

MA Sociology (Two Year Course)
Choice Based Credit System
Scheme of Examination w.e.f. 2016-18

Program specific outcomes of the two year (four semesters) M.A Sociology Program are as under:-

Programme Specific Outcomes

- PSO1 The students would be able to understand the need of discipline in different phases of development of society.
- PSO2 The program would provide the critical reasoning, understanding and analysis of key issues and concepts in the discipline.
- PSO3 The students would be able to understand the various theoretical alternatives for the sociological interpretation in understanding the sociological issues.
- PSO4 The students would be able to have application of methodological tools in understanding the empirical verification which in turn help in formulating the social planning and policies.
- PSO5 The students would be able to understand societies, human behavior and various social problems.

The entire course will be of four semesters. Each student should earn a minimum of 110 credits over the entire course (Core Paper = 75; Discipline Specific Elective=25; Foundation Elective=04 ; Open Elective=06). In Semester I there would be five Core Paper papers. In semester II there would be four Core Paper and one Discipline Specific Elective paper. In 3rd semester there would be three Core Paper and two Discipline Specific Elective papers and in the 4th semester there would be three Core Paper and two Discipline Specific Elective papers. Each student will opt for at least one foundation course (Minimum 02 Credits) in either first or second semester to be chosen from the given University pool courses. There is a common pool of open elective papers at university level. In Sociology, one open elective paper is floated in Semester II and Semester III which any student can opt other than student of sociology (minimum 03 credits).

MA 1st Semester Core Papers(C)

Sem.	Paper No	Code	Nomenclature of Paper	Contact hours/L+T +P	Marks			Credit
					Theory	I.A	Total	
I	Paper-I	16SOC21C1	Introduction to Sociology	4:1:0	80	20	100	5
	Paper-II	16SOC21C2	Classical Sociological Thinkers	4:1:0	80	20	100	5
	Paper-III	16SOC21C3	Indian Society: Structure & Change	4:1:0	80	20	100	5
	Paper-IV	16SOC21C4	Research Methods & Techniques-I	4:1:0	80	20	100	5
	Paper-V	16SOC21C5	Social Anthropology	4:1:0	80	20	100	5
Foundation Elective Paper (FE)								

-	*Foundation Elective	To be Chosen from the pool of foundation electives provided by the University						2
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*Student can opt the foundation elective in 1st or 2nd Semester.

Scheme of Examination:

1. SOC (C) represents Core Paper in Sociology.
2. All the five Core Papers is mandatory for the students of Sociology.
3. Each paper shall have two part i.e. Theory (80 Marks) and internal assessment (20 Marks), total marks will be 100 Marks as per university rule.
4. Maximum marks for MA 1st Semester will be of 500 Marks for five papers. Total Credit will be of 27 for MA 1st Semester i.e. Core Paper (C)=25 credit, FE-2.
5. **L represents Lecture, T represents tutorial and P represents practical.**

MA 2nd Semester Core Papers (C)

Sem.	Paper No	Code	Nomenclature of Paper	Contact hours/L+T +P/F	Marks			Credit
					Theory	I.A./P/F	Total	
II	Paper-VI	16SOC22C1	Classical Sociological Theories	4:1:0	80	20	100	5
	Paper-VII	16SOC22C2	Social Processes and Social Change	4:1:0	80	20	100	5
	Paper-VIII	16SOC22C3	Perspectives to Understand Indian Society	4:1:0	80	20	100	5
	Paper-IX	16SOC22C4	Research Methods & Techniques-II	4:0:1	60	40	100	5
Discipline Specific Elective Papers (D) (Any One)								
	Paper-X	16SOC22D1	Social Psychology	4:1:0	80	20	100	5
	Paper-X	16SOC22D2	Sociology of Deviance & Crime	4:1:0	80	20	100	5
	Paper-X	16SOC22D3	Sociology of Religion	4:1:0	80	20	100	5
	Paper-X	16SOC22D4	Economy & Society	4:1:0	80	20	100	5
	Paper-X	16SOC22D5	Sociology of Marginalized Communities	4:1:0	80	20	100	5

Paper-X	16SOC22D6	Computer Science and its application in Social Research	4:0:1	60	40	100	5
Foundation Elective Paper (FE)							
-	*Foundation Elective	To be Chosen from the pool of foundation electives provided by the University	-	-	-	-	2
Open Elective Paper (OE)							
-	16SOCO1	Understanding Sociology	2:1:0	80	20	100	3

*Student can opt the foundation elective in 1st or 2nd Semester.

Scheme of Examination

- SOC (C) and SOC (D) and SOC (OE) represent Core Paper, Discipline Specific Elective and open elective papers in Sociology. (F) represent Field Work, (P) represents Practical.
- All the Core Paper and any one of the Discipline Specific Elective papers in MA 2nd Semester is mandatory to the students of Sociology.
- Maximum marks for MA 2nd Semester will be 500 Marks for five papers. Total credit will be 30 for MA 2nd Semester i.e. Core Paper Papers = 20 credit and Discipline Specific Elective Paper= 05 credit, FE= 2, OE= 03. The students are allowed to opt one paper out of the Discipline Specific Elective (SOC-D) group. The Discipline Specific Elective papers will be floated on the availability of teachers, administrative and academic convenience.
- Field work will be of 40 marks for the Paper 16SOC22C4. The theory portion will be of 60 marks and field work/practical will be of 40 marks. The theory shall have 03 units with internal choice that is total of 06 questions out of which student shall be asked to attempt three, selecting one from each unit. Each theory question will be of 20 marks thus making it a total of 60 marks (20x3=60). The field-work report shall be evaluated by course incharge followed by viva-voce examination in the department which include course incharge and Head of Department.
- The paper code 16SOC22D6 will be of 100 marks consisting theory portion of 60 marks and practical is of 40 marks. The practical examination of the said paper will be conducted internally with external expert in the department.
- The student from other discipline (can opt open elective (SOC-OE) paper with 3 credits.
- L represents Lecture, T represents tutorial and P represents practical, F represents Field-work.**

MA 3rd Semester Core Papers (C)

Sem	Paper No	Code	Nomenclature of Paper	Contact hours/L+T+P	Marks			Credit
					Theory	I.A	Total	
III	Paper-XI	17SOC23C1	Contemporary Sociological Theories	4:1:0	80	20	100	5
	Paper-XII	17SOC23C2	Rural Sociology	4:1:0	80	20	100	5
	Paper-XIII	17SOC23C3	Sociology of Population studies	4:1:0	80	20	100	5
Discipline Specific Elective Papers (D)								
Group-A (Choose any one)	Paper No-XIV	17SOC23DA1	Sociology of Mass Communication & Popular Culture	4:1:0	80	20	100	5
	Paper No-XIV	17SOC23DA2	Sociology of Human Rights & Duties	4:1:0	80	20	100	5
	Paper No-XIV	17SOC23DA3	Industrial Sociology	4:1:0	80	20	100	5
Group-B (Choose any one)	Paper No- XV	17SOC23DB1	Sociology of Peasantry	4:1:0	80	20	100	5
	Paper No-XV	17SOC23DB2	Globalization and Society	4:1:0	80	20	100	5
	Paper No-XV	17SOC23DB3	Sociology of Kinship, Marriage & Family	4:1:0	80	20	100	5
Open Elective Paper (OE)								
	-	16SOC02	Indian Society	2:1:0	80	20	100	3

Scheme of Examination

1. SOC(C), SOC (D) and SOC(OE) represent Core Paper, Discipline Specific Elective and open elective papers in Sociology.

- In MA 3rd Semester, all the Core Paper papers are compulsory. Discipline Specific Elective papers are divided into two groups i.e. A and B. Each student is required to opt one paper from each group.
- Maximum marks for MA 3rd Semester will be 500 Marks for five papers. Total credit will be 28 for MA 3rd Semester i.e. Core Paper Papers = 15 credit and Discipline Specific Elective Paper= 10 credit, Open Elective= 03 Credits.
- The Discipline Specific Elective papers will be floated on the availability of teachers, administrative and academic convenience.
- The student from other discipline (Student can opt open elective (SOC-OE) paper with 3 credits.
- L represents Lecture, T represents tutorial and P represents practical.**

MA 4th Semester Core Papers (C)

Sem	Paper No	Code	Nomenclature of Paper	Contact hours/L+T+P	Marks			
					Theory	I.A./P	Total	Credit
IV	Paper-XVI	17SOC24C1	Social Stratification and Mobility	4:1:0	80	20	100	5
	Paper-XVII	17SOC24C2	Rural Development and Change	4:1:0	80	20	100	5
	Paper-XVIII	17SOC24C3	Urban Sociology	4:1:0	80	20	100	5
Discipline Specific Elective Paper (D)								
Group-A (Choose any one)	Paper-XIX	17SOC24DA1	Social Problems of India	4:1:0	80	20	100	5
	Paper-XIX	17SOC24DA2	Sociology of Movement	4:1:0	80	20	100	5
	Paper-XIX	17SOC24DA3	Political Sociology	4:1:0	80	20	100	5
	Paper- XIX	17SOC24DA4	Health & Society	4:1:0	80	20	100	5
Group-B (Choose any one)	Paper- XX	17SOC24DB1	Sociology of Environment	4:1:0	80	20	100	5
	Paper-XX	17SOC24DB2	Gender and Society	4:1:0	80	20	100	5
	Paper-XX	17SOC24DB3	Contemporary Issues in Indian Society	4:1:0	80	20	100	5
	Paper-XX	17SOC24DB4	Sociology of Education	4:1:0	80	20	100	5

Scheme of Examination

- SOC(C) and SOC (D) represent Core Paper, Discipline Specific Elective in Sociology.
- In MA 4th Semester, all the Core Paper papers are compulsory. Discipline Specific Elective papers are divided into two groups i.e. A and B. Each student is required to opt one paper from each group.

3. Maximum marks for MA 4th Semester will be 500 Marks for five papers. Total credit will be 25 for MA 4th Semester i.e. Core Paper Papers = 15 credit and Discipline Specific Elective Paper= 10 credit.
4. The Discipline Specific Elective papers will be floated on the availability of teachers, administrative and academic convenience of the department.
5. **L represents Lecture, T represents tutorial and P represents practical.**

It is decided to adopt the new Scheme of Choice Based Credit System of examination whereby all the papers have four units comprising of 80 marks and the Internal Assessment component will be of 20 marks in all the Semesters. The detailed Scheme of examination has been appended in all the Core Paper as well as in Discipline Specific Elective papers separately. In the theory portion students will be asked to attempt four questions from the four units selecting at least one question from each unit and the 5th question shall be compulsory which will cover all units in the format of short answer type questions comprising of about 50 to 60 words. Thus, the total marks for all the five questions i.e. four from the units (16x4=64) and the 5th compulsory question of short answer numbering eight of 2 marks each i.e (8x2=16) thus making the total weightage to 80 marks.

The details of Internal Assessment of 20 marks have been prescribed by the University is given below:-

(a) One Class Test	:	10 Marks
(b) One Assignment	:	5 Marks
(c) Attendance	:	5 Marks
Less than 65%	:	0 Marks
Up to 70%	:	2 Marks
Up to 75%	:	3 Marks
Up to 80%	:	4 Marks
Above 80%	:	5 Marks

Semester-I
Core Paper-I-16SOC21C1
Introduction to Sociology

Maximum Marks: 100
Theory: 80
Internal Assessment: 20
Time : 3 Hours

Course Code	Course Outcomes
CO1	Students are expected to understanding the nature and scope of sociology.
CO2	Students become familiar with different concepts.
CO3	Students will learn the application of concepts and relationship.
CO4	Students are supposed to gain knowledge about perspectives and its applicability.

Note:

- a) **Nine question would be set in all.**
- b) **Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**
- c) **There would be two questions (16 marks each) from each of the four units.**

- d) The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).

Unit – I

Nature and Definition of Sociology: Sociological Perspectives: Evolutionary (H.Spencer) & Humanistic (Peter Berger).

Unit – II

Basic Concepts: Society, Social Structure, Community, Institution, Association, Culture, Norms and Values: Status and Role: their Interrelation, Multiple Roles, Role Sets, Status Sets, Status Sequence, Role Conflict.

Unit – III

Social Groups and Processes: Meaning of social groups, Primary - Secondary, Formal – Informal, Reference Group. Cooperation, competition and conflict.

Unit – IV

Social Institutions: Marriage & Family, Education, Economy, Polity and Religion.

Readings:

Berger, Peter (1963), **Invitation to Sociology : A Humanistic Perspective**, New York : Doubleday.

Bottomore, T.B. (1972), **Sociology – A Guide to problems and Literature**, Bombay: George Allen and Unwin.

Davis, Kingsley (1981), **Human Society**, New Delhi :Surjeet Publications.

Giddens, Anthony (1989), **Sociology**, Oxford University : Polity Press.

Harlambos, M. (1998), **Sociology – Themes and Perspectives**, New Delhi :Oxford University Press.

Inkeles, Alex (1987), **What is Sociology?** New Delhi: Prentice Hall,.

Jayaram, N. (1988), **Introductory Sociology**, Madras: McMillan India.

Johnson, Harry M. (1995), **Sociology – A Systematic Introduction**, New Delhi : Allied Publishers.

Maclver, R.M. and H. Page (1974), **Society – An Introductory Analysis**, New Delhi : McMillan.

M.A.(Sociology)

Semester-I

Core Paper-II- 16SOC21C2

Classical Sociological Thinkers

Maximum Marks: 100

Theory: 80

Internal Assessment: 20

Time : 3 Hours

Course Code **Course Outcomes**

CO1	Students are made to learn the origin of theoretical ideas in understanding society.
CO2	Students will get knowledge about the framework of classical thinkers.

CO3	Students are made to understand the sociological perspective.
CO4	Students are supposed to learn the relevance of understanding classical thinkers in modern society.

Note:

- a) **Nine question would be set in all.**
- b) **Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**
- c) **There would be two questions (16 marks each) from each of the four units.**
- d) **The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).**

Unit – I

Auguste Comte – Positivism, Enlightenment and Conservative Reaction; Contribution to the subject matter of Sociology; Social Static and Social Dynamics.

Unit – II

Emile Durkheim: Division of Labour in the Capitalist Society, Mechanical and Organic Solidarities; Theory of Suicide; Theory of Religion: Sacred and Profane. Contribution to the Methodology of Sociology: Concept of Social Fact.

