (A Book regarding Mc-Graw Hill, Bombay)
- Aziz Abdul 1984 Labour problems of developing economy Ashis Publishing house, New Delhi
- Gilbert S.J.1985 Fundamentals of Industrial Sociology Tata Mc-Graw hill Bombay
- Karnik V.B.1990 Indian trade Union A survey, Popular Prakashan- Bombay
- Laxmana, C et al 1990 Workers Participation and industrial democracy: Global perspectives: Ajanta publication, New Delhi.
- Memoria, C.B. and Memoria 1992 Dynamics of Indian Relations in India Himalaya publishing house: Mumbai
- Miller, D.c. and Farm W.M.1964 The Sociology of Industry George Allen and Onwin, London
- Philip H and Mellissa T2001 Work Post Modernism and organization Sage, New Delhi
- Ramaswamy E.A. 1977 The worker and His union, Allied New Delhi
- _____ 1978 Industrial Relations in India OUP, new Delhi
- Thiwait, P.K.1987 Social Structure of a Planned Town, Institute of Social Research and Applied Anthropology, Calcutta.
- Watson K. Tony 1995 Sociology, work and industry Routledge and Kagan Paul, London.

Paper No.-XVII/SOC-342/ELECTIVE II

Marks-70

DEVELOPMENT OF SOCIOLOGY IN INDIA

Course Outcomes: At the end of the Course the Students are expected:

CO1	Understand the diverse perspectives that shaped Indian sociology including Indological, civilizational, functionalist, subaltern, Marxist, and environmental approaches through key thinkers like Ghurye, Srinivas, Ambedkar, A.R. Desai, and Radhakamal Mukherjee.
CO2	Analyze the crises in Indian sociology by examining the marginalization of Dalit perspectives, regional imbalances, and the limitations of practicing sociology in professional and elite institutions.
CO3	Examine internal sociological challenges in India such as regionalism, ethnicity, and language debates, and assess their sociological significance in a plural society.
CO4	Critically assess the relationship between state, society, and development with special reference to tribal survival, national integration, and theoretical debates among Ghurye, Nehru, and Elwin.

CO5	Evaluate the role of village studies in Indian sociology, focusing on Community Development Programmes (CDP), kinship, household structures, and family systems in rural India.
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UNIT I Perspectives of sociology

- Indology and Thinkers; Ghurye, Dumont
- Civilization perspectives- Surajit Sinha,
- Functional – M N Srinivas
- Subaltern- Ambedkar, Hardiman
- Marxist- A R Desai, D.P. Mukherjee
- Environmental- Radhakamal Mukherjee

UNIT II Crises of sociology in India

- Challenges of Dalits
- Sociology from Regional margins
- Practice of sociology in Professional Institution.

UNIT III Sociology and Internal Challenges

- Region and Regionalism in India.
- Language and Debate.
- Concept of Ethnicity

UNIT IV State Society and Development

- Concept of State Society and Development
- Issues of Tribe survival
- Debate of Ghurye, Nehru and Elvin
- National Integration.

UNIT V Village and Sociology.

- CDP and sociological studies of village
- Sociological importance of family and house hold
- Kinship in India.

Recommended Readings: -

- Das, V.1982 Structure and Cognition aspects of Hindu caste and rituals Oxford, New Delhi.
- Desouza, P.R. (ed)2000 Contemporary India Transitions. Sage, New Delhi.
- Dhanagare, D.N.1993 Themes and Perspectives in Indian Sociology Rawat, Jaipur
- Dube, S.C.1967 The Indian village Routledge, London
- _____1973 Social Sciences in a chanign society. Lucknow university press, Lucknow
- Dumont, L.1970 Homo Hierarchicus: the caste system and its implications Vikas, New Delhi.
- Hardiman, D 1987 The coming of the Devi: Adivasi Assertion in western India Oxford, New Delhi
- _____ 1996 Feeding the Bania: Peasants and usurers in western India. Oxford, New Delhi.
- Momin, A.R. 1996 The legacy of G.S. Ghurye Popular, Mumbai
- Mukharjee, D.P.1958 Diversities PPH, New Delhi

11. Oommen, T.K. and Mukharjee, P.N. 1986 Indian Sociology: Reflection and Introspection popular, Mumbai.
12. Singh, y. 1986 Indian Sociology: Social conditioning and Emerging concerns, Vistaar, New Delhi.
13. Srinivas, M.N.1960 India's Villages Asia publishing House, Bombay.

Paper No.-XVIII/SOC-351/ELECTIVE III (select any one) MARKS-70

CRIMINOLOGY

Course Outcomes: At the end of the Course the Students are expected:

CO1	Gain an understanding of the scope, subject matter, and key theoretical approaches in criminology, including classical, sociological, psychological, and geographical perspectives.
CO2	Learn about various types of crimes and criminal behavior , including organized crime, cybercrime, juvenile delinquency, terrorism, and crimes involving women.
CO3	Explore theories of punishment and the evolution of correctional philosophies, including prison-based and community-based reforms in India.
CO4	Examine the challenges of correctional administration , such as overcrowding, lack of inter-agency coordination, prison offenses, and the broader criminal justice system.
CO5	Understand the victimological perspective , the role of human rights in corrections , and the importance of community policing as a preventive and rehabilitative measure.

Unit-I: Conceptual and Theoretical Approaches

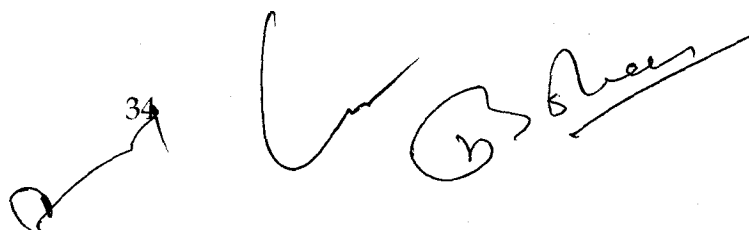
- a. Criminology; Meaning, Scope and Subject matter
- b. Legal and Sociological concept of Crime
- c. Theories on Crime Causation; Classical, Sociological and Geographical

Unit-II: Type of Crime and Criminals

- a. Organized Crime ; Concept and Characteristics
- b. Cyber Crime, Women and Crime and Juvenile delinquency
- c. Theories of Punishment; Retributive, Deterrent:
- d. Terrorism; Concept of Terrorism and Its Characteristics, Terrorism in India

Unit-III: Correction and It's Forms

34



- a. Roots of Correction to prevent Crime; Socialization, Family values: Truth, Obedience, honesty, integrity, morality, ethics and Role of education.
- b. Meaning and Significance of Correction; Prison Based and Community Based
- c. Correctional Programmers in Prison; History of Prison Reforms in India, After Care and Rehabilitation Programmer.
- d. Theories and Criticism; Reformative, Probation, Parole and Open Prison : Its Success and Failure

Unit-IV: Problem of Correctional Administration

- a. Overcrowding; Lack of Inter Agency Co-Ordination among Police Prosecution, Judiciary and Prison
- b. Problem of Criminal Justice Administration
- c. Prison Offences

Unit-V: Victimological Perspective and Community Policing

- a. Victim's Responsibility in Crime
- b. Violation of Prisoner's Human Rights
- c. Problems of Women Offenders.
- d. Community Policing: Concept and Objectives, Types and Significance