Unit – III

Karl Marx : Marx’s Theory of Social Change; Dialectical Materialism as a Perspective of Explaining Transformation of Human Society through Different Stages; Theory of Capitalist Development, Class and Class Conflict; Alienation and its Social Implications.

Unit – IV

Max Weber: Theory of Social Action and its types; Analysis of modern capitalism; Protestant ethics ,status, wealth & power: Authority and its types. Theory of Bureaucracy. Contribution to the Methodology of Social Sciences: Value Neutrality and Ideal Types.

Readings:

Adams, Bert N. and Sydie, R.A. (2001), *Sociological Theory*, New Delhi: Vaster Publication.

Aron, Raymond (1967), *Main Currents in Sociological Thought*, Vol.1 and 2, Penguin, Chapters on Marx, Durkheim and Weber.

Bendix, Rinehart (1960), *Max Weber, an Intellectual Portrait* (For Weber) Double Day.

Coser, L.A. (1977), *Master of Sociological Thought*, New York: Harcourt Brace, pp.43-87, 129-174, 217-260.

Dahrendorf, Ralph (1959), *Class and Class Conflict in an Industrial Society*, Stanford University Press.

Giddens, Anthony (1977), *Capitalism and Modern Social Theory –An analysis of Writing of Marx, Durkheim and Weber*, Cambridge University Press, Whole Book.

Hughes, Jhon, A.Martin, Perer, J. and Sharrok, W.W. (1995) *Understanding Classical Sociology- Marx, Durkheim and Weber*, London: Sage Publication.

Nisbet, Robert (1996), *The Sociology Tradition*, London: Heinemann Educational Books Ltd.

- Parsons, Talcott (1949), *The Structure of Social Action*, Vol.1 and 2. New York: McGraw Hill.
- Popper, Karl (1945), *Open Society and Its Enemies*, London: Rutledge.
- Ritzer, George, (1992), (3rd edition), *Sociological Theory*, New York: McGraw Hill.
- Turner, Jonathan H. (1995) (4th edition), *The Structure of Sociological Theory*, Jaipur: Rawat Publication.
- Zeitlin, Irving M. (1981), *Ideology and the Development of Sociological Theory*, Prentice Hall.
- Zeitlin, Irving M. (1998), (Indian edition), *Rethinking Sociology: A Critique of Contemporary Theory*, New Delhi: Rawat Publication.

M.A.(Sociology)

Semester-I

Core Paper-III-16SOC21C3

Indian Society: Structure & Change

Maximum Marks: 100

Theory: 80

Internal Assessment: 20

Time : 3 Hours

Course Code	Course Outcomes
CO1	Students would know about the dimensions of the structure of society.
CO2	It will help the students to understand how Indian society is stratified.
CO3	The students will get familiar with the social processes that bring change in the society.
CO4	The students will be able to understand the nature of the issues confronting society.

Note:

- a) **Nine question would be set in all.**
- b) **Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**
- c) **There would be two questions (16 marks each) from each of the four units.**
- d) **The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).**

Unit – I

Composition of Indian Society: Indian Social Structure: Caste, Family, and Village Community. Unity in Diversity: Cultural, Linguistic, Religious, Tribal and Constitutional.

Unit – II

Social Stratification: Social Differentiation, Hierarchy and Inequality. Forms of Stratification: Caste, Class and Gender.

Unit – III

Social Change: Meaning of Social Change, Continuity and Change, Processes of Change: Sanskritization, Modernization and Globalization.

Unit – IV

Contemporary Issues: Poverty: Measurement, Causes and Remedies. Violence against Women: Nature of Violence, Its Magnitude and Implications on Women. Communalism: Communal Violence, Communalism in India.

Readings:

Aziz, Abdul. (1994). *Poverty Alleviation in India: Policies and Programmes*, New Delhi: Ashish Publishing.

Ahlawat, Neerja(2009) “*On the Floor and Behind the Veil: The Excluded in the Panchyati Raj in Haryana*”in B.S Baviskar/ George Mathew (Eds), *Inclusion and Exclusion in Local Governance*, Sage Publications, India pg 103-139.

Ahlawat, Neerja (2008) “Violence against Women: Voices from the Field” in Manjit Singh and D.P Singh (eds), *Violence: Impact and Intervention*. Atlantic Publication, New Delhi. pg 141-160

Ahlawat, Neerja (2012) “Political Economy of Haryana’s Khaps”, Vol - XLVII No. 47-48, December 01, *Economic and Political weekly*

Ahlawat, Neerja (2013) “Dispensable Daughters and Indispensable Sons: Discrete Family Choices” *Social Change*, 43(3) pg 365-376.

Desai, Neera and Maithreyi Krishna Raj. (1987). *Women and Society in India*, New Delhi: Ajanta Publishers.

Desai, Neera & Usha Thakkar (2007) *Women in Indian Society*, New Delhi: National Book Trust.

Dube, S.C. (1967). *The Indian Village*. New Delhi: National Book Trust.

Ghurye, G.S. (1957). *Caste and Class in India*, Bombay: Popular Book Depot.

Karve, Irawati (1961). *Hindu Society: An Interpretation*, Poona: Deccan College.

Prabhu, P.H (1979): *Hindu Social Organization*, Popular Prakashan.

Nagla, B.K.(2014), *Indian Sociological Thought*, New Delhi: Rawat Publishing.

Sharma, K.L. (2001). *Social Inequality in India*, New Delhi: Rawat Publications.

Srinivas, M.N. (1960). *India’s Villages*. Bombay: Asia Publishing House.

Srinivas, M.N. (1970). *Social Change in Modern India*, Berkeley, California: University Press.

Srinivas, M.N. (1991), *India: Social Structure*, Delhi: Chaman Offset Printers.

M.A. (Sociology)

Semester-I

Core Paper-IV- 16SOC21C4

Research Methods and Techniques – I

Maximum Marks: 100

Theory: 80

Internal Assessment: 20

Time : 3 Hours

Course Code	Course Outcomes
CO1	The students would be able to explain the fundamentals of various methods and techniques of data collection.
CO2	The students would be able to differentiate between qualitative and quantitative research.

CO3	The students would be able to develop a critical outlook at the existing perspectives.
CO4	The students would be able to evolve conceptual clarity, which can lead them in their future research.

Note:

- a) **Nine question would be set in all.**
- b) **Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**
- c) **There would be two questions (16 marks each) from each of the four units.**
- d) **The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).**

Unit – I

Meaning and Nature of Social Research: Steps of Social Research, Scientific Method: Problems in the Study of Social Phenomenon: Objectivity and subjectivity, fact and value.

Unit – II

Types of Research Design: Exploratory, Descriptive and Experimental; Hypothesis; Sampling: Meaning and Types.

Unit – III

Survey, Observation, Questionnaire, Schedule and Interview.

Unit – IV

Field Work Approach, Case Study, Content Analysis, Life History, Report Writing.

Readings:

- Ahuja, Ram (2001), **Research Methods**, Delhi:Rawat Publications.
- Bailey, Kenneth D. (1982), **Method of Social Research**, New York: The Free Press, Second Edition.
- Blalock, Hubert M. (1979), **Social Statistics**. New York: Tata Mc-Graw-Hill.
- Boss, P.K.(1995), **Research Methodology**, New Delhi, ICSSR.
- Champion, Dean. J. (1981), **Basic Statistics for Social Research** New Delhi: Macmillan Publishing New York.
- Goode, W.J. and P.K. Hatt, (1952), **Methods in Social Research**, New York: McGraw International Students Edition.
- Gupta, S.P. (2002). **Statistical Methods**, New Delhi:Sultan Chand and Sons Publication.
- Moser, S.C. and G. Kalton (1971), **Survey Methods in Social Investigation**, London: Heinmann.
- Seltiz, Claire et al (1959). **Research Methods in Social Relation**, New York:Henry Holt and Co.
- Srinivas, M.N. and A.M. Shah (1979). **Fieldworker and The Field**, New Delhi: Oxford University Press.
- Thakur, Devender (2003), **Research Methodology in Social Science**, New Delhi: Deep and Deep Publications Pvt. Ltd.
- Young, P.V. (1988), **Scientific Social Surveys and Research**, New Delhi Prentice Hall.

M.A. (Sociology)
Semester-I
Core Paper-V- 16SOC21C5
Social Anthropology

Maximum Marks: 100
Theory: 80
Internal Assessment: 20
Time : 3 Hours

Course Code	Course Outcomes
CO1	The students would be learn about social anthropology as a discipline.
CO2	The students would be acquainted with pioneers of social anthropology.
CO3	The student would get an idea of different social institutions.
CO4	The students would learn about tribes, social structure and tribal society.

Note:

- a) **Nine question would be set in all.**
- b) **Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**
- c) **There would be two questions (16 marks each) from each of the four units.**
- d) **The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).**

Unit – I

Introduction to Social Anthropology: Development of Social Anthropology in India; Nature, Definition and Scope of Social Anthropology, Social Anthropology and its relationship with Sociology, History, Economics and Psychology.

Unit – II

Theoretical Orientation & Method: Functionalism (Radcliffe-Brown & B. Malinowski), Structuralism (Claude Levi-Strauss), Field Work Approach in Social Anthropology.

Unit – III

Concepts and Social Institutions: Culture, Clan, Caste, Ethnicity and Race, Family, Kinship, Marriage and Religious Institutions.

Unit – IV

Tribal Society in India : Definition of Tribe, Problems of Tribal People, Tribal Movements in India (Jharkhand and Santhal Revolt), Social and Cultural Change in Tribal India, Measures of Tribal Development.

Readings:

Beattie, John (1964). **Other Cultures: Aims, Methods and Achievements in Anthropology**, London :R.K.P..

Beteille, Andre (1974), **Six Essays in Comparative Sociology**, New Delhi: OUP.

Fox, Robin (1973). **Encounter with Anthropology**, England :Penguin Books Ltd..

Godelier, Maurice (1973). **Perspectives in Marxist Anthropology**, London : Cambridge University Press.

Harris, Marvin (1972) **The Rise of Anthropology**, London: Routledge and Kegan Paul.

Jayaram, N. (2013), "The Bombay School of Sociology: The Stalwarts and their Legacies", Vol.62, No.2, May –June.

- Keesing, Roger, M. (1976). **Cultural Anthropology: A Contemporary Perspective**, America : Holt Remmhart and Winston.
- Kuper, Adam (1977). **Social Anthropology of Radcliff Brown**, London : Routledge and Kegan Paul.
- Madan, T.N. and D.N. Majumdar (1980). **An Introduction to Social Anthropology**, Delhi :Asia Publishing House.
- Mandelbaum, D.G. (1974). **Society in India**, Bombay: Popular Prakashan.
- Manners and Kaplan (1968). **Theories in Anthropology**, Chicago :Aldine Publishing Co..
- Pritchard, Evans (1972). **Social Anthropology**, London: Routledge and Kegan Paul.
- Radcliffe-Brown, A.R. (1957). **Structure Function in Primitive Society**, R.K.P., London.
- Singh K.S. (1983), **Tribal Movements in India**, Vol. 1 & 2 , Delhi: Manohar Publications.

2nd semester

M.A. (Sociology)
Semester-II

Core Paper-VI-- 16SOC22C1
Classical Sociological Theories

Maximum Marks: 100
Theory: 80
Internal Assessment: 20
Time : 3 Hours

Course Code	Course Outcomes
CO1	The students would learn the origin and context of emergence of sociology as a discipline.
CO2	The students would be acquainted with the pioneers of sociology and their perspectives.
CO3	The students would get an idea of philosophical and methodological tradition of classical sociologists.
CO4	Students would be able to learn critical understanding of sociology.

Note:

- a) **Nine question would be set in all.**
- b) **Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**
- c) **There would be two questions (16 marks each) from each of the four units.**
- d) **The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).**

Unit – I

Rise of Classical Sociological Theory: Positivism: Comte’s Law of three stages; Evolutionism: H.Spencer’s Evolutionary Doctrine ; Conflict : Marx’s Dialectical Materialism.

Unit – II

Functional Theory : Malinowski’s Functionalist Doctrine ; Durkheim’s Division of Labour; Parsons’ Social System.

Unit – III

Structural Theory : A.R. Radcliffe Brown : The Concept of Social Structure ; S.F. Nadel : The Problems of Role Analysis ; Levi-strauss : Social Structure.

Unit – IV

Interactionist Theory : M. Weber : Typology of Social Action ; V. Pareto's Typology of Social Conduct : Residue and Derivations ; G.H.Mead's Mind, Self and Society.

Readings :

Adams, Bert N & Sydie, R.A. (2001), **Sociological Theory**, New Delhi, Vistar Publications.

Abraham, M.Francis (2001), **Modern Sociological Theory : An Introduction**, Kolkata, Oxford University Press.

Aron, Raymond (1965), **Main Currents in Sociological Thought**, Vol.-I & II, New York ; Basic Books.

Bottomore, Tom & Nisbet, Robert (2004), **A History of Sociological Analysis**, Jaipur, Rawat Publications.

Cohen, Percy S. (1968), **Modern Social Theory**, New York, Basic Books.

The Polity Reader in Social Theory, (1994), Cambridge, Polity Press.

Giddens, Anthony (1996), **Capitalism & Modern Social Theory** Cambridge, Cambridge University Press.

Lemert, Charles (2004), **Social Theory : The Multicultural and Classic Readings**, Jaipur, Rawat Publications.

Ritzer, George, (2000), **Modern Sociological Theory**, New York, Mc Graw-Hill.

Ritzer, George (2000), **Classical Sociological Theory**, New York McGraw –Hill Higher Education.

Turner, Jonathan H. (2001), **The Structure of Social Theory**, Jaipur, Rawat Publications.

Zeitlin, Irving M, (2001), **Rethinking Sociology : A Critique of Contemporary Theory**, Jaipur, Rawat Publications.

M.A.(Sociology)

Semester- II

Core Paper-VII- 16SOC22C2

Social Processes and Social Change

Maximum Marks: 100

Theory: 80

Internal Assessment: 20

Time : 3 Hours

Course Code	Course Outcomes
CO1	Course enhance the conceptual clarification and characteristic of social processes.
CO2	Students supposed to understand socialization, stratification, mobility and change.
CO3	Students will learn various perspectives in understanding social processes.
CO4	Course will enhance knowledge about meaning, theories and forces of social change.