Recommended Readings: -

1. Ahuja, R. (1969), Female offenders in India Meenakshi Prakashan, Meerut
2. Madan, G.R. (1985), Indian social problems-I Allied Publishers, New Delhi
3. Mahapatra, S. (2002), Rays of Hope: Forum for fact finding documentation and Advocacy Raipur.
4. Mishra, R and Mohanty, S. (1992), Police and Social change in India Ashish publishing House, New Delhi.
5. National Crime records Bureau (2000), Crime in India, New Delhi.
6. National human rights commission (2000-2001), Annual Report Sardar Patel Bhawan. New Delhi.
7. Reid, Suttitius (1976), Crime and Criminology, Illinois: Deyen Press
8. Singh, S. and Srivastava, S.P. (ed) (2001), Gender equity through women's empowerment. Bharat book center. Lucknow.
9. Sirohi, J.P.S. (1992), Criminology and Criminal Administration Allahabad Law agency. Allahabad
10. Vadackumchery, J. (1996), The police and Delinquency in India. APH Publishing corporation, New Delhi.
11. William, H.E. (1990), The correction Profession Sage, New Delhi.
12. Sutherland, E.H. and Donald, R.C., (1968), Principles of Criminology The Times of India Press, Bombay.
13. Shankardas, R.D. (2000), Punishment and the Prison: India and International perspective, Sage, New Delhi.

14. Devasia, L and Devasia, V.V. (ed) (1989), Female criminals and Female Victims: An Indian Perspective Dattsons, Nagpur.
15. Gosmami, B.K. (1983), Criminology and Penology Allahabad
16. Mohanty, S (1990), Crime and Criminals in India Ashish Pub. House New Delhi.
17. Bedi, K. (1998), It is always possible sterling, New Delhi.

Paper No.-XIX/SOC-352/ELECTIVE III

MARKS: 70

GENDER AND SOCIETY

Course Outcomes: At the end of the Course the Students are expected:

CO1	Understand the social construction of gender, distinguish between gender and biological sex, and critically analyze concepts like patriarchy, gender roles, and the emergence of women's studies in India.
CO2	Evaluate various feminist theories including liberal, essentialist, socialist, and post-modernist perspectives to understand gender relations and power structures.
CO3	Analyze gendered dimensions of Indian society in the context of economy, politics, religion, culture, education, health, marriage, and property with a focus on women's marginalization and empowerment.
CO4	Examine constitutional provisions, government policies, and the role of welfare organizations in promoting women's empowerment and addressing gender-based challenges in India.
CO5	Assess the impact of globalization and liberalization on women's lives and explore the evolution and contribution of women's movements in India's contemporary social landscape.

UNIT-I: Social Construction of Gender and Emergence of Women's Studies

- a. Gender Vs. Biology, Equality Vs. Difference, Women in the Family: Socialization, Nature Vs. Culture, Gender Roles
- b. Patriarchy as Ideology and Practice, Emergence of Women's Studies

UNIT-II: Theories on Feminism

- a. Feminist Liberalism, Feminist Essentialism
- b. Feminist Socialist, Feminist Post-modernist

UNIT-III: Gender and Society in India

- a. Economy: Marginalisation of women and Sexual Division of Labor, Polity: Reservation for Women
- b. Religion and Culture: Women as Repositories of cultural practices and Traditions, Marriage, Dowry and Property, Health and Education: problems women Encounter.

UNIT-IV: Contemporary situation of women in India

- a. Constitutional provisions and National Policy on Women Empowerment

- b. Women Welfare Organizations and Agencies

UNIT-V: Women in the Era of Globalization

- a. Impact of Liberalization and Globalization on Women,
b. Women's Movements

Recommended Readings: -

1. Altekar, A.S.1983 The Position of Women in Hindu Civilization Motilal Banarasidas, New Delhi
2. Desai, N. and Krishnaraj, M. Women and Society in India Ajanta, New Delhi 1987
3. Dube, L et al (ed)1986 Visibility and power: Essays on women in Society and Development , Oxford, New Delhi.
4. Mc Cormack, C and Strathern, M (ed)1980 Nature, culture and Gender Cambridge Univ. Press, London
5. Myers, K.A. et al (ed) 1998 Feminist Foundations: towards Transforming Sociology. Sage, New Delhi.
6. Mills, M.1980 Indian Women and patriarchy: conflicts and Dilemmas of Students and Working Women Concept, New Delhi.
7. Rege, S.2003 Sociology of Gender, Sage, New Delhi.

Paper No.-XX/SOC-353/ELECTIVE III

MARKS: 70

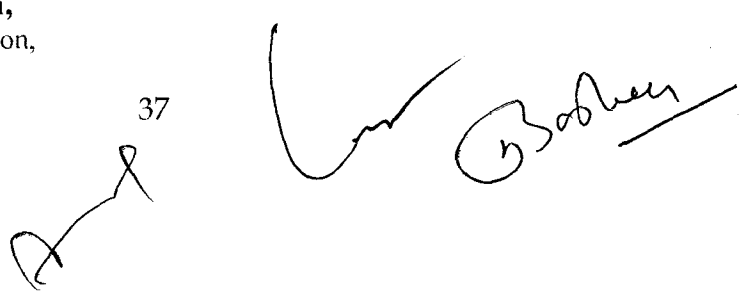
SOCIOLOGY OF EDUCATION

Course Outcomes: At the end of the Course the Students are expected:

CO1	Understand the concept of education as cultivation of reason and learning; examine the cultural dimension of education in India and apply sociological perspectives to analyze educational structures.
CO2	Explore the process of socialization in relation to formal education, family, gender, caste, and peer groups; evaluate the role of education as a social system and a tool for social integration.
CO3	Analyze the relationship between education and social/human development; evaluate education's role in capacity building, empowerment of marginalized groups, and mainstream inclusion through various development schemes.
CO4	Understand the concept of positive discrimination in education; assess the impact of social inequalities and multiculturalism in higher education, and review strategies for inclusive educational development.
CO5	Examine the historical background, current issues, and emerging challenges in Indian higher education; analyze the growing role of the private sector and the effects of commercialization on the quality and accessibility of education.

UNIT I:-. Concept of Education,

- a. Education as cultivation of reason,

The page contains two handwritten signatures and a mark. On the left, there is a stylized signature. In the center, the number '37' is printed. To the right of '37' is a large, sweeping handwritten mark. Further to the right is a signature that appears to read 'Babbar'.

- b. Education as learning.
- c. Cultural dimension of education in India
- d. Sociological perspective on education

UNIT II:-Education and socialization

- a. Understanding socialization
- b. Socialization and formal education
- c. Education as social system
- d. Family socialization and education.
- e. Gender ,pear group, caste socialization.

UNIT III:- Education in social and human development

- a. Social and human development index.
- b. Education as capacity building for poor.
- c. Social and human development schemes.
- d. Mainstream education and marginalized.
- e. Perspective on Education for empowerment.

UNIT IV:-Education and Positive Discrimination

- a. social inequities in Indian societies
- b. Marginalized groups in HIGHER EDUCATION.
- c. Culture and society.
- d. Cultural diversities in multicultural education.
- e. Goals and strategy of multicultural education.

UNIT V:- Crises in Indian Higher Education

- a. History of higher education
- b. Major issues in higher education
- c. Emerging challenges in higher education.
- d. Role of private sector in education.
- e. Commercialization of education.

Recommended Readings:-

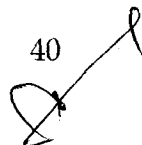
1. Apple, Michael. 2013. 'The Other Side of the Hidden Curriculum: Culture as Lived- I' in Knowledge,
2. Power and Education: The Selected Works of Michael W. Apple. New York: Routledge. pp. 132-151
3. Sen. Amartya and Jean Dreze, 1996. India Economic Development and Social Opportunity, New
4. Delhi: OUP.
5. _____ 1997. Development: Selected Regional Perspectives, New Delhi: OUP.
6. Banks, Olive, 1971. Sociology of Education, London: Batsford.