Note:

- a) **Nine question would be set in all.**
- b) **Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**
- c) **There would be two questions (16 marks each) from each of the four units.**
- d) **The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).**

Unit-I

Socialization as a Social Process: Its Nature, Meaning & Forms; Re-socialization, Anticipatory Socialization, Adult Socialization, Stages of Socialization, Agencies of Socialization, Theories of Socialization (Mead & Freud).

Unit-II

Social Stratification: Meaning and Nature: Social Differentiation, Hierarchy and Inequality, Forms of Stratification: Caste, Class, Gender & Ethnic.

Unit-III

Social Mobility: Meaning, Nature and Types: Horizontal & Vertical Social Mobility, Factors of Social Mobility

Unit-IV

Social Change: Concepts and Types: Evolution, Diffusion, Progress, Development, Revolution, Transformation, Change in Structure and Change of Structure, Theories of Social Change, Dialectical and Cyclical

Readings :

Berger, Peter (1963), **Invitation to Sociology : A Humanistic Perspective**, New York : Doubleday.

Bottomore, T.B. (1972), **Sociology – A Guide to problems and Literature**, Bombay: George Allen and Unwin.

Davis, Kingsley (1981), **Human Society**, New Delhi :Surjeet Publications.

Giddens, Anthony (1989), **Sociology**, Oxford University : Polity Press.

Harlambos, M. (1998), **Sociology – Themes and Perspectives**, New Delhi :Oxford University Press.

Inkeles, Alex (1987), **What is Sociology?** New Delhi: Prentice Hall,.

Jayaram, N. (1988), **Introductory Sociology**, Madras: McMillan India.

Johnson, Harry M. (1995), **Sociology – A Systematic Introduction**, New Delhi : Allied Publishers.

Maclver, R.M. and H. Page (1974), **Society – An Introductory Analysis**, New Delhi : McMillan.

M.A.(Sociology)
Semester-II
Core Paper-VIII- 16SOC22C3
Perspectives to Understand Indian Society

Maximum Marks: 100
Theory: 80
Internal Assessment: 20
Time : 3 Hours

Course Code	Course Outcomes
CO1	Students would understand various perspectives to analyse Indian society.
CO2	It would familiarize students to the changes taking place in Caste System.
CO3	Students will understand the diversification of kinship practices throughout India.
CO4	It would help the students to analyse the role played by different classes in social transformation of society.

Note:

- a) **Nine question would be set in all.**
- b) **Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**
- c) **There would be two questions (16 marks each) from each of the four units.**
- d) **The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).**

Unit – I

Theoretical Issues: Indigenous Social Thought; Sociology in India; Indian Sociology.

Unit - II

Indological\Textual: G.S. Ghurye: Features of Caste System in India; Caste and Tribes.
Louis Dumont: Ideology of Caste System, Concept of Pure and Impure.

Unit- III

Structural-Functional: M.N. Srinivas: Dynamics of Caste System; Concept of Dominant Caste.
S.C Dube: Village Studies/Rural Studies; Changing Rural Structure of India.

Textual & Field views Irawati Karve: Kinship Terminology; Kinship organization in India
A.M Shaw: Family and Household Dimension

Unit -IV

Marxian A.R. Desai: Social transformation of Indian Society: Social background of Indian Nationalism;

Subaltern David Hardiman: Devi Movement in South Gujarat; Feeding the Bania

Readings:

Atal, Yogesh (2009), *Sociology and Social Anthropology in India*, ICSSR Survey, New Delhi : Pearson.

Bose, N.K. (1977) *Culture and Society in India*, Bombay: Popular Prakashan

David, Hardiman (1996) *Feeding the Bania: Peasants and Usurers in Western India* Oxford University Press

David, Hardiman (1987) *The Coming of Devi: Adivasi Assertion in Western India*: Oxford University Press.

Dube, S.C. (1967) *The Indian Village*. New Delhi: NBT.

Desai, A.R. (1981). "Relevance of the Marxist Approach to the Study of Indian Society", *Sociological Bulletin*, 10(1), pp. 1-20.

Dhanagare, D.N. (1998). *Themes and Perspectives in Indian Sociology*, New Delhi. Rawat Publications

Dumont, Louis (1970), *Homo-Hierarchicus: Caste System and Its Implications*, Chicago.

Ghurye, G.S. (1957). *Caste and Class in India*, Bombay: Popular Book Depot.

Jodhka, S.S. (1997) 'From Book view to Field view: Social Anthropological Constructions of the Indian Village', *Oxford Development Studies*, 26 (3)

Karve, Irawati (1961). *Hindu Society: An Interpretation*, Poona: Deccan College.

Mukherjee, D.P. (1958). *Diversities*, Delhi: People's Publishing House.

Nagla, B.K.(2014), *Indian Sociological Thought*, New Delhi, Rawat Publications.

Singh, Y. (1973). *Modernization of Indian Traditions*, Delhi: Thomson Press.

Singh, Y. (2000) *Culture Change in India* Rawat Publications

Singh, Y. (1984) *Indian Sociology: Social Conditioning and Emerging Concerns*, New Delhi: Vistar Publications

Srinivas, M.N. (1960) *India's Villages*. Bombay: Asia Publishing House.

Sinha, S. (1974) 'Sociology of Religion: A trend report' in ICSSR, *A Survey of Research in Sociology and Social Anthropology*, 11, Bombay: Popular Prakashan.

Shah, A.M. (1973) *The household dimension of the family in India*. Delhi: Orient Longman.

M.A.(Sociology)

Semester-II

Core Paper-IX-16SOC22C4

Research Methods & Techniques –II

Maximum Marks: 100

Theory: 60

Field Work : 40

Time : 3 Hours

Course Code	Course Outcomes
CO1	The students would be able to use of statistics in the analysis of data and report writing.
CO2	The students would be able to understand the significance of computer in social research.
CO3	The students may also be familiarized with published source material especially the census reports.
CO4	The students would be able to collect primary as well as secondary data and exposure to the field work.

Note:

- a) **Six questions would be set in all.**
- b) **There would be two questions (20 marks each) from each of three units.**
- c) **The candidate would be required to attempt three questions, selecting one question from each unit.**

Unit – I

Analysis of Data: Classification and Tabulation, Frequency Distribution; Graphic Presentation of Data, Chart, Histograms and Graphs, Importance of Statistics in Research, Scaling Techniques: Likert, Thurstone, Bogardus

Unit – II

Statistics in Social Research: Measures of Central Tendency: Mean Median and Mode; Measures of Dispersion: Range, Quartile Deviation, Mean Deviation and Standard Deviation; Correlation: Karl Pearson's coefficient of correlation method, Rank correlation method.

Unit – III

Introduction to Computers: History of Computer; Basic Applications of Computers in various fields; Functional components of Computers; Classification of Computers; Strengths and Weaknesses of Computers; Computer Virus.

Readings:

- Ahuja, Ram (2001), **Research Methods**, Delhi:Rawat Publications.
- Bailey, Kenneth D. (1982), **Method of Social Research**, New York: The Free Press, Second Edition.
- Blalock, Hubert M. (1979), **Social Statistics**. New York: Tata Mc-Graw-Hill.
- Champion, Dean. J. (1981), **Basic Statistics for Social Research** New York: Macmillan Publishing.
- Goode, W.J. and P.K. Hatt, (1952), **Methods in Social Research**, New York: McGraw International Students Edition.
- Gupta, S.P. (2002). **Statistical Methods**, New Delhi:Sultan Chand and Sons Publication.
- Kumar, Ranjit (2006), **Research Methodology : A Step-by-step Guide for beginners**, Australia, Pearson Education.
- Moser, S.C. and G. Kalton (1971), **Survey Methods in Social Investigation**, London: Heinmann.
- Nachmias, David & Chava Nachmias (1981), **Research Methods in Social Sciences**, New York, St. Martin's Press.
- Seltiz, Claire et al (1959), **Research Methods in Social Relation**, New York:Henry Holt and Co.
- Sexena, Sanjay(1998), **A First Course in Computer**, New Delhi, Vikas Publishing House.
- Sharma, Vaishali(2012), **The Essentials of information Technology**, New Delhi, Dhanpat Rai Publishing Co. Pvt. Ltd.
- Thakur, Devender (2003), **Research Methodology in Social Science**, New Delhi: Deep and Deep Publications Pvt. Ltd.
- Young, P.V. (1988), **Scientific Social Surveys and Research**, New Delhi Prentice Hall.

Discipline Specific Elective Papers (D)
M.A.(Sociology)
Semester-II
Discipline Specific Elective Paper-X- 16SOC22D1
Social Psychology

Maximum Marks: 100
Theory: 80
Internal Assessment: 20
Time : 3 Hours

Course Code	Course Outcomes
CO1	The students would learn the importance of social psychology as a discipline.
CO2	The students would be acquainted with basic concepts.
CO3	The students would get knowledge about theories of social psychology.
CO4	The students would learn the cultural understanding of social psychology.

Note:

- a) **Nine question would be set in all.**
- b) **Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**
- c) **There would be two questions (16 marks each) from each of the four units.**
- d) **The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).**

Unit-I

Introduction to Social Psychology: Definitions, Subject Matter and Importance; Relationship of Social Psychology with other Social Sciences: Sociology, Anthropology, Economics, History.

Unit-II

Basic Concepts : Motivation, Attitude, Perception and Learning, Personality and Development

Unit-III

Major theories of Social Psychology: Cognitive theory of Dissonance (L.Festinger); Role Theory (Merton); Symbolic Interaction (Blumer); Theories of Prejudices (Allport)

Unit-IV

Collective Behaviour : Leaders and Followers, Crowd, Rumour, Propaganda and Public Opinion.

Readings :

Allpoort, G.W.(1954), **The Nature of Prejudice**, Cambridge Mass.

B.N.Maltzer, W. John & Others (1945), **Symbolic Interactionism**, Routledge and Kegan Paul Ltd., New Jersey, 1945.

Krech D. and Crutchfield R.S. (1975), **Theory and Problems of Social Psychology**, Mcgraw Hill, New York.

Young Kimball (1963), **A Hand Book of Social Psychology** (Routledge and Kegan Payl Ltd., London, Revised Edition.

Mannheim Karl (1966), **Essays on Sociology and Social Psychology**, Routledge and Kegan Paul Ltd., London, 3rd Edition.

Lindzey, Gardner and Elliot Aronson (ed.) (1964), **Handbook of Social Psychology**, Vol.I & II, Wiley Publishing Co. The London Third Edition.

Festinger, L. (1957) , **A Theory of Cognitive Dissonance**, Evaston: Raw Peterson.

Evans Robert R. (1975), **Readings in Collective Behaviour**, Chicago : Rand Monally College Publishing Co.

Newcomb T.M. (1950), **Social Psychology**, Drvdon Press, New York.

Sprott W.J.H. (1952), **Social Psychology**, Methuen and Co. London.

M.A.(Sociology)
Semester-II
Discipline Specific Elective Paper -X- 16SOC22D2
Sociology of Deviance and Crime

Maximum Marks: 100
Theory: 80
Internal Assessment: 20
Time : 3 Hours

Course Code	Course Outcomes
CO1	Students would not only understand the concept of deviance and crime but also able to have understanding of operation understanding of deviance and crime.
CO2	Students would get the theoretical understanding of crime in various specificity of crimes.
CO3	Students would get the classification of forms, and levels of crime and deviance.
CO4	Students will identify and design a suggestive measure of crime and deviance.

Note:

- a) **Nine question would be set in all.**
- b) **Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**
- c) **There would be two questions (16 marks each) from each of the four units.**
- d) **The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).**

Unit-I

Concept and Theories: Concept of Deviance, Theoretical Perspectives of Social Deviance: Anomie theory; Differential Association Theory; Labelling Theory; Power Theory

Unit-II

Forms of Deviance: Juvenile Delinquency; Alcoholism; Drug addiction; Mental Disorder; Homosexuality; Beggary.

Unit-III

Types of Crime: Organized Crime: Concept, characteristics, and structure; Occupational Crime: Concept, Elements, types, and effects; Professional Crime: characteristics, types; Cyber Crime: Concept and types

Unit-IV

Women and Crime: Crime Against Women: Types and Extent; Women as a Criminal: Nature and Extent.

Readings:

Ahuja, Ram (2000), *Social Problems in India*, Jaipur: Rawat Publications.

Clinard, Marshall, B. (1957), *Sociology of Deviant Behaviour*, New York: Holt, Rinehart and Winston, Inc.

Cohen, Albert K. (1970), *Deviance and Control*, New Delhi, Prentice-Hall of India.

Madan, G.R. (1991), *India's Social Problems*, New Delhi: Allied Publishers.

Lemert, Edwin (1972), *Human Deviance, Social Problems and Social Control*, Englewood Cliffs: N.J.Prentice-hall.

Crime in India (2012-2013), *Crime in India Reports*, New Delhi: Government of India.

Nagla, B.K. (1991), *Women, Crime and Law*, Jaipur: Rawat Publications.

Thio, Alex (1978), *Deviant Behaviour*, Boston: Houghton Mifflin Co.

Frazier, Charles E. (1976), *Theoretical Approaches to Deviance*, Ohio:Charles E.Morrill Publishing Company

M.A.(Sociology)

Semester- II

Discipline Specific Elective Paper -X- 16SOC22D3

Sociology of Religion

Maximum Marks: 100

Theory: 80

Internal Assessment: 20

Time : 3 Hours

Course Code	Course Outcomes
CO1	Students would be able to explain the importance of relationship between religion and society.
CO2	Students will get familiarity with the theoretical ideas of Weber, Durkheim and Religion in the context of society and religion.
CO3	Students would be able to understand the belief, practices and other symbolic dimensions of various religion.
CO4	Students having familiarity with Religious issues prevalent in Indian society.

Note:

- Nine question would be set in all.**
- Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**

- c) There would be two questions (16 marks each) from each of the four units.
 d) The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).

Unit-I

The scope of sociology of Religion: Concepts: Magic, Religion and Science; Elements of religious experience; Typology of religion

Unit-II

Sociological Interpretations of Religion: Durkheim, Weber, Levi-Strauss, Karl Marx

Unit-III

Religions of India: Buddhism, Christianity, Hinduism, Islam, Jainism, and Sikhism

Unit-IV

Social change and Religion: Socio-religious movements; Popular religion and emerging cults; Fundamentalism ; Communalism ; Secularism; Proselytism

Readings :

Baird, Robert D. (ed.). (1995), *Religion in modern India*. Delhi: Manohar.

Jones, Kenneth W. (1989), *Socio-religious reform movements in British India*, Hyderabad: Orient Longman.