7. Chanana, Karuna, 1988. Socialization, Education and Women: Explorations in Gender Identity. New Delhi: Orient Longman.
8. Chanana, Karuna. 2006. Educate Girls. Prepare them for Life? In Ravi Kumar ed. The Crisis of Elementary Education in India. New Delhi: Sage. pp. 200-223
9. _____ 2001, Interrogating Women Education, Jaipur: Rawat.
10. Davies. Bronwyn. 2004. 'The Discursive Production of the Male/Female Dualism in School Settings' in Ball, S. J. (ed). The Routledge Falmer Reader in Sociology of Education. London: Routledge Falmer. pp. 128-139
11. Deshpande, Satish and Apoorvanand. 2018. 'Exclusion in Indian Higher Education Today' in India Exclusion Report. New Delhi: Yoda Press. pp. 191-218
12. Durkheim, E., 1967. Education and Sociology, New York: Free Press.
13. Durkheim, Emile. 1977. 'On Education and Society' in Karabel, J. And Halsey, A.H. (eds.) Power and Ideology in Education. New York: Oxford University Press. pp. 92-104
14. Gore, M. S., 1975. Papers on Sociology of Education in India, New Delhi: NCERT
15. Gupta, Latika. 2014. 'Ethos as a Gendering Device: Muslim Girls in a Minority School' in Economic and Political Weekly. Vol. 49. No. 32. pp.65-72
16. Humayan, Kabir, 1961. Indian Philosophy of Education. New Delhi: Allied Publishers.
17. Illich. Ivan, 1973. De-schooling Society, London: Penguin.
18. Jayaram, N., 1990. Sociology of Education in India, Jaipur: Rawat Publication.
19. Jeffrey, Craig., 2011. 'Great Expectations: Youth in Contemporary India' in Clark Deces, Isabelle. ed. A Companion to Anthropology in India. UK: Blackwell. pp. 62-79
20. Jeffrey, Roger et.al., 2006. 'Parhai Ka Mahaul: An Educational Environment in Bijnor, Uttar Pradesh', in Neve, G. De and Donner, H. (eds.) The Meaning of the Local: Politics of Place in Urban India. Abingdon, Oxon: UCL Press.
21. Kappuswamy, B., 1975. Social Change in India, New Delhi: Vikas Publications.
22. Kamat, A. R., 1985. Education and Social Change in India, Somaiya: Bombay.
23. Kumar, Krishna. 1989. 'Learning to be Backward' in Social Character of Learning. New Delhi: Sage. pp.59-77
24. Kumar, Krishna. 2009. What is Worth Teaching? New Delhi: Orient Blackswan. Chapters 1 ('What is Worth Teaching') & 2 ('Origins of India's Textbook Culture'). pp. 1-22; 23-41.
26. Morris, Iror, 1978. Sociology of Education, London: Allan and Unvin.
27. Sarangapani, Padma., 2003. The End of Childhood' in Construction of School Knowledge. New Delhi: Sage. Pp 72-101.

28. Parsons, Talcott., 1959/2008. 'The School Class as a Social System' in Ballantine. J. H. And Spade, J. Z. (eds.). Schools and Society: A Sociological Approach to Education. 3rd Ed. California: Pine Forge Press. (pp. 80-85).
29. Haralambos M. and R.M. Heald, 2002. Sociology: Theme and Perspective, New Delhi: OUP.
30. Robinson, P., 1987. Perspective in the Sociology of Education: An Introduction. London: Routledge and Kegan Paul.
31. Ramachandra, V., 2004. Gender and Social Equity in Primary Education, New Delhi: Sage.
32. Thapan, Meenakshi. 2006. 'Docile' bodies, 'good' citizens or 'agential' subjects? Pedagogy and Citizenship in Contemporary Society' in Economic and Political Weekly. Vol. 41, No. 39. pp.4195- 4203
33. Woods, Peter. 1983. Sociology and the School. An Interactionist Perspective. London: Routledge and Kegan Paul.



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COURSE OF STUDIES FOR M.A. EXAMINATION IN SOCIOLOGY
ACADEMIC SESSION (2024- 25)

FOURTH SEMESTER

NOTE:-Fourth semester has two core papers and three optional papers to be selected one from each of three electives

Core Paper

Paper No. XXI/SOC-410/CORE PAPER

Marks-70

MODERN AND POST MODERN SOCIOLOGICAL THEORIES

Course Outcomes: At the end of the Course the Students are expected:

CO1	Core Principles of Modern Sociological Theories: Understand the foundational ideas of modern theories including Symbolic Interactionism, Phenomenology, Ethnomethodology, Critical Theory, and Postmodernism.
CO2	Key Thinkers and Their Contributions: Examine the works of major theorists such as G.H. Mead, H. Blumer, Alfred Schutz, Peter Berger, Harold Garfinkel, Irving Goffman, Theodor Adorno, Jürgen Habermas, Michel Foucault, and Jacques Derrida.
CO3	Critical Evaluation of Theories: Assess the strengths, limitations, and critiques of modern sociological perspectives in explaining social behavior and structures.
CO4	Contemporary Relevance: Evaluate the applicability and significance of these theories in understanding current social issues and transformations.
CO5	Theory in Practice: Apply modern sociological concepts to real-world situations, enhancing the ability to link abstract theory with concrete social phenomena.

Unit-I: Symbolic Interactionism

- a. Concept and Characteristics of Symbolic Interactionism
- b. Contributions of G.H. Mead
- c. Contribution of H. Blumer
- d. Criticism

Unit-II: Phenomenology

- a. Concept and Characteristics of Phenomenology
- b. Contributions of Alfred Schutz

- c. Contributions of Peter Berger
- d. Criticism

Unit- III: Ethnomethodology

- a. Concept and Characteristics of Ethnomethodology
- b. Contribution of Harold Garfinkel
- c. Contribution of Irving Goffman
- d. Criticism

Unit-IV: Critical Theory

- a. Concept and Characteristics of Critical Theory
- b. Contributions of Adorno
- c. Contributions of Habermas
- d. Criticism

Unit-V: Post Modernism

- a. Concept and Characteristics of Post Modernism
- b. Contributions of Michel Foucault
- c. Contributions of Jacques Derrida
- d. Anthony Giddens

Recommended Readings:-

- | | |
|-------------------------------------|---|
| 1. Abraham, M.F. 2001 | Modern Sociological Theory: An introduction Oxford, New Delhi |
| 2. Adams, B.N. and Sydie, R.A. 2001 | Sociological Theory, Vistaar, New Delhi |
| 3. Alexander, J.C. 1987 | Twenty lecturers: Sociological theories since world war-II Columbia Univ. Press New York |
| 4. Apadurai, A. 1996 | Modernity at large: Cultural Dimensions of Globalisation University of Minnesota Press, Minneapolis |
| 5. Bottomore, T. 1984 | The Frankfurt School, Tavistock, London |
| 6. Bourdieu, P. 1995 | Sociology in Question, Sage, London. |
| 7. Coser, L.A. 2001 | Masters of Sociological thought Rawat, Jaipur. |
| 8. Collins, R. 1997 | Sociological Theory Rawat, Jaipur |
| 9. Craib, I 1992 | Modern Social Theory; From parsons to habermas Harvester, London. |
| 10. Giddens, A. 1983 | Central Problems in social theory, action, structure and contradictions in social analysis Macmillan, London. |
| 11. 1996 | Capitalism and Modern Social Theory, Cambridge University Press, Cambridge. |
| 12. Kumar, K. 1997 | From Post-Industrial to post- modern Society, Black Well Publishers, Oxford, UK. |
| 13. Lash, S. 1996 | Sociology of Post Modernism Routledge and Kegan Paul, London. |
| 14. Podogorecki, A and Los, M. 1979 | Multi Dimensional Sociology Routledge and Kegan Paul, London. |
| 15. Sturrock, J (ed) 1984 | Structuralism and since from Levistrauss to Derrida Oxford, New York |

16. Turner, B.S.1999 Classical Sociology Sage, New Delhi.
17. Turner, J.H.2001 The structure of sociological theory
Rawat, Jaipur
18. Zeitlin, I.M.1998 Rethinking Sociology, A critique of contemporary Theory. Rawat, Jaipur.