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

Muzumdar, H.T. (1986), *India's Religious Heritage*. New Delhi: Allied.

Roberts, Keith A. (1984), *Religion in sociological perspective*. New York: Dorsey Press.

Shakir, Moin (ed.). (1989) *Religion, state and politics in India*, Delhi: Ajanta Publications.

Turner, Bryan S. (1991), *Religion and social theory*, London: Sage.

M.A.(Sociology

Semester-II

Discipline Specific Elective Paper -X- 16SOC22D4

Economy and Society

Maximum Marks: 100

Theory: 80

Internal Assessment: 20

Time : 3 Hours

Course Code	Course Outcomes
CO1	It would enable the students to understand the basic concepts of economy system in various phases of society.
CO2	The students would be able to relate issues to production, consumption and distribution.
CO3	It would help the students in relating the class and power relations at the theoretical level.
CO4	It would help to analyse the social and cultural basis of economic activities.

Note:

- a) **Nine question would be set in all.**
- b) **Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**
- c) **There would be two questions (16 marks each) from each of the four units.**
- d) **The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).**

Unit – I

Sociology and Economic Sociology; Sociological aspects of Economic life as revealed in Sociological thought; Max Weber, Emile Durkheim.

Unit – II

Origin and Development of Economic Institutions: Features of Primitive and Modern Economies; The Economy and other Social Sub Systems Cultural And Political.

Unit – III

Significance of Economy: Social Significance of Property, Market, Production Process, Distribution, Exchange and the Process Of Consumption.

Unit – IV

Theoretical Approaches in Sociology: Max Weber –Protestant Ethic and Spirit of Capitalism. Emile Durkheim-Division of Labour.

Readings:

Durkheim, Emile (1956), **The Division of labour in Society**, The Free Press, New York.

Hindess, Barry(Ed) (1978), **Sociological Theories of Economy**, The Macmillan Press Ltd., London.

Holton, Robert and Bryan S. Turner (1986), **Talcott Parsons on Economy and Society**, Routledge New York.

Heseltine, Bert. F (1975), **Sociological aspect of Economy Growth Amerind**, Publishing Co New Delhi.

Martinelli, A & N. J. Smelser (Eds) (1990), **Economy & Society: Overviews in Economic Sociology**, Sage Publication, London.

Marx, Karl (1997), **A Contribution to the critique of Political economy**, Progress Publisher. Moscow.

Smelser, Neil J. (1963), **The Sociological of Economic life**, prentice- Hall Foundation of modern Sociology series, Prentice Hall, Inc , New Jersey.

Weber, Max (1970), **Economic and Society: An outline of interpretive Sociology**, Vols 17 II University of California Press, Berkeley.

M.A.(Sociology)
Semester-II
Discipline Specific Elective Paper -X- 16SOC22D5
Sociology of Marginalized Communities

Maximum Marks: 100
Theory: 80
Internal Assessment: 20
Time : 3 Hours

Course Code	Course Outcomes
CO1	The student would be able to understand conceptual clarity, which will be useful in their future research.
CO2	The students may also be familiarized with various research perspectives and ideology on marginalization.
CO3	The students would learn about affirmative action and constitutional provisions.
CO4	Students are expected to understand significance of sociological studies of marginalized communities.

Note:

- a) **Nine question would be set in all.**
- b) **Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**
- c) **There would be two questions (16 marks each) from each of the four units.**
- d) **The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).**

Unit – I

Social Structure and Culture of Marginalized Communities: Status of Scheduled Castes, Scheduled Tribes, Social Mobility ; Identity Formation.

Unit – II

Marginalized Communities: Socio-Economic Indices, Poverty, Educational Backwardness, Deprivation, Discrimination, Exploitation; Inequality ; a critical view of the Caste System; Untouchability: Its Historical & Social Roots.

Unit – III

Social Movements among Marginalized Communities: Nature and Dynamics; Perspectives on Social Movements : Protest, Reform, Impact of Socio-Religious Reform Movements on Scheduled Castes & Scheduled Tribes & Minorities.

Unit – IV

Role of State and Marginalized Communities: Constitutional Provisions; its impact and critical assessment for the Upliftment of Marginalized Communities (SC, ST & OBC), Role of State & Its Impact on their Empowerment.

Readings:

Ambedkar, B.R. (1949), **The Untouchable Who Were They and Why They Became Untouchable**, Delhi: Amrit Book.

- Ashraf Mahammad Siddiqi and P.C.Aggarwal (1976), **Equality through Privileges: A Study of Special Privileges of Scheduled Caste in Haryana**, Delhi: Sri Ram Centre for Industrial Relation.
- Beteille, Andre (1975), **Social Inequality**, London: Penguin Book.
- Gore, M.S. (1993), ***The Social Context of an Ideology; The Social and Political Thought of Babasahab Ambedkar***, Delhi: Sage Publication.
- Gupta, Dipankar (1991), **Social Stratification**, New Delhi, Oxford University, Press.
- Hardgrave Robert (1969), **Nadars of Tamil Nadu: The Political Culture of Community Change**, California: California University Press.
- Issacs, Harold (1962), **Deprived Castes and their Strength for Equality**, Delhi: Ashish Publishing House.
- Jogdand, P.G. (2000), **New Economic Policy and Dalits**, Jaipur, Rawat Publication.
- Kamble, N.D. (1981), **Atrocities on Scheduled Caste in Post Independent India**, Delhi: Ashish Publishing House.
- Lynch, Owen, M. (1969), **The Politics of Untouchability; Social Mobility and Social Change in a City of India**, Delhi: National Publishing House.
- Mathew, Joseph (1986), **Ideology, Protest and Social Mobility: Case Study of Mahars and Pulayes**. Delhi: Inter-India Publication.
- Omvedt, Gail (1999), **Dalits and the Democratic Revolution**, Delhi, Sage Publications.
- Oommen, T.K. (1990), **Protest and Change: Studies in Social Movement**, Delhi: Sage Publication.
- Pimpley, P.N. and Satish Sharma (1985), **Struggle for Status**, Delhi: B.R. Publishing House.
- Schchidananda (1977), **Harijan Elites**, Faridabad:Thomson Press.
- Shah, Ghanshyam (1990). **Social Movement in India: A Review of Literature in India**, Delhi: Sage Publication.
- Singh, K.S. (1998). **The Scheduled Caste**, Delhi: Anthropological Survey of India.
- Upadhyaya, H.C. (1991). **Scheduled Caste and Scheduled Tribe in India** (Ed.) Delhi: Anmol Publication.
- Zelliot, Eleanor (1995), **From Untouchable to Dalit : Essays on the Ambedkar Movement**, New Delhi, Manohar Publication.

M.A.(Sociology)
Semester-II
Discipline Specific Elective Paper -X- 16SOC22D6
Computer Science and its Applications in Social Research

Maximum Marks: 100

Theory: 60

Practical:40

Time : 3 Hours

Course Code	Course Outcomes
CO1	Students would be able to understand the applications of computer in social research.
CO2	Students would be able to know the benefits and limitations of computer.
CO3	Students would be able to prepare PowerPoint presentation.
CO4	Students would be able to use MS-Excel and MS-Office in the analyses of data.

Note:

- a) **Eight questions would be set in all.**
- b) **There would be two questions (15 marks each) from each of four units.**
- c) **The candidate would be required to attempt four questions, selecting one question from each unit.**

Unit-I

Computer System an Overview: History of Computers, Basic Applications of Computers in *different* fields, Characteristics of Computers, Functioning of Computers, Functional Components of a Computer System, Types of Computer, Benefits and Limitations of computers, computer virus, Cyber crime.

Unit-II

MS Windows: Features of Windows, Getting started with Windows, Managing files and folders, Basic Windows Accessories: Mouse pointer, Control panel, Creating Short Cuts, Shutting down the Computer.

Unit-III

Introduction to MS Office and MS Excel: Creating Document, How to Type in Word, Editing Document, Formatting the Document, Spell Check, Creating Tables, Saving the Document, Printing and Closing the Document; MS-Excel Basics, Editing Cell contents, Command for Worksheet, Charts in MS-Excel

Unit-IV

MS PowerPoint and Internet: Steps to PowerPoint Presentation, Physical aspects of a Presentation, Creating New Presentation, Adding New Slides, Adding Illustration to Slides, Creating Slide Shows, What is Internet, Sending and Receiving Emails, Attachments, Logging In.

Syllabus for Practical paper:

(a) **Hands on Experience:**

- (i) Windows Operating System
- (ii) MS World
- (iii) MS Excel
- (iv) Internet

(b) **Viva-Voce**

(ii) **Windows Operating System:**

To test some of the following operations on file/folder:

- Create
- Rename

- Copy/cut/paste
- Delete
- Commands related to Notepad/WordPad

(ii) MS Word:

A paragraph in MS word incorporating some of the tools given below to be tested during the examination:

- Editing and Formatting text and paragraph
- Page and Paragraph set up
- Inserting pictures

(iii) MS Power Point:

A power Point presentation using some of the tools given below to be tested during the examination:

- a. Editing and Formatting slides
- b. Inserting Pictures

(iv) MS Excel:

A problem in spreadsheet related to some of the tools given below to be tested during the examination:

- Formatting cells and data
- Functions and Formulae
- Charts

(v) Internet:

- Logging in
- Attachments
- Receiving and Sending Email

Readings :

- Mattelart, Armond (2003), *The Information Society*, New Delhi: Sage Publications.
 Balamurali, S. (1998), *An Introduction to Computer Science*, New Delhi: Vikas Publishing House.
 Lean and Loen (1998), *Internet for Everyone*, New Delhi: Vikas Publishing House.
 Saxena, Sanjay (1998), *A First Course in Computer*, New Delhi: Vikas Publishing House.
 Singhal, A. and E.M.Rogers (2000), *India's Communication Revolution*, London: Sage Publications.

3rd semester

M.A. (Sociology)

Semester-III

Core Paper-XI-17SOC23C1

Contemporary Sociological Theories

Maximum Marks: 100

Theory: 80

Internal Assessment: 20

Time : 3 Hours

Course Code	Course Outcomes
CO1	The students would identify a vast variety of perspectives for the socio-cultural phenomenon in the diversified social settings.
CO2	The post structural, functional, Marxist perspectives would enhance the outlook of sociological understanding.

- CO3 The students would be able to redefine science with the help of micro sociological perspectives.
- CO4 The students would be able to learn the future advances in sociological theory.

Note:

- a) **Nine question would be set in all.**
- b) **Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**
- c) **There would be two questions (16 marks each) from each of the four units.**
- d) **The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).**

Unit – I

Levels of Theorisation in Sociology : Its origin and Contemporary Status ; Merton’s Scheme of Theorization ; Conflict Approach: Dahrendorf’s Class and Class Conflict and Coser’s Functions of Social Conflict.

Unit – II

Phenomenological and Ethnomethodological Theory : Alfred Shutz’s, Concept of Life World ; Peter Berger and Luckmann’s Social Construction of Reality ; Garfinkel’s Ethnomethodology and Goffman’s Dramaturgical Approach.

Unit – III

Neo-Functional and Neo-Marxist Theory: J. Alexander’s Neo-Functional Approach ; Habermas’s Legitimation Theory ; Louis Althusser’s idea of Marxist structuralism and Gramsci’s Notion of Hegemony.

Unit – IV

Structural and Post Modernist Theory : Gidden’s Structuration Theory; Derrida’s Deconstructionist Approach and Foucault’s Post Modernist Theory.

Readings :

Abraham, M.Francis (2001) : **Modern Sociological Theory : An Introduction**, Kolkata, Oxford University Press.

Aron, Raymond (1965), **Main Currents in Sociological Thought**, Vol.-I & II, New York ; Basic Books.

Bottomore, Tom & Nisbet, Robert (2004), **A History of Sociological Analysis**, Jaipur, Rawat Publications.

Cohen. Percy S. (1968), **Modern Social Theory**, New York, Basic Books.

Giddens, Anthony (1996), **Capitalism & Modern Social Theory** Cambridge, Cambridge University Press.

Lemert, Charles (2004), **Social Theory : The Multicultural and classic readings**, Jaipur, Rawat Publications.

Polity, (1994), **The Polity Reader in Social Theory**, Cambridge, Polity Press.

Ritzer George (2000), **Modern Sociological Theory**, New York, Mc Graw-Hill.

Turner, Jonathan H. (2001), **The Structure of Social Theory**, Jaipur, Rawat Publications.

Ritzer, George (2000), **Classical Sociological Theory**, New York McGraw –Hill Higher Education.

Zeitlin, Irving M, (2001), **Rethinking Sociology : A Critique of Contemporary Theory**, Jaipur, Rawat Publications.

M.A.(Sociology)
Semester-III
Core Paper-XII -17SOC23C2
Rural Sociology

Maximum Marks: 100
Theory: 80
Internal Assessment: 20
Time : 3 Hours

Course Code	Course Outcomes
CO1	Students impart sociological skill to reconstruct rural institution and agrarian class structure.
CO2	Students would be able to understand trends of change in rural society.
CO3	Students would be able to analyze the impact of green revolution in rural society.
CO4	Students would be able to critically examine new panchayati raj and women empowerment.

Note:

- a) **Nine question would be set in all.**
- b) **Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**
- c) **There would be two questions (16 marks each) from each of the four units.**
- d) **The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).**

Unit – I

Introduction to Rural Sociology: Its origin, Nature and Subject Matter, Importance of the Study of Rural Sociology, Rural-Urban Differences, Rurbanism, Nature of Village Studies in India.

Unit – II

Rural Social Structure: Caste and Class in Rural Set up, Inter Caste Relations and Jajmani System, Trends of Change in Rural Society, Agrarian Class Structure, Rural Family and Changing pattern.

Unit – III

Rural Economy: Land Tenure, Land Reforms, Green Revolution and its Impact, Bonded and Migrant Labourers

Unit – IV

Rural Political Structure: Traditional Caste Panchayats; New Panchayati Raj and Empowerment of Peoples; Emerging pattern of Rural Leadership; Rural Leadership and Factionalism.

Readings :

Ahlawat, S.R. (1988), **Green Revolution and Agriculture Labour**, Delhi : Deep and Deep Publication.

- Beteille, A. (1974), **Studies in Agrarian Social Structure**, Delhi: Oxford University Press.
- Beteille, A. (1992), **Essays in Comparative Sociology**, Delhi: Oxford University Press.
- Chauhan S.K.(1980), **Caste Status and Power**, Classical Publishers, New Delhi.
- Desai, A.R. (1969), **Rural Sociology in India**, Bombay : Popular Prakashan.
- Desai, A.R. (1979), **Peasant Struggle in India**, Bombay : Oxford University, Press.
- Darling, M.L. (1978), **Punjab Peasant in Prosperity and Debt**, Delhi, Rana Partap Bagh.
- Dube, S.C.(1955), **Indian Village**, London : Routledge and Kegan Paul.
- Doshi, S.L. and P.C.Jain (1999), **Rural Sociology**, Jaipur : Rawat Publication.
- Frankle, Francine (1971), **India's Green Revolution : Economic Gains and Political Costs**, Princeton University Press.
- Jodhka, S.S. (1995), **Debt, Dependence and Agrarian Change**, Jaipur : Rawat Publication.
- Sabharwal, Desraj (2002), **New Technology and Agrarian Change**, Delhi : Sanjay Publication.
- Shanin, Theodor (1971), **Peasants and Peasant Society**, London : Penguin Book.
- Sharma, K.L. (1997), **Rural Society in India**, Jaipur : Rawat Publication.
- Thorner, Danial and Alice Thorner (1962), **Land and Labour in India**, Bombay : Asia Publication.
- Wiser, William H. (1936), **The Hindu Jajmani System**, Lucknow Publishing House, Lucknow.

M.A.(Sociology)

**Semester-III
Core Paper-XIII- 17SOC23C3
Sociology of Population Studies**

**Maximum Marks: 100
Theory: 80
Internal Assessment: 20
Time : 3 Hours**

Course Code	Course Outcomes
CO1	Population data from various sources with help students to interpret population situation.
CO2	Population theories will help students to find out the factors affecting population.
CO3	It will help students to understand the size, growth and distribution of Indian population.
CO4	Students would be able to know, how fertility, mortality and migration affect population.

Note:

- a) **Nine question would be set in all.**
- b) **Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**

- c) **There would be two questions (16 marks each) from each of the four units.**
 d) **The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).**

Unit – I

Population Data: Importance of Population Studies. Sources of Population Data: Census, Civil Registration, Population Register. Sample Surveys and National Family and Health Surveys (NFHS),

Unit – II

Population Theories: Biological, Malthusian, Marxian and Demographic Transition Theory.

Unit – III

Population Size, Distribution and Characteristics of India's Population: Growth of Indian Population since 1901, Age Structure, Sex Ratio, Literacy Levels, Rural – Urban Composition, Economic Participation and Religion.

Unit – IV

Population Dynamics and control: Fertility, Mortality and Migration: Measurement Determinants and Consequences. Family Planning Programme in India.

Readings:

Agarwal, S.N. (1977) *India's Population Problems*, New Delhi:

Ahlawat, Neerja(2009) "Missing Brides in Rural Haryana: A Study of Adverse Sex Ratio, Poverty and Addiction" *Social Change*, March 2009, New Delhi. Pg 46-63

Ahlawat, Neerja (2013) "Dispensable Daughters and Indispensable Sons: Discrete Family Choices" *Social Change*, 43(3) pg 365-376.

Banerjee, D(1971), *Family Planning in India: A Critique*, New Delhi : People's Publishing House.

Bhende, Asha and Tara Kanitkar (1995), *Principles of Population*, Delhi: Himalaya Publishing House.

Bogue, Donald J. (1969) *The Principles of Demography*, N.Y.: John Wiley.

Bose, Ashish (1996) *India's Basic Demographic Statistics*, New Delhi: B.R. Publishing Corporation.

Census of India (2011).New Delhi: Govt. of India.

Dubey, Surendra Nath (2001). *Population of India*, Delhi: Authors Press.

Malthus, T.R. (1986). *An Essay on the Principle of Population*, London: William Pickering.

National Family and Health Survey (NFHS) (2005-2006) Bombay: IIPS.

Pachauri, Saroj (1999), *Implementing a Reproductive Health in India: The Beginning*, New Delhi: Population Council.

Premi, M.K. (1991) *India's Population: Heading Towards Billion*, Delhi: B.R Publications.

Premi, M.K. (2003) *Social Demography: A Systematic Exposition*, Delhi: Jawahar Publisher.

Srinivasan, K. (1996) *Population Policy and Reproductive Health*, New Delhi: Hindustan Publishing Corporation.

Discipline Specific Elective Papers (D)

M.A.(Sociology)

Semester-III

Group-A

**Discipline Specific Elective Paper -XIV-17SOC23DA1
Sociology of Mass Communication and Popular Culture**

Maximum Marks: 100

Theory: 80

Internal Assessment: 20

Time : 3 Hours

Course Code	Course Outcomes
CO1	Student will be familiar with concepts used in the course.
CO2	Course will enhance sociological orientation in understanding mass communication and popular culture.
CO3	Students are requested to learn the application of theoretical approaches.
CO4	Students will enhance knowledge about impact of mass communication & popular culture.

Note:

- a) **Nine question would be set in all.**
- b) **Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**
- c) **There would be two questions (16 marks each) from each of the four units.**
- d) **The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).**

Unit – I

Concepts : Communication – Types and Components, Mass Communication – Meaning and Importance, Mass Media - Characteristics and functions, Popular Culture, Mass Culture and Folk Culture.

Unit – II

Theoretical Approaches: The medium as the message, Little Tradition and Great Traditions; universalization and parochilization; critical theory

Unit – III

Global Media : Role of Global Media in the Production of Global Culture. Global Culture and Indian Society. Impact of Global Media Culture on Youth in Respect of values. Consumerism, Food Preferences, Fashions and Entertainments.

Unit – IV

Media and Policy: Television and Popular Culture : Satellite Television and its impact on Youth Culture, Social significance and the impact of Popular culture reflected in Festivals, Pilgrimages and Films, commercialization of Folk culture.

Readings:

Appadurai, Arjun (1997), *Modernity at large – Cultural Dimension of Globalization*, New Delhi : Oxford University Press.

- Blumber, J.G. and E. Katz (1974). *Mass Communication*, London: Sage Publications
- Bronsius, C. and M. Butcher 1999).(ed.) *Image Journey – Audio Visual Media and Cultural Change in India*, Delhi: Sage Publications.
- Chauhan, Kanwar (2001), *Television and Social Transformation*, New Delhi :Sarup and Sons.
- Chauhan, Kanwar (2003), *Television and Teenagers – An Emerging Agent of Socialization*, New Delhi : Sarup and sons.
- Cursan, J. and M. Gureviteh (ed.) (1991), *Mass Media and Society*, London : Edward Arnold.
- Johnson, Kirk (2000), *Television and Social Change in Rural India*, London: Sage Publications.
- Kumar, Kewal (1991), *Mass Communication*, Bombay : Jaiko.
- Lerner, Daniel (1958). *The Passing of Traditional Society*, New York : Free Press.
- Mcquail, Dennis (1972). (ed.), *Sociology of Mass Communication*, London : Penguins.
- Mitra, A. (1993) *Television and Popular Culture*, Delhi :Sage Publications.
- Redfield, Robert (1956). *The Little Community and Peasant Society and Culture*, Chicago : Chicago Press.
- Robertson, R. (1992). *Globalization, Social Theory and Global Culture*, London: Sage Publications
- Schramm, Wilbur (1973), *Mass Media and National Development*, New York :Harper and Raw.
- Singh, Yogendera(2000), *Cultural Change in India*, Jaipur : Rawat Publications.
- Singhal, A. and E.M. Rogers (2000), *India's Communication Revolution*, London: Sage Publications.
- Snow, R.P. (1983). *Crating Media Culture*, London: Sage Publications

M.A.(Sociology)

Semester-III

Group-A

Discipline Specific Elective Paper -XIV-17SOC23DA2

Sociology of Human Rights and Duties

Maximum Marks: 100

Theory: 80

Internal Assessment: 20

Time : 3 Hours

Course Code	Course Outcomes
CO1	Students would learn the historical and conceptual definition of human rights and duties.
CO2	Philosophical foundation of human rights and duties would throw light on the idea behind its understanding.

- CO3 Normative and Institutional mechanisms of human rights and duties would throw light on operational aspects.
- CO4 Students would be able to analyse the societal problems of human rights and various human right movements.

Note:

- a) **Nine question would be set in all.**
- b) **Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**
- c) **There would be two questions (16 marks each) from each of the four units.**
- d) **The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).**

Unit – I

Concept and Theory: Evolution and History of Human Rights; Rights, Liberty, Equality, Justice; Theories of Human Rights: Natural Rights Theory, Positivist Theory, Marxist Theory

Unit – II

International and National Human Rights Agencies: UN. Agencies; UN Commission for Human Rights; National Human Rights Commission: Universal Declaration of Human Rights; Civil and Political Rights; Economic, Social and Cultural Rights; Rights of women (CEADAW); Rights of the Children

Unit – III

Indian Constitution and Human Rights: Fundamental Rights; Directive Principles of State Policy; Fundamental Duties ; Human Rights Movements in India

Unit-IV

Enforcement of Human Rights : Indian Constitution; Role of Judiciary; National Human Rights Commission; Non-Governmental Organisations; Human Rights Education

Readings:

Abdulrahim et.al. (ed.) (1999), **Perspectives on Human Rights**, Manak Publications Pvt. Ltd., New Delhi.

Alam, Aftab (ed.) (1999) **Human Rights In India : Issues and Challenges**, New Delhi.

Begum, S.M.(ed.) (2000) **Human Rights in India : Issues and Perspectives**, New Delhi: APH Publishing Co.

Bhalla, S.L. (1991) **Human Rights: An Instrumental Framework for implementation**, Doctashelo, New Delhi.

Cranston, Manrice,(1973), **What are Human Rights?** London: Badley Head.

Desai, A.R.(ed.)(1986), **Violation of Democratic Rights in India**, Bombay: Popular Parkashan.

Eide Asbjorn, Krause Catarina and Rosar Susan (1995) **Economic, Social and Cultural Rights**, A Text Book , London: Martinus Mijhost Publishers.

Iyer, V.R Krishna (1996) **Human Rights and Inhuman Wrongs**, New Delhi, D.K.Publication.

Kasmi ,Farid (1987) **Human Rights: Myth and Reality**, New Delhi: Institutional Publishers.

- Madsen, Stig Zoft (1996) *State Society and Human Rights in South Asia*, New Delhi.
- Ministry of Welfare India (1988) *India Marches Ahead Towards Greater Attainment of Human Rights*, New Delhi.
- Khan, Mumtaj Ali (1996), *Human Rights and the Dalits*, New Delhi D.K. Publishers.
- Kaushal, Rachna (2000), *Women and Human Rights in India*, New Delhi: Kaveri Books.
- Sqmonides, Jannsz(ed.) (2003) *New Dimensions and Challenges for Human Rights*, Rawat Publication, Jaipur.
- Tomaslvski, Kararina (1995) *Women and Human Rights, Women and World Development Science*, London: Zed Books.
- U.N.Centre for Human Rights (1987) *Human Rights Machinery*, Gravia: World campaign for Human Rights.
- United Nations (1988) *Human Rights: A Complication of International Instruments*, New York: United Nation.
- Waidson, Jeremy (1990) *Theories of Rights*, New York: Oxford University Press.

M.A.(Sociology)

Semester-III

Group-A

Discipline Specific Elective Paper -XIV-17SOC23DA3

Industrial Sociology

Maximum Marks: 100

Theory: 80

Internal Assessment: 20

Time : 3 Hours

Course Code	Course Outcomes
CO1	The student would learn the industrial sociology as a discipline.
CO2	The student would be acquainted with the industrial social structure.
CO3	The students would get an idea of motivational theories related to industrial sociology.
CO4	The students would know about impact of industrialisation and labour legislations.

Note:

- a) **Nine question would be set in all.**
- b) **Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**
- c) **There would be two questions (16 marks each) from each of the four units.**
- d) **The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).**

Unit-I

Concept and Perspective; Nature and Scope of Industrial Sociology; Division of Labour, Bureaucracy, Rationality, Production Relations; Surplus value and Alienation.

Unit-II

Industry and Society: Factory as a Social System; Formal and Informal organization; Impact of Industry on Society; Management Relations

Unit-III

Motivation theories (F.Harzberg, D.Mcgregor and A. Maslow); Theories of Trade Union (Sydney and Webb; Tannenbaum and Pearlmen)

Unit-IV

Industrialization and Social Change: Limitations of Industrialization; Labour Legislation; Features of Post Industrial Society.

Readings:

Agarwal, R.D (1972), **Dynamics of labour Relations in India**, A book readings, Tata Mc Graw Hill.

Denis, Pym (1968), **Industrial Society : Social Sciences in Management**, Penguin Books, Paper Back.

Schneider E.V. (1969), **Industrial Sociology**, Second Edition, Mcgraw Hill, New York.

William F. (1967), **Readings in Industrial Sociology**, Appleton Century Books.

Gandhi H.C. (1961), **Industrial Productivity and Motivations**, Asia Pub. House, Bombay.

Jean, Fleat and John F. Goldthrope (1971), **A Sociology of Works in Industry**, Collier Macmillan Ltd.

Sen K.K. (1968), **Indian Labour Legistration Industrial Laws**, The World Press Pvt. Ltd., Calcutta.

Karnik, VB (1970), **Indian Trade Union: A survey**, Mumbai: Popular Prakashan.

Laxamanna, C (et al) (1990), **Workers Participation and Industrial Democracy: Global perspective**, New Delhi: Ajantha Publications.

Seth, N.R. (1968), **The Social Framework of an Indian Factory**, Oxford University Press.

Philip Hancock and Melissa Taylor (2001), **Work Post Modernism and Organisation** New Delhi: Sage Publicatiion. .

Ramaswamy, E A, (1988), **Industry and labour**, New Delhi: OUP.

Ramaswamy, E A (1977), **The Worker and his union**, New Delhi: Allied.

Ramaswamy, E A (1978), **Industrial relation in India : A Sociological Perspective Macmillan**, New Delhi.

Watson, K Tony (1995), **Sociology, work and Industry**, Routledge Kegan, Paul.

M.A.(Sociology)
Semester-III
Group-B
Discipline Specific Elective Paper -XV-17SOC23DB1
Sociology of Peasantry

Maximum Marks: 100
Theory: 80
Internal Assessment: 20
Time : 3 Hours

Course Code	Course Outcomes
CO1	Students would be able to understand conceptualizing peasant and peasant society.
CO2	Students would be able to analyze the nature of peasant movement in India.
CO3	Students are expected to have a specified understanding of depeasantisation and marginalization of peasantry.
CO4	Students are expected to understand the mode of production debate in Indian agriculture.