Core Paper -Paper No.-XXII/SOC-420

Marks-100

DISSERTATION:- On Rural and Urban Problems

Course Outcomes: At the end of the Course the Students are expected:

CO1	Develop the ability to conduct independent sociological research, demonstrating proficiency in data collection, analysis, and interpretation on rural and urban issues.
CO2	Identify key problems in both rural and urban areas, such as socio-economic inequalities, migration, environmental challenges, housing shortages, and infrastructure development.
CO3	Apply theoretical frameworks and methodological approaches to analyze rural and urban issues in a nuanced and context-specific manner.
CO4	Present research findings in a structured and coherent dissertation, showcasing critical thinking and a deep understanding of rural and urban sociology.
CO5	Engage in a viva-voce examination to defend the research findings and demonstrate an understanding of the dissertation topic, evaluated by both internal and external examiners.

Scheme of Evaluation- 50% by Internal Examiner and rest 50% by Viva-Voce Examination evaluated both by the Internal and External Examiner.

FOURTH SEMESTER- ELECTIVE IV (SELECT ANY ONE)

Paper No. XXIII/SOC-431/ELECTIVE-IV

Marks-70

CONTEMPORARY ISSUES IN INDUSTRY

Course Outcomes: At the end of the Course the Students are expected:

CO1	Understand the importance of human relations in the workplace, including conflict resolution, conciliation, collective bargaining, and worker participation in management
CO2	Analyze the historical development and functions of trade unions in India and their role in the globalized industrial context, with an emphasis on the impact of International Labour Organization (ILO) policies
CO3	Evaluate the broader societal impact of industrialization, including its effects on family structures, social stratification, migration patterns, and religion.
CO4	Examine the challenges and opportunities faced by Third World countries in the era of globalization, particularly in relation to Foreign Direct Investment (FDI), international agencies, and the status of industries in these regions.
CO5	Critically assess contemporary issues in the industrial sector, including women and child labor, corporate social responsibility (CSR) , the environmental impact of industrialization, and the specific challenges faced by developing countries in industrializing.

Unit-I: Industrial Relation

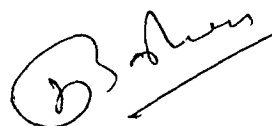
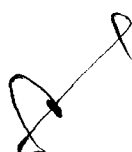
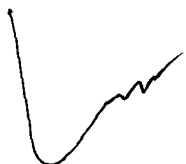
- Importance of Human Relations at work
- Conflict: Causes and Types, Resolution of Conflict
- Conciliation and Collective Bargaining
- Worker's Participation in Management
- e.

Unit-II: Trade Union and Industrialization

- History of Trade Unionism in India
- Objectives and Functions
- ILO and Trade Unions in India
- Trade Unionism in Globalization

Unit-III: Industry and Society

- Impact of Industry on Family
- Impact of Industry on Stratification



- c. Industrialization and Migration
- d. Industrialization and Religion

Unit-IV: Industrialization in Third world Countries in the Era of Globalization

- a. FDI and Third World
- b. International Agencies: World Bank and Third world countries
- c. Status of Industries in Third World Countries

Unit-V: Contemporary Issues

- a. Women Labour and child labour
- b. Corporate social responsibility (CSR)
- c. Industrialization and Environment
- d. Problem of Industrialization in Developing Countries

Recommended Readings:-

1. Agrawal R.D. 1972 Dynamics of Indian labour relations in India (A Book regarding Mc-Graw Hill, Bombay)
2. Aziz Abdul 1984 Labour problems of developing economy Ashis Publishing house, Hew Delhi
3. Gilbert S.J. 1985 Fundamentals of Industrial Sociology Tata Mc-Graw hill Bombay
4. Karnik V.B. 1990 Indian trade Union A survey, Popular Prakashan- Bombay
5. Laxmana, C et al 1990 Workers Participation and industrial democracy: Global perspectives: Ajanta publication, New Delhi.
6. Memoria, C.B. and 1992 Dynamics of Indian Relations in India Himalaya publishing house: Mumbai
7. Miller, D.c. and Farm W.M. 1964 The Sociology of Industry George Allen and Onwin, London
8. Philip H and Mellissa T 2001 Work Post Modernism and organization Sage, New Delhi
9. Ramaswamy E.A. 1977 The worker and His union, Allied New Delhi
10. 1978 Industrial Relations in India OUP, new Delhi
11. Thiwait, P.K. 1987 Social Structure of a Planned Town, Institute of Social Research and Applied Anthropology, Calcutta.
12. Watson K. Tony 1995 Sociology, work and industry Routledge and Kagan Paul, London.

Paper No. XXIV/SOC-432/ELECTIVE-IV

MARKS:70

COMPARATIVE SOCIOLOGY

Course Outcomes: At the end of the Course the Students are expected:

CO1	Historical Foundations and Global Evolution: Understand the emergence and development of sociology in the West, examining its Eurocentric roots, subsequent Americanization, and global
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	transformation
CO2	Key Sociological Concepts in a Global Context: Explore central themes such as modernity, development, multiculturalism, diversity, environment, and globalization, and engage critically with their global implications
CO3	Theoretical and Methodological Challenges: Examine the complexities of theorizing and conducting comparative sociology in a global context, including policy relevance and methodological debates
CO4	Indian Contributions and Contextualization: Analyze significant Indian scholarly contributions, focusing on debates around Indianization, contextual sociology, and the use of indigenous categories.
CO5	Debates and Contemporary Relevance: Engage with ongoing academic debates on the role of sociology in India, assess the current status of comparative sociology, and critique its methodologies and contemporary relevance.