Note:

- a) **Nine question would be set in all.**
- b) **Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**
- c) **There would be two questions (16 marks each) from each of the four units.**
- d) **The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).**

Unit: I

Conceptualizing Agrarian Social Structure, Agrarian Institutions: Land ownership and its types, Agrarian class structure and class formation in India.

Unit: II

Political Economy of peasantry and Agrarian crisis in India; Pauperization and Depeasantization , Sociological analysis of peasant suicide in India.

Unit III

Agrarian relations and Mode of production debate in Indian Agriculture. Globalisation and its impact on peasantry.

Unit: IV

Agrarian unrest and Peasant Movements in India; Santhal Insurrection, Champaran Movement, Tebhaga Movement, Telangana and Naxalbari peasant struggles.

Readings:

Ahlawat, S.R.(ed) (2008) Economic Reforms and Social Transformation, Jaipur, Rawat Publication

Ahlawat S.R. (2003), "Sociology of Agrarian Crisis: Peasant Suicide and Emerging Challenges; *Man and Development*, Vol.25, NO3, September, pp 97-110.

Brass, Tom (ed) (1995), *New Farmers Movements in India*, Frankcass, U.S.A.

Beteille, André (1980), *Six Essays in comparative Sociology*.

Darling, Malcolm (1925), *The Punjab Peasant in Prosperity and Debt*, South Asia Books, Columbia.

Dhanagare, D.N (1983), *Peasant Movement in India*, Oxford university press.

Desai, A.R (ed) (1986), *Agrarian Struggle in India after Independence*. Oxford university press.

Rao, M.S.A. (1979), *Social Movements in India*, Manohar publishers, Delhi.

Shanin, T (ed) (1971), *Peasant and peasant societies*, Penguin book ltd, Harmondworth,.

Shah, Ghanshyam (1979), *Social movements in India*, Manohar publishers, Delhi.

Wolf, E.R (1966), *Peasants*, Prentice Hall inc.

M.A.(Sociology)

Semester-III

Group-B

Discipline Specific Elective Paper -XV-17SOC23DB2

Globalization and Society

Maximum Marks: 100

Theory: 80

Internal Assessment: 20

Time : 3 Hours

Course Code	Course Outcomes
CO1	The students would get conceptual clarification about concepts of development and globalization.
CO2	It would help in understanding the theoretical paradigms of globalization.
CO3	It would provide the analytical understanding of globalization from Indian perspective.
CO4	The students would also get acquainted with advancement in the approaches of globalization.

Note:

- a) **Nine question would be set in all.**
- b) **Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**
- c) **There would be two questions (16 marks each) from each of the four units.**
- d) **The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).**

Unit – I

Nature and Dynamics of Globalization – World Capitalization, Modernization and Globalization, Characteristics of Globalization. Benefits and Disadvantages of Globalization.

Unit – II

Agencies of Globalization : Multinational Corporations (MNCs), Nation-State, Media Market, Non-Governmental Organizations (N.G.O.'s), International Agencies : International Monetary Fund, World Bank.

Unit – III

Globalization and Culture: Ethos of Globalization (Freedom, Individualism, Consumerism); Cultural homogenization, hegemony and Dominance.

Unit – IV

Social Consequences of Globalization: Inequality within and among Nation States; Socio-economic impact of Globalization; Impact on Individual and Group Identities.

Readings :

Appaduraji, Arjun (1997), **Modernity at large : Cultural dimensions of Globalization**, New Delhi, Oxford University Press.

Dreze, Jean and Amartya Sen (1996), **Indian Economic Development and Social Opportunity**, Delhi, Oxford University Press.

Escobar, Arturo (1995), **Encountering Development : The Making and unmaking of the third world**, Princeton : Princeton University Press.

Hoogvelt, Ankie (1997), **Globalization and the post-colonial World – The new political economy of development**, London : Macmillan.

Hoogvelt, Ankie (1998), **The Sociology of Development**, London : Macmillan.

Kiely, Ray and Phil Marfleet (eds.) (1988), **Globalization and the third world**, London : Routledge.

Preston, P.W. (1996), **Development Theory – An Introduction**, Oxford Blackwell.

Waters, Malcolm (1996), **Globalization**, London : Routledge.

**M.A.(Sociology)
Semester-III
Group-B
Discipline Specific Elective Paper -XV-17SOC23DB3**

Sociology of Kinship, Marriage & Family

**Maximum Marks: 100
Theory: 80
Internal Assessment: 20
Time : 3 Hours**

Course Code	Course Outcomes
CO1	The students would learn the origin and context of kinship, marriage and family.
CO2	The students would learn about the kinship system prevailing in society.
CO3	The students would learn about changes taking place in social structure.
CO4	The students would learn about the social impact of the changes taking place in institutions.

Note:

- a) **Nine question would be set in all.**
- b) **Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**
- c) **There would be two questions (16 marks each) from each of the four units.**
- d) **The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).**

Unit – I

Basic Terms and Concepts: kinship-as an organizing principle; Lineage, Clan, Phratry, Moitey; Marriage: Alliance Theory; Symmetrical & Asymmetrical exchange; Family and Rules of Residence: Virilocal, Uxorilocal, Neolocal.

Unit – II

Meaning of Kinship; Kinship Terminology; Descent, Classification of Descent; Types of Kinship: (Consanguine and Affinal), Kinship Usuages: Incest, Incest Taboo.

Unit-III

Marriage: Meaning, Forms of Marriage; Patterns of Selection of Spouse, Marriage rites; Age at Marriage; Bride Price; Practice of Dowry; Divorce and Widow Remarriage; Emerging forms of Marriage: Living Relationship, Contract Marriage.

Unit-IV

Family: Meaning, Characteristics of family; distinction between family and household; Origin of family; types and Functions of Family; Emerging forms of family: single parent family, dual earner family; crisis in family.

Readings:

Bernard, Jessie (1972), *The Future of Marriage*, New York: World.

Clayton, Richard R. (1979), ***The Family, Marriage and Social Change***, Lexinton: Mars.

- Dube, Leela (1974), **Sociology of Kinship: An Analytical Survey and Literature**, Bombay: Popular Prakashan.
- Goode, Willaim J. (1964), **The Family**, Englewood Cliffs: Prentice Hall.
- Gore, M.S. (1968), **Urbanization and Family Change in India**, Bombay: Popular Prakashan.
- Haralambos, M. (1989), **Sociology: Themes and Perspectives**, New Delhi: Oxford University Press.
- Jain, Shobita (2002), **Bharat Me Parivar, Vivah or Natedari** (in Hindi), New Delhi: Rawat Publications.
- Kapadia, K.M. (1958), **Marriage and Family in India**, Bombay: Oxford University Press.
- Karve, Irawati (1968), **Kinship Organization in India**, Bombay: Asia Publishing House.
- Kolenda, P. (1987), **Regional Differences in Family Structure in India**, Jaipur: Rawat Publications.
- Leslie, Gerald, Richard F.Larson and Benjamin L.Gorman (1980), **Introductory Sociology**, New York: Oxford University Press.
- MacIver, R.M. and Charles H.Page (1985), **Society: An Introductory Analysis**, New Delhi: Macmillan India Limited.
- Madan, T.N. (1962), “**The Hindu Joint Family**”, *Man*, 62 (145)88.
- Mayer, A.C. (1960), **Caste and Kinship in Central India**, London: Routledge and Kegan Paul.
- Shah, A.M. (1973), **The Household Dimensions of Family in India**, New Delhi: Orient Longman.
- Uberoi, Patricia (ed.) (1993), **Family, Kinship and Marriage in India**, New Delhi: Oxford University Press.

4th Semester

**M.A.(Sociology)
Semester-IV
Core Paper-XVI-17SOC24C1
Social Stratification and Mobility**

**Maximum Marks: 100
Theory: 80
Internal Assessment: 20
Time : 3 Hours**

Course Code	Course Outcomes
CO1	Students would learn the existence of social stratification in society.
CO2	Students would be able to understand about forms of stratification in context to different societies.
CO3	Students are expected to learn the application of theories in the analysis of different social structures.
CO4	Students are made to learn the role of social mobility in relation to social change.

Note:

- a) **Nine question would be set in all.**
- b) **Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**
- c) **There would be two questions (16 marks each) from each of the four units.**
- d) **The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).**

Unit – I

Concepts & Meaning : Social Stratification ; Social Differentiation ; Hierarchy ; Inequality.

Unit – II

Forms of Social Stratification : Caste, Class, Power, Gender, Ethnicity.

Unit – III

Theories of Social Stratification : Functional Theory - Davis and Moore, Parsons; Conflict Theory - Marx, Dahrendorf; Multidimensional - Weber, Parkin.

Unit – IV

Social Mobility : Nature and Types of Social Mobility; Factors of Social Mobility; Mobility within Caste and Class; Emergence of Middle Class.

Readings :

Bendix Reinhard and S.M.Lipset (1976), **Class, Status and Power**, Routledge and Kegan Paul, London.

Betellie, Andre (1969), **Social Inequility**, Penguin Book.

Chauhan, S.K. (1980), **Caste, Status and Power**, Classical Publishing Company, New Delhi.

Dumont, Louis (1970), **Homo Hierarchicus – The Caste System and Its Implications**, Vikas Publications, New Delhi.

Gupta, Dipankar (1992), **Social Stratification**, Oxford University, Press, Delhi.

Haralambus, M. (1981), **Sociology – Themes and Perspectives**, Oxford University Press, Delhi.

Saunders, P. (1990), **Social Class and Stratification**, Routledge and Kegan Paul, London.

Singh, Y. (1983), **Moderanization of Indian Tradition**, Rawat Publications, Jaipur.

Sharma, K.L. (1986), **Essays on Social Stratification**, Rawat Publications, Jaipur.

Tumin, M.M. (1978), **Social Stratification**, Prentice Hall,

M.A. Sociology

Semester-IV

Core Paper-XVII-17SOC24C2

Rural Development and Change

Maximum Marks: 100

Theory: 80

Internal Assessment: 20

Time : 3 Hours

Course Code	Course Outcomes
CO1	Students would be able to learn specified knowledge of rural society in sociological perspective.
CO2	Students are expected to have understanding of sociological appraisal of rural development and change.
CO3	Students would be able to examine the critical appraisal of rural development programmes.
CO4	Students also expected to have understanding about new panchayati raj institutions and women empowerment.

Note:

- Nine question would be set in all.**
- Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**
- There would be two questions (16 marks each) from each of the four units.**
- The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).**

Unit – I

Changing Conceptions of Rural Development: Economic Growth, Human Development, Social Development and Sustainable Rural Development. ,Rural Development Before and After Independence in India.

Unit – II

State Sponsored Programmes: Community Development Programmes (CDP). Objectives and Strategies. Green Revolution and its Socio-Economic Consequences, Integrated Rural Development Programme

(IRDP) and Mahatma Gandhi National Rural Guarantee Employment Act, Objectives and Strategies, Performance, Critical Appraisal.

Unit – III

Institutional Measures: Land Reforms, Panchayati Raj before and after 73rd Amendment, Rural Leadership and Factionalism. Empowerment of People, Village cooperatives; Objectives and Strategies of change.

Unit – IV

Sociological Appraisal of Rural Development and change: Trends of change in Rural Society; Subsistence to Market Economy, Unemployment, Caste Panchayats/Khaps and Exclusion and the Plight of Scheduled Castes and Women.

Readings:

- Ahlawat, S.R.(ed) (2008) Economic Reforms and Social Transformation, Jaipur, Rawat Publication
- Bhatt, Anil (1989), *Development and Social Justice - Micro Action by Weaker Sections*, New Delhi.
- Bhattacharya, V.R. (1982), *New Face of Rural India. March of New 20 Points Programmes*, New Delhi.
- Dube, S.C. (1959). *India's Changing Villages*, London: Routledge and Kegan Paul.
- Franda Marcus (1979). *India's Rural Development: An Assessment of Alternatives*, London: Indian University Press.
- Jain, L.C. (1979), *Grass without Roots – Rural Development under Govt. Auspices*, New Delhi, Sage.
- Majumdar, Vina (ed) (1979), *Role of Rural Women in Development*, Bombay: Allied.
- Mowli, V. Chandra (ed.) (1988), *Role of voluntary Organization in Social Development*, New Delhi.
- Rao, S.K. (ed) (1981), *Rural Development in India: Some Facts*, Hyderabad: NIRD.
- Sharma, P.N. and Shastri, C. (1984), *Social Planning: Concept and Techniques*, Lucknow: Print House.
- Singh, Tarlok (1969). *Towards an Integrated Society: Planning Social Policy and Rural Institutions*, New Delhi: Orient Longman.

M.A.(Sociology)
Semester-IV
Core Paper-XVIII- 17SOC24C3
Urban Sociology

Maximum Marks: 100
Theory: 80
Internal Assessment: 20
Time : 3 Hours

Course Code	Course Outcomes
CO1	The student would learn origin and context of urban sociology as a discipline.
CO2	The student would understand and acquaint with theories of city.
CO3	The student would get the knowledge about urban social structure.
CO4	The student would learn about the growth of city and its social impact and consequences.

Note:

- a) **Nine question would be set in all.**
- b) **Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**
- c) **There would be two questions (16 marks each) from each of the four units.**
- d) **The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).**

Unit-I

Concepts & Issues: Meaning and Scope of Urban Sociology, Characteristics of Urban and Rural Community, Rural-Urban Contrast.

Unit-II

Theories of City: Metropolis (George Simmel); Urbanism (Louis-Wirth); Rural-Urban continuum as cultural form (Robert Redfield); Theory and Pattern of City Growth (Burgess)

Unit-III

Urban Social Structure: Family, Religion, Recreation, Occupation and Culture.

Unit-IV

The City: Growth & Causes of City; Characteristics & Types of Cities; Urbanization – Meaning and its factors; Social Consequences & Impact of Urbanization

Readings :

Ashish, Boss (1974), **Studies in India's Urbanisation: 1901-1971**, New Delhi: Tata Mc-Graw-Hill.

D'Souza, Alfred (1978), **The Indian City : Poverty, Ecology and Urban Development**, Manohar Publications, New Delhi.