UNIT-I: Historical and Social Context of Emergence of Sociology in the West

- Emergence of Sociology in West
- Eurocentric base of western Sociological Tradition
- Americanization of Sociology
- National Tradition in Sociology

UNIT-II: Central Themes in Comparative sociology

- Modernity and Development:- Concept, Characteristics and issues
- Diversity and multi Culturalism:- Concept, Characteristics and issues
- Environment:- Concept, Characteristics and issues
- Globalization; Concept, Characteristics and issues

Unit-III: Theoretical Concern,s in Comparative sociology

- Problems of theoring in sociology
- Theoretical and Methodological approaches in sociology
- Policy issues: Formulation and Evaluation

Unit IV: Current Debates

- Contextitualization- Iravati Karve
- Indianization- G.S.Ghurye, K.M. Kapadia
- Use of Native Categories- M.N. Srinivas, A.Beteille
- Criticism and present status

Unit-V: Debate on “For Sociology of India”

- Sociology of India- D.P. Mukherjee, R.K. Mukherjee
- Sociology in India-School of Sociology in Bombay, Lucknow and Delhi
- Sociology For India- Louis Dumont,Pocock,Yogendra Singh and Indra Deva
- Criticism and present status

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Recommended Readings: -

- 1 Anderski, S. 1961: Elements of Comparative Sociology(London , Widenfeld and Nicolson)
- 2 Beteille. Andre 1987: Essays in Comparative Sociology(New Delhi: Oxford University Press)
- 3 Beteille. Andre 1992: Society and Policies in India: Essays in Comparative Sociology(New Delhi: Oxford University Press)
- 4 Berremen, G.D 1981: The Politocs of Truth : essays in Critical Anthopology, New Delhi: South Asian Publishers)
- 5 Dube, S. C. 1973: Modernization and Development: The search for alternative paradigm (New Delhi: Vistar)
- 6 -----1973: Social Sciences in a chanign society. Lucknow university press, Lucknow
- 7 Ferreira.J.V.and A.R.Momineds: 1983: Nemesis-CulturalPerspectives on modernization (Bombay, Ramkrishna Publication)
8. Genov. Nikolai, 1989: National Traditions in Sociology (Delhi: Sage)
- 9 Kiely R and Phil Globalization and the third world (London: Routledge)
- 10 Marfleet, eds. 1998: Kothari,Rajan1988 : Rethinking Development: In search of Human Alternatives Delhi: Ajanta.
- 11 Kuper A 1996 : Social Science Encyclopaedia, (London: Routledge)
- 12 MohanR.P and International Hand book of Contemporary Developments of A.S.Wilke, eds.1994: Sociology (London : Mansell)
- 13 Oommen,T.K.& P.N. Indian Sociology: Reflection and Introspection popular, Mukherjee eds. 1986: Mumbai.
- 14 Parekh, Bhikhu 2000 Rethinking Multiculturalism: Cultural Diversity and Political Theory(London: Macmillian)
- 15 Saraswati B.N.1994: Interface of Cultural Identity and Development (New Delhi: Indira Gandhi National Centre of the Arts)
- 16 World Commission on (New Delhi: Oxford University Press) environment and Development, 1987:
- 17 Wallerstein, Immanuel Modern World System (New York: Oxford University Press) 1974:

Paper No. XXV/SOC-433/ELECTIVE-IV

MARKS: 70

POPULATION AND SOCIETY

Course Outcomes: At the end of the Course the Students are expected:

CO1	Understand the definition, nature, and characteristics of social demography and explore its interdisciplinary linkages with sociology, economics, history, and political science.
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CO2	Critically analyze the major theoretical approaches in demography including the Malthusian, Demographic Transition, and Marxist perspectives on population growth and control.
CO3	Examine key demographic processes such as population structure, sex and age distribution, fertility, mortality, migration, and their social, physical, and biological determinants.
CO4	Explore various natural, biological, and medical methods used to control population growth and assess their significance and limitations in the Indian context.
CO5	Evaluate population policies and family planning programmes in India through field-based reports and analyze secondary data sources such as Census and NSSO for demographic studies.

UNIT I: Population and Society: A General Overview

- Definition, and characteristics of social demography
- Nature, scope of social demography
- Relationship with sociology, economics, history and politics

UNIT II: Theoretical Approaches to Social Demography

- Malthusian
- Demographic Transition
- Marxist

UNIT III: Demographic Processes

- Physical Factors:-Population Structure, Characteristic, Sex, Age Marital Status
- Biological Factors;-Fertility and mortality
- Social Factors-Migration, Immigration

UNIT IV:- Population policies and methods to check

- Natural methods to check population
- Biological methods check population
- Medical methods to check population

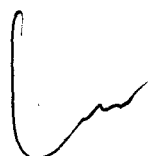
UNIT V: Implementation of Population Policy in India:

Learnings from the Field- A Report based on the implementation of population policy and family planning programme at the selected District and State Level. Study from census data, NSSO data

Recommended Readings:-

- Agarwal, S. N. (1977). India's Population Problems. Bombay: Tata McGraw-Hill.
- Agnihotri, S. B. (2000). Sex- Ratio Patterns in Indian Population: A fresh exploration. New Delhi: Sage.
- Becker, G. S. (1960). An Economic Analysis of Fertility. In G. B. Roberts, Demographic and Economic
- Change in Developed Countries (pp. 209-240). Massachusetts: National Bureau of Economic Research.

5. Bose, A. (1996). Demography of Religion in India. Delhi: B.R. Publication.
6. Caldwell , J. C. (1996). Demography and Social Science. Population Studies, 50(3), 305-333.
7. Chandrasekhar, S. (2010). Infant Mortality, Population Growth and Family Planning in India: An Essay on Population Problems and International Tensions. London: Routledge.
8. D'Souza, V. S. (1988). Economic Development, Social Structure and Population Growth. New Delhi: Sage.
9. Davis, K. (1951). The Population of India and Pakistan. New York: Princeton University.
10. Hartman, B., & Rao, M. (2015). India's Population Programme: Obstacles and Opportunities. Economic and Political Weekly, 50(44), 10-13 .
11. Hassan, M. I. (2005). Population Geography. Jaipur: Rawat.
12. International Institute for Population Sciences. (1992-93, 1997-98, 2005-06 & 2015-16). National
13. Family Health Survey, India. Bombay: International Institute for Population Sciences.
14. James, K. S., Pandey , A., Bansod, D. W., & Subaiya, L. (2010). Population, Gender and Health in India:
15. Jeffery, R., & Jeffery, P. (1997). Population, Gender and Politics: Demographic Change in Rural North India . Cambridge: Cambridge University Press.
16. Jeffery, P., & Jeffery, R. (2006). Confronting Saffron Demography: Religion, Fertility, and Women's Status in India. New Delhi: Three Essays Collective.
17. Jones, A. (2012). Human Geography: The Basics. New York: Routledge.
18. Kamat, A. R. (1969). Population Problems of India. Delhi: Central Family Planning Institute.
19. Kapur , D. (2010). Diaspora, Development, and Democracy: The Domestic Impact of International Migration from India. New Delhi: Oxford University Press.
20. Majumdar, P. K. (2010). Fundamentals of Demography. Jaipur: Rawat.
21. Malthus, T. R. (1973). An Essay on the Principle of Population. Westminster: Penguin Classics.
22. Marx, K., Engels, F., & Meek, R. L. (1971). Marx and Engels on the population bomb; selections from
23. the writings of Marx and Engels dealing with the theories of Thomas Robert Malthus. Berkeley: Calif.: Ramparts Press.
24. Mukherjee, R. (1976). Family and Planning in India. New Delhi: Orient Longman.