Gore, M.S. (1990), **Urbanisation and Family Change**, Bombay: Popular Prakashan.

Gandhi, Raj(1981), **Urban Sociology in India**, International Journal Contemporary Sociology, Vol.18, Nos. & 4, 1981.

- Harry, Gold (1982), **The Sociology of Urban Life**, Prentice Hall.
- Oommen, T.K. (1967), “**The Rural Urban Continuum Re-examined in the Indian Context**”, Sociologia Ruralis, Vol.7 No.1.
- Ram Chandran, R. (1991), **Urbanisation and Urban System in India**, OUP Delhi.
- Saberwal, Satish (ed) (1976), **The Mobile Men : Limits to Social Mobility in Urban Punjab**, Vikas, Delhi.
- Saberwal, Satish (ed) (1978), **Process and Institution in Urban India**:Sociological Studies, Delhi: Vikas.
- Saunders, Peter (1981), **Social Theory and The Urban Question**, Hutchionson
- Quinn, J.A. (1967), **Urban Sociology**, Ch.14 Eurasia, Delhi.
- Rao, M.S.A. (ed.) (1974), **Urban Sociology in India**. Delhi: Orient Longman.
- Wilson, R.A. and D.A. Schutz (1978), **Urban Sociology**, Prentice Hall.
- W.W.Burgess & D.J. Bogue (ed) (1964), **Contributions to Urban Sociology**, University of Chicago Press.

Discipline Specific Elective Papers (D)

M.A.(Sociology)

Semester-IV

Group-A

Discipline Specific Elective Paper -XIX-17SOC24DA1

Social Problems in India

Maximum Marks: 100

Theory: 80

Internal Assessment: 20

Time : 3 Hours

Course Code	Course Outcomes
CO1	The students would learn about emergence of social problems as a discipline.
CO2	The students would be acquainted with the theories of social problems.
CO3	The students would be acquainted with dimensions of social problems in India.
CO4	The students would learn about the legislations related with social problems.

Note:

- a) **Nine question would be set in all.**
- b) **Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**
- c) **There would be two questions (16 marks each) from each of the four units.**

- d) **The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).**

Unit –I

Conceptual Issues: Meaning, Nature, Characteristics and Types of Social Problems, Anomie and Alienation.

Unit –II

Theories of Social Problems: Deviance and its forms, Crime and Delinquency, Social Disorganization Approach (Durkheim), Value Conflict Approach (Ogburn), Cultural Lag Approach and Labeling Theory (Becker).

Unit –III

Dimensions of Social Problems in India; Corruptions; Problems of Nation Building, Casteism, Regionalism, Communalism and Terrorism

Unit –IV

Social Problems and Legislations in India: Family Disharmony, Drug Addiction; Domestic Violence, Dowry, Divorce, Inter-generation Conflict, Poverty, Unemployment, Environmental Pollution and Consumer Protection Act

Readings :

Ahuja, Ram (1992), **Social Problems in India**, Rawat Publications, Jaipur

Ghurye, G.S. (1968), **Social Tensions in India**, Bombay : Popular Parkashan.

Gill, S.S. (1998), **The Pathology of Corruption**, New Delhi : Harper Collin Publisher

Merton R.K.(1972), **Social Theory and Social Structure**, New Delhi Emrind P:ublishing Company.

Mamoria, C.B. (1981), **Social Problems in India**, Kitab Mehal, Allahabad.

Madan, G.R. (1973), **Social Problems**, Allied Publications, Bombay.

Monterio, J.P. (1966), **Corruption : Control of mal-administration**, Bombay : Mankatalss.

Punit, A.E. (1982), **Profiles of poverty in India**, Delhi, B.R. Publishing Corporation.

Randhawa, M.S. (1991), **The Rural and Urban Ages**, New Delhi, National Book Organization House.

Sethna, M.J. (1966), **Socio-legal Aspects of Anti-social Behaviour**, Bombay, N.M. Tripathi Pvt. Ltd.

Singh, Tarlok (1969), **Poverty and Social Change**, Bombay, Orient Longman.

Srinivas, M.N. (1972), **Social Change in Modern India**, New Delhi, Orient Longman

M.A.(Sociology)
Semester-IV
Group-A
Discipline Specific Elective Paper -XIX-17SOC24DA2
Sociology of Movement

Maximum Marks: 100
Theory: 80
Internal Assessment: 20
Time : 3 Hours

Course Code	Course Outcomes
CO1	Students would learn sociological understanding of social movement.
CO2	Students would learn the origin and development of different social movements.
CO3	Course will enhance knowledge about the role played movements.
CO4	Students are expected to learn about different perspectives in understanding social movements.

Note:

- a) **Nine question would be set in all.**
- b) **Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**
- c) **There would be two questions (16 marks each) from each of the four units.**
- d) **The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).**

Unit – I

Introduction to Movements : Nature, Definition and Types of Social Movements ; Reforms and Protest Movement ; Revolution, Schism, Splits and Counter Movements.

Unit – II

Theories of Social Movements : Marxist (Class Conflict) and Post Marxist (Althusser's Marxist Structuralism) ; Weberian (Protestant Ethics and Spirit of Capitalism) and Post Weberian (Smelser).

Unit – III

Traditional Social Movements in India : Peasant, Tribal, Socio – Religious, Reform Movements and Nationalist Movement.

Unit – IV

New Social Movements in India : Dalit, Womens' Environmental and Ecological Movements.

Readings:

Banks. J.A(1972), **The sociology of social Movements**. London:Macmillan.

Desai.A.R (ed)(1979), **Peasant Struggles in India**., Bombay, OUP

Dhanagare. D.N.(1983), **Peasant Movements in India (1920-1950)** Delhi, OUP.

Gore. M.S(1993), **The Social Context of an Ideology. Ambedkar's Political and Social Thoughts**. New Delhi, Sage Publications.

Gouldner. A.W (ed)(1950), **Studies in Leadership**. New Delhi: Harper and Brothers.

Jayal N.P. & Pai Sudha eds. (2001), **Democratic Governance in India**, New Delhi, Sage Publications.

Oommen. T.K (1990), **Protest and change: Studies in Social Movement**. Delhi, Sage Publications.

Rao. M.S.A(1979), **Social Movement in India**, Delhi, Manohar Publications.

Singh. K.S (1982), **Tribal Movements in India**. New Delhi: Manohar Publications.

Shah, Ghanshyam (2001), **Dalit Identity and Politics**, New Delhi, Sage Publications.

Zelliot, Eleanor(1995), **From Untouchables to Dalits: Essays on the Ambedkar Movement**. Delhi, Manohar Publications.

M.A.(Sociology)
Semester-IV
Group-A
Discipline Specific Elective Paper -XIX 17SOC24DA3
Political Sociology

Maximum Marks: 100
Theory: 80
Internal Assessment: 20
Time : 3 Hours

Course Code	Course Outcomes
CO1	It would help students to have understanding of nature and scope of Political Sociology.
CO2	Basic concepts will enlighten students about various terms being used to understand power and politics.
CO3	Students will get acquainted with various approaches required to understand political system.
CO4	Students would know how different political systems work and bring significant changes in society.

Note:

- a) **Nine question would be set in all.**
- b) **Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**
- c) **There would be two questions (16 marks each) from each of the four units.**
- d) **The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).**

Unit-I

Nature and Scope of Political Sociology, Sociology of Politics and Politics of Sociology

Unit-II

Basic Concepts: Bureaucracy, Authority and its Bases, Power, Elites, Political parties, Pressure Group, Political Culture, Political Socialization and Political Participation

Unit-III

Approaches for the Study of Political System: Structural Functional, Conflict School, System Analysis and Behavioural Approach

Unit-IV

Types of Political System: Primitive, Traditional and Modern; Political development and Social Change; Ideology and Political System

Readings:

- Kumar Anand (2010), *Quest for participatory Democracy*, Jaipur : Rawat Publications.
Kumar Anand (2014), *Political Sociology in India*, Vol-VIII, Delhi, Sage Publications.
Choudhary, Kameshwar (2007), *Globalization, Governance Reforms and Developoment in India*, New Delhi, Sage Publications.
Mukhopadhyay, Amal Kumar (1977), *Political Sociology :An Introductory Analysis*, Calcutta : K.P.Bagchi and Company.
Allardt, E. and Rukkan,S. (1970), *Politics: Studies in Political Sociology*.
Almond and Coleman (1960), *The Politics of Developing Areas*, Princeton University press.
Almond and Powell (1972), *Comparative Politics: A Development Approach*, New Delhi.
Aron, Raymond (1967), *Industrial Sociology: Three Essays on Ideology and Development*, New York. 15
Blondel, Jean (1969), *Comparative Government*, Macmillan.
Bottomore, T.B. (1971), *Elites and Society*, Penguin, Harmond Swarth
Ball, Alam R. (1978), *Modern Politics and Government*, Macmillan
Dowse, R.E. and Hughes J.A. (1972). *Political Sociology*, London: John Wiley.
Easton, David (1965), *A Framework for Political Analysis*, Englewood Cliffs, Prentice Hall.
Easton, David (1965), *A System Analysis of Political Life*, New York, Wiley.
Finkle, Jason and Cable, R.W. (1971), *Political Development and Social Change*, New York: John Wiley and Sons Inc.
Huntington, S.P. (1969), *Political Order in Changing Societies*.
Lipset, S.M. (1959), *Political Man*, London.
Lipset, S.M. (1972), *Politics and The Social Sciences*, New Delhi: Wiley Eastern.
Lapalombaran, Joseph and Weiner, Myron (1966), *Political Parties and Political Development*.
Pizzorno, A. (1970), *Political Sociology*, Penguin Books.
Pye, Lucien (1966), *Aspects of Political Development*, Amerind Publishing Company Ltd.
Rush, M. (1966), *Political Sociology*, New York.
Runicman, W.G. (1969), *Social Sciences and Political Theory*, Cambridge University Press.

M.A.(Sociology)

Semester-IV

Group-A

Discipline Specific Elective Paper -XIX-17SOC24DA4

Health and Society

Maximum Marks: 100

Theory: 80

Internal Assessment: 20

Time : 3 Hours

Course Code	Course Outcomes
CO1	The students would develop the basic understanding of basic concepts of health and illness.
CO2	The students would be oriented towards theoretical understanding of health and its related phenomenon.
CO3	Students are expected to analyze the relationship between doctor-patient and other paramedics in the formal and informal structure.
CO4	The students would have the analysis of Indian health scenario in policy and planning frame work.

Note:

- a) **Nine question would be set in all.**
- b) **Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**
- c) **There would be two questions (16 marks each) from each of the four units.**
- d) **The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).**

Unit-I

Introduction: Sociology of Health, its definition and Scope; Concept of Health, Illness and Disease; Health and its Dimensions; The Emerging Relationship between Medicine and Sociology

Unit-II

Concepts: The Sick Role Concept; Occupational Health; Community Health; Social Epidemiology; Nutrition and Health; Environment and Health; Role of Mass Media and Promotion of Health.

Unit-III

Health Service in India: History of Public Health in India; Health Delivery System in India: Primary Health centres, Sub-centres, Private Hospitals; Factors influencing community health and nutrition; National Rural Health Mission

Unit-IV

Social Organisation: Hospital as a Social Organisation; Doctors as Provider of Health Care; Nurses as Semi-Professionals; Patient as a Consumer of health Care; Interpersonal Relationships in Hospital Setting.

Readings:

Albert, Gary L. and Fitzpatrick.R. (1994), *Quality of Life in Health Care: Advances in Medical Sociology*, Mumbai: Jai Press.

Bloom, S.W. (1963), *The Doctor and His Patient*, New York: Free Press.

Dingwal, Robert (1976), *Aspects of Illness*, London: Martin Press.

Dutt, P.K. (1965), *Rural Health Services*, New Delhi: DGHS.

Freeman, Howard.E. and Sol Levine (1989), *Handbook of Medical Sociology*, Englewood Cliffs,N.J.: Prentice-Hall.

- Hasan, K. (1967), *The Cultural Frontiers of Health in Village India*, Bombay: Manakatlas.
- Madan, T.N. (1980), *Doctors and Society*, New Delhi: Vikas Publishing House.
- Mechanic, David (1968), *Medical Sociology: A Selective View*, New York: Free Press.
- Nagla, Madhu (1988), *Medical Sociology* Jaipur: Printwell Publishers.
- Nagla, Madhu (1997), *Sociology of Medical Profession*, Jaipur: Rawat Publications.
- Nagla, Madhu (2013), *Gender and Health*, Jaipur Rawat Publications
- Nagla, Madhu “Sociology of Health and Medicine”, in Yogender Singh (ed.) (2014), *Indian Sociology : Development and Change*, Vol.2, New Delhi:Oxford Publications.
- Nagla, Madhu (ed.) (2014), *Sociology of Health*, Vol.4 New Delhi:Sage Publications
- Oommen, T.K. (1978), *Doctors and Nurses: A Study in Occupational Role Structure*, Delhi: Macmillan.
- Park, J.R. and K.Park (2000), *Text Book of Preventive and Social Medicine*, Jabalpur: Banarsidas and Company.
- Parson, Talcott (1951), *The Social System*, Illinios: Free Press.

M.A.(Sociology)
Semester-IV
Group-B
Discipline Specific Elective Paper -XX-17SOC24DB1
Sociology of Environment

Maximum Marks: 100
Theory: 80
Internal Assessment: 20
Time : 3 Hours

Course Code	Course Outcomes
CO1	It will enhance students’ understanding of environment and its relation with society.
CO2	Students would know how theoretical framework helps in understanding environmental issues.
CO3	It will enable students to find out development issues and how environment is affected by them.
CO4	Students would be able to identify development issues and how legislation and NGO’s play important role in the protection of environment.

Note:

- a) **Nine question would be set in all.**
- b) **Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**
- c) **There would be two questions (16 marks each) from each of the four units.**
- d) **The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).**

Unit – I

Environment and its concepts: Eco-system, Ecology, Environment; Environment and Society- their Interrelations..

Unit – II

Theoretical Approaches:- Sustainable Development, Contributions of Contemporary Thinkers: Ramchander Guha, Vandana Shiva, Medha Patekar.

Unit – III

Environment and Development: Urbanization and Problems of Pollution and Slums; Global efforts for Resource Conservation; Greenpeace Movement, Chipko, Sardar Sarovar and Tehri Dam Movement.

Unit – IV

Contemporary Environmental Issues: Water, Forest, Sanitation, Urban Waste, Industrial pollution, Global-warming, Environmental Degradation, Environmental Legislation and the Role of NGOs.