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25. Patel, T. (1994). Fertility Behaviour: Population and Society in a Rajasthan Village. New Delhi: Oxford
26. Premi, M. K. (2001). The Missing Girl Child. Economic and Political Weekly, XXXVI(21), 1875-1880.
27. Premi, M. K., Bambawale, U., & Ramanamma, A. (1983). An Introduction to Social Demography. New Delhi: Vikas Publishing House.
28. Rao, M. (2004). From Population Control to Reproductive Health. New Delhi: Sage.
29. Singh, J. P. (1998). Studies in Social Demography. New Delhi: M.D. Publications.
30. United Nations. (1953). Population Studies, No. 17 The Determinants and Consequences of Population Trends. New York: United Nations.
31. United Nations Development Programme. (2017). Human Development Report 2016: Human Development for Everyone. New York: United Nations Development Programme.
32. Wyon, J. B., & Gordon, J. E. (1971). The Khanna Study: Population Problems in the Rural Punjab. Cambridge, Massachusetts: Harvard University Press

Paper No. XXVI/SOC-441/ELECTIVE-V

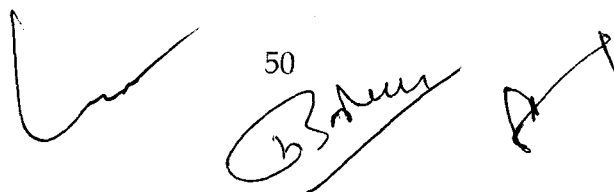
MM-70

TRIBAL DEVELOPMENT (With Special Reference To Chhattisgarh)

Course Outcomes: At the end of the Course the Students are expected:

CO1	Understand the concept and characteristics of tribes, including various classifications (geographical, linguistic, economic, and racial) and the constitutional safeguards for Scheduled Tribes.
CO2	Examine the goals, strategies, and implementation of tribal development plans and programs, with a focus on tribal sub-plans, scheduled areas, and the role of NGOs in supporting tribal development.
CO3	Identify and analyze the major tribes of Chhattisgarh, including the tribes of North Chhattisgarh, Bastar, and Central Chhattisgarh, and understand the specific socio-economic characteristics of both developed and underdeveloped tribes.
CO4	Evaluate the impact of forest policies on tribal communities, with a focus on the PESA Act of 1996, the constitutional provisions of the Fifth Schedule, and issues related to deforestation, forest management, and tribal welfare.

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CO5	Analyze tribal problems such as land alienation, displacement, rehabilitation, industrialization, urbanization, and the Naxal issue, while exploring different approaches to addressing these problems and reviewing the history of tribal movements in India, especially in Chhattisgarh.
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UNIT-I Concept of Classification of tribes:

- Definition of Tribe, Characteristic,
- Classification- Geographical, Linguistic, economic and racial,
- Difference between Schedule Tribe and Schedule Caste
- Constitutional Safeguards for Schedule Tribes

UNIT- II Tribal Development:

- Concept and Objectives,
- Tribal Development plans, programmes and their implementation,
- Tribal sub-plan, Scheduled and Tribal Areas,
- Role of NGO in Tribal Developments.
-

UNIT –III Major tribes of Chhattisgarh:

- Gond (Muria, Maria), Oraon, Kharwar, Halba, Binjhar,
- Primitive Tribes of Chhattisgarh: Abujmaria, Pahari Korwa, Kamar, Baiga, Birhor and their Social Organization: Family, Marriage, Economic, Religion, Political, Youth Dormitories etc.

UNIT- IV Forest and Tribes:-

- Critical review of forest policies,
- PESA Act- 1996,
- Constitutional provision of Vth schedule,
- Deforestation and Tribes, Forest Management and Tribal Welfare.

UNIT-V Tribal Problems:

- Different Approaches to tribal problems,
- History of Tribal Movements in India with special reference to Chhattisgarh.
- Major tribal problems: Land Alienation, Displacement and Rehabilitation, Industrialization and Urbanization,
- Naxal problems in tribal areas of Chhattisgarh.

Recommended Readings:-

- Verrier Elwin- Muria and their Ghotul Kingdom of the Young, New Delhi : Vanya Prakashan-1991
- "-----The Baiga , New Delhi, Gyan Publishing House .2002
- "-----Maria, Murder and Suicide, New Delhi: Vanya Prakashan
- Vidharthi and Rai- The Tribal culture of India, New Delhi: Concept Publishing Compant, 1985
- Nadeem Husnain- Tribal India, Delhi, Palka Prakashan-2006.

6. Wilfrid Grigson- The Maria Gonds of bastar, New Delhi Vanya Prakashan, 1991.
7. Majumdar D.N, races and cultures of India, New Delhi : Kalyani publishers 1990
8. Verma R C – Indian Tribes through the ages, New Delhi publication Division, Govt.of India, 1995.
9. Upadhyay and Sharma- Bharat Ki Janjatiya Sanskriti, Bhopal MP Hindi Granth Academy
10. Behera M.C, Resources , tribes and development, Rawat publication New Delhi.

Paper No. XXVII/SOC-442/ELECTIVE-V

Marks:70

ENVIRONMENT AND SOCIETY

Course Outcomes: At the end of the Course the Students are expected:

CO1	Understand the foundational concepts of environment such as ecosystem, ecology, biodiversity, and eco-footprints; and explore environmental aspects in culture, religion, and the emergence of environmental sociology in India.
CO2	Examine the historical evolution, decline, and revival of environmental sociology; critically assess global environmental issues and the ecological philosophies of thinkers like M.K. Gandhi, Sunderlal Bahuguna, Medha Patkar, and Vandana Shiva.
CO3	Analyze the environmental perspectives of classical sociologists like Marx, Durkheim, and Weber, and study the ecological contributions of Indian thinkers such as Radhakamal Mukerjee and Ramachandra Guha.
CO4	Identify major environmental challenges including population, water, sanitation, energy, housing, urban development, and rural poverty; understand ecological degradation, major environmental conventions, and community-led responses.
CO5	Evaluate the role of interest groups, issues of nationhood and development, and sustainability concerns; understand the emerging models linking environment and society in the context of social change.

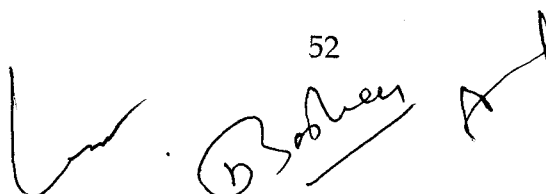
UNIT I: Basic concept of Environment

- a. Ecosystem, Ecology, Biodiversity , Eco foot prints.
- b. Need for study of environment.
- c. Environment in culture and religion
- d. Development of environmental sociology In India.

UNIT II: Environmental Sociology:

- a. The Rise, Decline and Resurgence of Environmental Sociology
- b. Environmental Discourse: The trajectory of social ecology,
- c. Global Environmental problem.
- d. Environmental visions of: - M K Gandhi, Sunder lal Bahuguna, Megha Patkar, Vandana Shiva,

UNIT III: Classical Sociological Tradition



- a. Marx, Durkheim and Weber on Environmental Concerns
- b. R. Mukherjee and Ramachandra Guha; Elements and Basic Categories of Social Ecology.

UNIT IV: Environmental Issues and Problems:

- a. Population, Water, Sanitation, Energy, Housing, Urban development and rural poverty.
- b. Major environment conventions
- c. New Environment movements
- d. Ecological degradation and community responses.

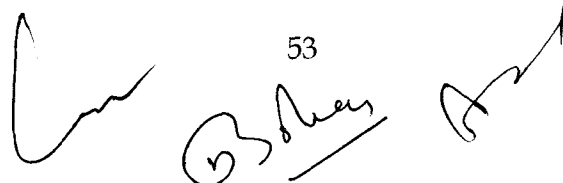
UNIT IV: Environment and Interest Groups:

- a. Issues and Concerns in the context of Nationhood and State;
- b. issues pertaining to Development and Sustainability as Social Change;
- c. emergence model of Environment and Society

Recommended Readings: -

1. Agrawal, Arun & K. Sivaramakrishnan (ed.), 2001. Social Nature: Resources, Representations and Rule in India. New Delhi: OUP.
2. Barry, Commoner, 1971. The Closing Circle: Nature, Man and Technology. New York: Random House Inc.
3. Brara, Rita, 2003. 'Ecology and Environment' in Veena Das (Ed.) The Oxford India Companion to sociology and social anthropology.
4. Chaudhary, Sukant K., 2014. Sociology of Environment. New Delhi: Sage Publications
5. Dave & Katewa, 2012. Textbook of Environment Studies, New Delhi: Cengage Learning India.
6. Descola, Philippe and Gisli Palsson. 1996. Nature and society. Anthropological perspectives. Routledge; London.
7. Eugene, 1989. Foundations of environmental ethics. Prentice Hall; New Jersey.
8. Franklin, Adrian, 2002. Nature and Social Theory. London: Sage.
9. Giddens, Anthony, 2013. Sociology. New Delhi: John Wiley and Sons.
10. Goldfrank, Walter, David Goodman, and Andrew Szasz (Ed.), 1999. Ecology and the world-system. Greenwood Press: London.
11. Gosling, David, 2001. Religion and Ecology in India and South Asia. Routledge.
12. Grove, Richard, Vinita Damodaran and Satpal Sangwan (Ed.), 1998. Nature and the orient. OUP: New Delhi.
13. Guha, Ramachandra (ed.), 1994. Social ecology, New Delhi: OUP.
14. 2000. Environmentalism: A Global History. New Delhi: OUP.
15. Guha, Sumit, 1999. Environment and Ethnicity in India 1200-1991, Cambridge: Cambridge University Press.

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16. Hughes, Jonathan, 2000. Ecology and Historical Materialism, Cambridge University Press; Cambridge.
17. Jeffery, Roger and Nandini Sunder (ed.), 1999. A New Moral Economy for India's forests?: Discourses of Community and Participation, New Delhi: Sage.
18. Martell, Luke, 1995. Ecology and Society: An Introduction. U. K.: Polity Press.
Mukherjee, Radhakamal, 1942. Social Ecology. London: Longmans.
19. Murphy, Raymond, 1994. Rationality and Nature: A Sociological Enquiry into a Changing Relationship. USA: West view Press.
20. Pepper, David, 1996. Modern Environmentalism: An Introduction, London: Routledge.
21. Radcliff, M. and Ted Benton, (ed.), 1994. Social Theory and Global Environment, London: Routledge

Paper No. XXVIII/SOC-451/ELECTIVE-VI (Select any one)

Marks:70

SOCIAL PSYCHOLOGY

Course Outcomes: At the end of the Course the Students are expected:

CO1	Understand the definition, nature, and historical development of social psychology, with a focus on individual behavior in a social context.
CO2	Analyze the contributions of major thinkers like Freud, G.H. Mead, and H. Blumer in understanding cognitive behavior and developmental aspects of social psychology.
CO3	Explore the concept of social perception, including non-verbal communication, attribution processes, and the application of attribution theories in social settings.
CO4	Evaluate key concepts such as attitudes, beliefs, persuasion, social influence, prosocial behavior, and the dynamics of aggression and antisocial behavior.
CO5	Examine the nature, origin, and impact of stereotyping, prejudice, and discrimination within social groups and workplaces, with a focus on inequality, proximity, and social violence.

Unit I :- Basic Concept Of Social Psychology

- a. Definition of Social Psychology
- b. Social Psychology and its nature
- c. Focus on Individual Behavior.
- d. History of social Psychology.

UNIT II- Social Psychology And Development

- a. Cognitive behavior

- b. Contribution of Freud
- c. Contribution G.H.Mead
- d. Contribution of H Blummer.

UNIT III- Social Perception

- a. Definition of social perception.
- b. Different channels of Non-Verbal communication.
- c. Attribution and theories of attribution
- d. Application of attribution theory

UNIT IV-Stereotyping, Prejudice and Discrimination

- a. Attitudes, Beliefs, and Consistency,
- b. Social Influence and Persuasion,
- c. Prosocial Behavior,
- d. Aggression and Antisocial Behavior

UNIT V-Stereotyping, Prejudice and Discrimination

- a. Introduction of Stereotyping, Prejudice and Discrimination.
- b. Different groups and Inequalities.
- c. Nature and origin of Stereotype
- d. Prejudice and Discrimination towards social groups and work place.
- e. Proximity and violence

Recommended Readings: -

1. Aronson, E. (2018). *The Social Animal* (12th ed.). New York: Worth Publishers.
2. Albarracín, D., & Johnson, B. T. (Eds.). (2019). *The Handbook of Attitudes*. (2nd ed.). New York: Routledge.
3. Beeson, L. L. (2014). *Persuasion: Theory and Applications*. Oxford: Oxford University Press.
- Cialdini, R. B. (2021). *Influence: The Psychology of Persuasion* (new and expanded ed.). New York: Harper Business.
4. Dolinski, D. (2016). *Techniques of Social Influence: The Psychology of Gaining Compliance*. New York: Routledge.
5. Branscombe, N. R., & Baron, R. A. (2023). *Social Psychology* (15th global ed.). Harlow, England: Pearson.
6. Baumeister, R. F., & Bushman, B. J. (2020). *Social Psychology and Human Nature* (5th ed.). Boston, MA: Cengage Learning.

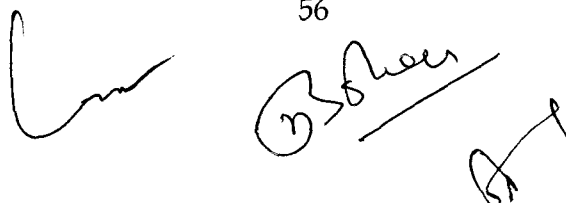
7. Cohen, A. B. (2014). *Culture Reexamined: Broadening Our Understanding of Social and Evolutionary Influences*. Washington, DC: American Psychological Association.
Cohen, D., & Kitayama, S. (Eds.). (2019). *Handbook of Cultural Psychology* (2nd ed.). New York: Guilford Press.
8. Gelfand, M. J., Chiu, C-Y., & Hong, Y-Y. (Eds.).(2022). *Handbook of Advances in Culture and Psychology* (Vol. 9). New York: Oxford University Press.
9. Goldstein, S. B. (2019). *Cross-Cultural Explorations: Activities in Culture and Psychology* (3rd ed.). New York: Routledge.
10. Hall, G. C. N. (2023). *Multicultural Psychology* (4th ed.). New York: Routledge.
11. Keith, K. D. (Ed.). (2019). *Cross-Cultural Psychology: Contemporary Themes and Perspectives* (2nd ed.). Hoboken, NJ: Wiley.
12. Dolinski, D., & Grzyb, T. (2020). *The Social Psychology of Obedience Towards Authority: An Empirical Tribute to Stanley Milgram*. New York: Routledge
13. Gass, R. H., & Seiter, J. S. (2022). *Persuasion: Social Influence and Compliance Gaining* (7th ed.). New York: Routledge.
14. Fiske, S. T., & Taylor, S. E. (2021). *Social Cognition: From Brains to Culture* (4th ed.). Thousand Oaks, CA: Sage Publications.
15. Greifeneder, R., Bless, H., & Fiedler, K. (2018). *Social Cognition: How Individuals Construct Social Reality*. (2nd ed.). New York: Routledge
16. Hamilton, D. L., & Stroessner, S. N. (2021). *Social Cognition: Understanding People and Events*. Thousand Oaks, CA: Sage Publications.
17. Moskowitz, G. B. (2024). *Introduction to Social Cognition: The Essential Questions and Ideas*. New York: Guilford Publications.
18. Johnson, D. W., & Johnson, F. P. (2017). *Joining Together: Group Theory and Group Skills* (12th ed.). New York: Pearson.
19. Levine, J. M. (Ed.). (2013). *Group Processes*. New York: Psychology Press.