Readings :

Agarwal, Anil (1989). "Economy and Environment in India", in Anil Aggarwal (ed) **The Price of Forests**. New Delhi: Centre for Science and Environment

Baviskar. Amita (1995), **In the Valley of the River: Tribal Conflict over Development in the Narmada Valley**, Delhi: OUP.

Benton, Ted (1993), **Natural Relations**, London: Verso.

Bhatt, Anil (1989) **Development and Social Justice: Micro Action by Weaker Section**, Sage:New Delhi.

Burman, B.K. Roy (1982) **Report of Committee on Forest and Tribals in India**, New Delhi: Government of India, Ministry of Home Affairs.

Chauhan, I.S (1998), **Environmental Degradation**, Delhi: Rawat Publications.

Desh Bandhu and Garg, R.K. (eds) (1986), **Social Forestry and Tribal Development**, Dehradun: Natraj Publishers.

Dickens, Peter (1992), **Society and Nature: Towards a Green Social Theory**, Hemel-Hemstead: Hawester Wheatsheaf.

Dobson. A (1990), **Green Political Thought**, London: Andre Dentsch.

Dubey, S.M and Murdia, Ratno (ed) (1980), **Land Alienation and Restoration in Tribal Communities in India**, Bombay: Himalaya Publishing House.

Fernandes, Walter (1989), **Tribals and Forests.**, New Delhi: Indian Social Institute.

Gadgil, Madhav & Ram Chandra Guha (1996), **Ecology and Equity: The use and Abuse of Nature in contemporary India:** New Delhi: OUP.

Ghai, Dharam (ed) (1994), **Development and Environment: Sustaining People and Nature**. UNRISD: Blackwell Publication.

Giddens, Anthony (1996), **Global Problems and Ecological Crisis**", 2nd edition New York:W.W. Norton and Co.

Guha, Ramechandra (1995), **The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya**. OUP: Delhi.

Jodha, .N.S (1986) "Common Property Resources and the Rural Poor" **Economic and Political Weekly**, 21(27) July.

Kanwar, J.S (ed) (1988) **Water Management: The key to Developing Agriculture**, New Delhi.Agricole.

- Katyal, Jimmy and M.Satake(1989), *Environmental Pollution*, New Delhi: Anmol Publications.
- Krishna, Sumi (1996), *Environmental Politics: People's lives and Development Choices*, New Delhi:Sage Publications.
- Mehta S.R. (ed)(1997), *Poverty, Population and Sustainable Development*, New Delhi: Rawat Publications.
- Munshi, Indra (2000), "Environment' in Sociological Theory", *Sociological Bulletin*, Vol. 49 No. 2.
- Plumwood, Val (1992), *Gender and Ecology: Feminism and Making of Nature*, London: Routledge.
- Ramana. D.V (1980), *An overview of Environment and development Asia and the Pacific*. Bangkok: UNAPDI.
- Schnaiberg, Allan (1980), *The Environment*, New York: OUP.
- Shiva, Vandana (1988), *Staying Alive: Women, Ecology and the Environment*, London Zed Books.
- Shiva. Vandana (1991) *Ecology and the Politics of Survival: Conflicts over Natural Resources in India*. New Delhi: Sage Publications.
- Singh, Gian (1991), *Environmental Deterioration in India: Causes and Control*, New Delhi: Agricole.
- Sontheimer, Sally (ed) (1991), *Women and Environment:A Reader Crisis and Development in the Third World*, London, Earthscan Publications.
- UNDP, (1987), *Sustainable Development : World commission On Environment and Development, Our Common Future Brutland Report*, OUP: New Delhi.
- Wilson, Des (ed) (1984) *The Environmental Crisis*, London: Heinemann.

M.A.(Sociology)
Semester-IV
Group-B
Discipline Specific Elective Paper -XX- 17SOC24DB2
Gender and Society

Maximum Marks: 100
Theory: 80
Internal Assessment: 20
Time : 3 Hours

Course Code	Course Outcomes
CO1	It would help students to understand the nature of gender based inequality.
CO2	Theoretical perspectives would enlighten students to understand shift in women's issues overtime.
CO3	Students would understand how patriarchy shapes gender identities: what it is to be a woman and man.
CO4	It will impart knowledge about the overall status of women in society and the changes taking place.

Note:

- a) **Nine question would be set in all.**
- b) **Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**
- c) **There would be two questions (16 marks each) from each of the four units.**
- d) **The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).**

Unit-I

Basic Concepts: Sex, Gender, Masculinity, Femininity, Patriarchy, Matriarchy, Gender Roles. Patriarchy as ideology and practice.

Unit-II

Perspectives on Gender Studies: Liberal, Radical, Socialist and Post-Modernist.

Unit-III

Social Construction of Gender: Gender vs. Biology, Equality vs. Difference. Women in the Family: Socialization, Gendered Division of labour/work, Household work, Invisible work.

Unit-IV

Gender Issues in India: Status of Women: Demographic, Social, Cultural, Economic and Political Dimensions. Women As victims of Violence.

Readings:

Aggarwal, B (1988), *Structure of Partriarcy: State, Community and Household in modernising India* (ed.) New Delhi: Kali for Women.

Ahlawat, Neerja (1995), *Women Organizations and Social Networks*, New Delhi: Rawat Publications.

Ahlawat, Neerja (1995) "Status of Women in Haryana" *Guru Nanak Journal of Sociology*, Amritsar. Volume 16 (1) pg 93-107

Ahlawat, Neerja (2002) "Empowering Women –Challenges before Women's Organizations" *Guru Nanak Journal of Sociology*, Amritsar. Vol 23 (2) pg 79-86

Ahlawat, Neerja (2005) "Domestic Violence against Women: Emerging concerns in Rural Haryana" *Social Action* Vol 55(4)

Ahlawat, Neerja (2009) "*On the Floor and Behind the Veil: The Excluded in the Panchyati Raj in Haryana*" in B.S Baviskar/ George Mathew (Eds), *Inclusion and Exclusion in Local Governance*, Sage Publications, India pg 103-139.

Ahlawat, Neerja (2009) "Missing Brides in Rural Haryana: A Study of Adverse Sex Ratio, Poverty and Addiction" *Social Change*, March 2009, New Delhi. Pg 46-63

Ahlawat, Neerja (2012) "Political Economy of Haryana's Khaps", Vol - XLVII No. 47-48, December 01, *Economic and Political weekly*

Ahlawat, Neerja (2013) "Dispensable Daughters and Indispensable Sons: Discrete Family Choices" *Social Change*, 43(3) pg 365-376.

Boserup, E. (1970), *Women's Role in Economic Development*, London: George Allen and Unwin.

Cater, Libby et al (1977), *Women and Men – Changing Roles, Relationship and Perceptions*, New York: Praeger.

Center for Women's Development Studies (1987), *Women and Development: Gender Issues*, Occasional Paper No.2, New Delhi, CWDS.

Chanana, K. (1988), *Socialization, Women and Education: Exploration in Gender Identity*, New Delhi: Orient Longman.

- Desai, Neera and M. Krishnaraj (1987), *Women and Society in India*, Delhi: Ajanta Publication.
- Dube, Leela and Rajni Parliwal (1990), *Structures and Strategies: Women, Work and Family*, New Delhi: Sage Publication.
- John, Mary.E. (2008). *Women's Studies in India-A Reader*, New Delhi: Penguin Group India.
- Krishnaraj, M and Karuna Chanana (1989), *Gender and Household Domain: Social and Cultural Dimension, Women in Household in Asia-4*, New Delhi: Sage Publication.
- Mies, Maria (1980). *Indian Women and Patriarchy*, New Delhi: Vikas Publication.
- Oakley, Ann (1972). *Sex, Gender and Society*, New York: Harper and Row.
- Sharma, U (1983). *Women, Work and Property in North-West India*, London: Tavistock.

M.A.(Sociology)
Semester- IV
Group-B
Discipline Specific Elective Paper -XX-17SOC24DB3
Contemporary Issues in Indian Society

Maximum Marks: 100
Theory: 80
Internal Assessment: 20
Time : 3 Hours

Course Code	Course Outcomes
CO1	It will enlighten students about the relevant socio- economic issues confronting Indian society.
CO2	Understanding developmental issues would help students to develop broader perspective.
CO3	Current debates will develop criticality among students required to deal with issues.
CO4	Contemporary Challenges would expose students to wider debates of Globalization, Privatization and Liberalization.

Note:

- a) Nine question would be set in all.
- b) Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.
- c) There would be two questions (16 marks each) from each of the four units.
- d) The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).

Unit-I

Socio-Economic issues: Poverty, Inequality of Caste and gender, Family disharmony – domestic violence, Dowry, Divorce.

Unit-II

Developmental Issues: Population and Development, Regional disparity, development and displacement, Environment degradation and change, slums.

Unit-III

Current debates: Tradition and Modernity in India; Secularism and communalism, Role of civil society and development.

Unit-IV

Contemporary Challenges: Globalization, Liberalization and Privatization.

Readings :

- Ahuja, Ram (1992), **Social Problems in India**, Rawat Publications, Jaipur
- Beteille, Andre (1987), **Essay in Comparative Sociology**, New Delhi, Oxford University Press.
- Beteille, Andre (1992), **Society and Politics in India : Essays in Comparative Perspective**, New Delhi, Oxford University Press.
- DeSouza, P.R. ed. (2000), **Contemporary India – Transitions**, New Delhi, Sage Publications.
- Dhanagare, D.N. (1993), **Themes and Perspectives in Indian Sociology**, Jaipur Rawat Publications.
- Dube, S.C. (1973), **Social Sciences in a Changing Society**, Lucknow, University Press.
- 43
- Dube, S.C. (1967), **The Indian Village**, London, Routledge, 1955.
- Dumont, Louis (1970), **Homo Hierarchicus : The Caste System and its implications**, New Delhi, Vikas.
- Dereze, Jean and Amartya Sen (1986), **India : Economic Development and Social Opportunity**, New Delhi : OUP.
- Desai, A.R. (1985), **India's Path of Development : A Marxist Approach**, Bombay, Popular Prakashan (Chapter-2).
- Ghurye, G.S. (1968), **Social Tensions in India**, Bombay : Popular Parkashan.
- Gill, S.S. (1998), **The Pathology of Corruption**, New Delhi : Harper Collin Publisher
- Harrison, D. (1989), **The Sociology of Modernization and Development**, New Delhi, Sage Publication.
- Mohan, R.P. and A.S. Wilke, (eds) (1994), **International Handbook of Contemporary Developments in Sociology**, London, Mansell.
- Merton R.K.(1972), **Social Theory and Social Structure**, New Delhi Emrind P:ublishing Company.
- Memoria, C.B. (1981), **Social Problems in India**, Kitab Mehal, Allahabad.
- Madan, G.K. (1973), **Social Problems**, Allied Publications, Bombay.
- Monterio, J.P. (1966), **Corruption : Control of mal-administration**, Bombay : Mankatalss.
- Punit, A.E. (1982), **Profiles of poverty in India**, Delhi, B.R. Publishing Corporation.
- Randhawa, M.S. (1991), **The Rural and Urban Ages**, New Delhi, National Book Organization House.
- Sethna, M.J. (1966), **Socio-legal Aspects of Anti-social Behaviour**, Bombay, N.M. Tripathi Pvt. Ltd.
- Singh, Tarlok (1969), **Poverty and Social Change**, Bombay, Orient Longman.
- Srinivas, M.N. (1972), **Social Change in Modern India**, New Delhi, Orient Longman

M.A.(Sociology)

Semester-IV

Group-B

Discipline Specific Elective Paper -XX-17 SOC24DB4

Sociology of Education

Maximum Marks: 100

Theory: 80

Internal Assessment: 20

Time : 3 Hours

Course Code	Course Outcomes
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CO1	The students would learn the concept of education and its relationship and scope.
CO2	The students would be acquainted with the school as a system.
CO3	The students would get the knowledge about educational theories.
CO4	The students would know the pattern of education and its impact on society.

Note:

- Nine question would be set in all.**
- Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.**
- There would be two questions (16 marks each) from each of the four units.**

- d) The candidate would be required to attempt five questions (one compulsory and other four questions selecting one from each unit).**

Unit – I

Sociology of Education: Nature and Scope of Sociology of Education, Relationship between Society and Education : Concept of Education ; Aims and Importance of Education

Unit – II

Issues and Process: School as a Social System (Parsons) and School as a Process (Ivan illich); Education and Socialization, Education and Mass Media.

Unit – III

Perspectives in the Sociology of Education: Functionalist (Durkheim), Marxist (Althusser), Cultural Reproduction (Bourdieu), Symbolic Theory (Labov).

Unit – IV

Education and Society in India: Historical and Social Context of Education. Stratification and Education; Caste and Class: Pattern of Education and Social Change.

Readings:

Sen, Amritya, Jean Dreze (1996), **India Economic Development and Social Opportunity**, New Delhi

Sen, Amritya, Jean Dreze (1997), **Development Selected Regional Perspectives**, New Delhi

Banks, Olive (1971), **Sociology of Education**, (2nd Ed.) London : Batsford.

Chanana, Karuna(1988), **Socialization, Education and Women :Explorations in Gender Identity**. New Delhi: Orient Longman.

Chanana, Karuna(2001), **Interrogating Women Education**, Rawat Publication, Jaipur and New Delhi:

Durkheim, E. (1967), **Education and Sociology**, New York Free Press

Gore, M.S. (1975), **Papers on Sociology of Education in India**, New Delhi NCERT and Et.Al.

Humayan, Kabir (1961). **Indian Philosophy of Education**, Delhi: Allied Publishers.

Illich, Ivan (1973), **Deschooling Society**, London, Penguin.

Jayaram,N.(1990) **Sociology of Education in India**, Jaipur : Rawat Publication.

Kappuswamy, B. (1975). **Social Change in India**, Delhi :Vikas Publications.

Kamat, A.R. (1985), **Education and Social Change in India**, Bombay Somaiya.

Morris, Iror (1978) **Sociology of Education, Allan and Unvin**.

Haralambos M., R.Mheald (2002), **Sociology Theme and Perspective**, Oxford University Press.

Robinson,P(1987), Perspective in the *Sociology of Education: An Introduction.*, London: Routledge and Kegan Paul.

Ramachandra V. (2004), **Gender and Social Equity in Primary Education**, Sage Publications.