Paper No. XXIX/SOC-452/ELECTIVE-VI

Marks 70

SOCIOLOGY OF RELIGION

Course Outcomes: At the end of the Course the Students are expected:



CO1	Understand the sociological scope of religion, explore the process of religious knowledge formation, and examine the interrelation between religion, totemism, and economy.
CO2	Critically analyze classical sociological interpretations of religion through the contributions of Emile Durkheim, Max Weber, Levi-Strauss, Karl Marx, and Malinowski.
CO3	Gain comparative understanding of major Indian religions—Hinduism, Buddhism, Jainism, Sikhism, Christianity, Islam, and tribal religions—from a sociological perspective.
CO4	Examine the relationship between social change and religion, understand the role of socio-religious movements, fundamentalism, communalism, secularism, and the rise of new cults and popular religion.
CO5	Analyze the emergence of new religious movements and socio-religious reform efforts in historical and contemporary contexts.

UNIT I: Sociological perspective of religion

- The scope of religion
- Process of knowledge
- Study of Totem
- Economy and religion

UNIT II: Sociological Interpretations of Religion:

- Durkheim and religion
- Weber and religion
- Contribution of Levi-Strauss, Karl Marx and Malinowski on religion

Unit III: Religions of India:

- Hinduism and Buddhism,
- Jainism and Sikhism,
- Christianity and Islam
- Tribal religion.

Unit IV: Social change and Religion:

- Socio-religious movements
- popular religion and emerging cults;
- Fundamentalism; Communalism;
- Secularism; Proselytism.

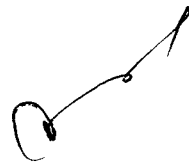
UNIT V:

- New Religion Movement
- Socio- religion Movement

Recommended Readings: -

- Baird, Robert D. (ed.), 1995. Religion in Modern India, New Delhi: Manohar.
- Durkheim, E., 1957. The Elementary Forms of Religions Life, London: Allen & Unwin Ltd.
- Jones, Kenneth W., 1989. Socio-religious reform movements in British India, Hyderabad: Orient Longman.
- Kakar, Sudhir, 1982. Shamans, Mystics and Doctors, New Delhi: OUP.
- Madan, T. N. (ed.), 1992. Religion in India, New Delhi: Oxford University Press.
- Malinowski, B., 1948. Magic, Science and Religion, Tambiah, Boston: Beacon Press.

7. Muzumdar, H. T., 1986. India's Religious Heritage. New Delhi: Allied.
8. Regunathan, Sudhamahi, 1999. 'Sunshine on Faith: Life and Belief in Some Arunachal Communities',
9. India International Centre Quarterly, 26 (2), 138-147.
10. Roberts, Keith A., 1984. Religion in Sociological Perspective, New York: Dorsey Press.
11. Shakir, Moin (ed.), 1989. Religion, state and politics in India, Delhi: Ajanta Publications.
12. Srinivas, M. N., 1952. Religion and Society Among the Coorgs, New Delhi: Asia Publishing House.
13. Turner, Bryan S., 1991. Religion and Social Theory. London: Sage.
14. Weber, M., 1958. The Protestant Ethic and the Spirit of Capitalism. London: Allen & Unwin.



POLITICAL SOCIOLOGY

Course Outcomes: At the end of the Course the Students are expected:

CO1	Understand the definition, subject matter and distinctive approach of political sociology; analyze the interrelationship between political systems and society, and compare democratic and totalitarian systems based on socio-economic factors.
CO2	Explore the meaning and importance of political culture and political socialization, and critically assess elite theories of power (Mosca, Pareto, R. Michels, C.W. Mills); understand the political role of intellectuals.
CO3	Analyze the nature, base and political significance of pressure and interest groups; evaluate the role, types, and importance of bureaucracy in political development, with special reference to India.
CO4	Understand the characteristics and social composition of political parties in India; assess recruitment patterns, mass participation, and political apathy with causes and consequences.
CO5	Evaluate the influence of caste, religion, regionalism and language in Indian politics; assess the role of mass media in shaping public opinion and communication challenges in illiterate societies; examine the politicization of social life.

UNIT-I

- 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.

UNIT-II

- Political Culture: meaning and significance,
- Political socialization-meaning, significance and agencies.
- Elite theories of distribution of power in society (with reference to Mosca, Pareto, R. Michels and C.W. Mills and Others)
- Intellectuals: Political role of intellectuals - significance.

UNIT-III

- Pressure groups and interests groups - Nature, bases, political significance.
- Bureaucracy, its characteristics, its types, its significance in political development with special reference to India.

UNIT-IV

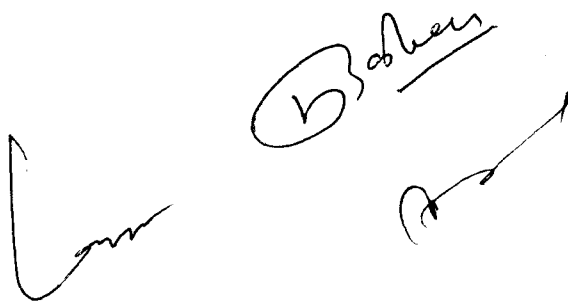
- Political Parties: Characteristics, social composition of parties,
- recruitment, mass participation,
- political apathy, its causes and consequences (with special reference to India.)

UNIT-V

- a. Political Process in India: Role of caste, Religion,
- b. Regionalism and language in Indian Politics.
- c. Public Opinion: Role of mass media,
- d. problems of communication in illiterate societies ; its reference on parties and polity, politicization of social life.

Recommended Readings:-

1. Dowse, R.E. & Hughes : Political Sociology, New York, Basic Book 1971.
2. Horowitz, Irving L. : Foundation of Political Sociology, New York, Harper and Row 1972.
3. Ruciman W.G: Social Sciences and Political Theory, Cambridge University Press, London 1965.
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6. Kothari R. : Politics in India, Orient Longmans Ltd 1979.
7. Merton, R.K. (ed.) : Reader in Bureaucracy : Gienco The Free Press 1952.
8. Key V.O : Politics, Parties and Pressure Groups, Crowell, New York 1964.
9. Mills C.W. & Hans Gerth : Essays in Sociology, Oxford, New York 1946.
10. Samuel P., Huntington: Political Order in Changing Societies, Yale University Press, New Haven 1969.
11. Almond A. Gabriel et.al. : Crises, choice and change : Historical studies political development, Boston 1973.
12. P. Blau : Bureaucracy in Modern Society : Random House, New York 1956.
13. Lipset S.M.: Political Man, H.E.B 1959.
14. William Riker et.al. : An Introduction to Positive Political Theory, Englewood Cliff 1973.
15. Robert Michels : Political Parties, Glencko Free Press 1949.
16. Benedict Anderson : Imagined Communities : Reflections on the origin spread of Nationalism, Beso, London 1983.
17. Dipti Kumar Biswas : Political Sociology, Firma KLM Private, Calcutta 1989.
18. Rajani Kothari (ed.) : Caste in Indian Politics : Orient Longmans Ltd 1973.
19. Barrington Moore Jr. : Political Power and Social Theory, Cambridge, Hall University Press 1958.
20. Mitra, Subratha K. : Power protest and participation : Local Elides and politics of development in India. Routledge 1992.

The block contains three handwritten marks. On the left is a large, stylized signature that appears to be 'L...'. In the center is a signature that reads 'Babbar'. On the right is a signature that appears to be 'R...'.