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The Board of Studies of the Department of Sociology, St Xavier's College, Ranchi has resolved to adopt the FYUGP Syllabus of Ranchi University for the academic session 2023-2027 without any changes.


HOD
(IVANA CHAKRABORTY)

Sandhya Bhengra Sandhya Bhengra

Sneha S Kachhap

Snehasachhap



FYUGP

SOCIOLOGY HONOURS/ RESEARCH

FOR UNDER GRADUATE COURSES

ST XAVIER'S COLLEGE, RANCHI

V. S. S. S.



Sachin Chatterjee

Sandhya Bhargava

Upgraded & Implemented from 3rd Semester of Academic Session 2022-26
& From 1st Semester of Session 2023-27 Onwards

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HIGHLIGHTS OF REGULATIONS OF FYUGP**PROGRAMME DURATION**

- The Full-time, Regular UG programme for a regular student shall be for a period of four years with multiple entry and multiple exit options.
- The session shall commence from **1st of July**.

ELIGIBILITY

- The selection for admission will be primarily based on availability of seats in the Major subject and marks imposed by the institution. Merit point for selection will be based on marks obtained in Major subject at Class 12 (or equivalent level) or the aggregate marks of Class 12 (or equivalent level) if Marks of the Major subject is not available. Reservation norms of The Government of Jharkhand must be followed as amended in times.
- UG Degree Programmes with Double Major shall be provided only to those students who secure a minimum of overall 75% marks (7.5 CGPA) or higher.
- Other eligibility criteria including those for multiple entry will be in light of the UGC Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions.

ADMISSION PROCEDURE

- The reservation policy of the Government of Jharkhand shall apply in admission and the benefit of the same shall be given to the candidates belonging to the State of Jharkhand only. The candidates of other states in the reserved category shall be treated as General category candidates. Other relaxations or reservations shall be applicable as per the prevailing guidelines of the College for FYUGP.

VALIDITY OF REGISTRATION

- Validity of a registration for FYUGP will be for maximum for Seven years from the date of registration.

ACADEMIC CALENDAR

- An Academic Calendar will be prepared by St Xavier's College, Ranchi to maintain uniformity in the CBCS of the UG Honours Programmes, UG Programmes, semesters and courses in the college run under the college (Constituent/Affiliated).
- **Academic Year:** Two consecutive (one odd + one even) semesters constitute one academic year.
- **Semester:** The Odd Semester is scheduled from **July to December** and the Even Semester is from **January to June**. Each week has a minimum of 40 working hours spread over 6 days.
- Each semester will include – Admission, course work, conduct of examination and declaration of results including semester break.
- In order to undergo 8 weeks' summer internship/ apprenticeship during the summer camp, the Academic Calendar may be scheduled for academic activities as below:
 - a) **Odd Semester: From first Monday of August to third Saturday of December**
 - b) **Even Semester: From first Monday of January to third Saturday of May**
- An academic year comprising 180 working days in the least is divided into two semesters, each semester having at least 90 working days. With six working days in a week, this would mean that each semester will have $90/6 = 15$ teaching/ working weeks. Each working week will have 40 hours of instructional time.
- Each year the college shall draw out a calendar of academic and associated activities, which shall be

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strictly adhered to. The same is non-negotiable. Further, the Department will make all reasonable endeavors to deliver the programmes of study and other educational services as mentioned in its Information Brochure and website. However, circumstances may change prompting the Department to reserve the right to change the content and delivery of courses, discontinue or combine courses and introduce or withdraw areas of specialization.

PROGRAMME OVERVIEW/ SCHEME OF THE PROGRAMME

- Undergraduate degree programmes of either 3 or 4-year duration, with multiple entries and exit points and re-entry options within this period, with appropriate certifications such as:
 - UG Certificate after completing 1 year (2 semesters) of study in the chosen fields of study provided they complete one vocational course of 4 credits during the summer vacation of the first year or internship/ Apprenticeship in addition to 6 credits from skill-based courses earned during first and second semester.,
 - UG Diploma after 2 years (4 semesters) of study diploma provided they complete one vocational course of 4 credits or internship/ Apprenticeship/ skill based vocational courses offered during first year or second year summer term in addition to 9 credits from skill-based courses earned during first, second, and third semester,
 - Bachelor's Degree after a 3-year (6 semesters) programme of study,
 - Bachelor's Degree (Honours) after a 4-year (8 semesters) programme of study.
 - Bachelor Degree (Honours with Research) after a 4-year (8 semesters) programme of study to the students undertaking 12 credit Research component in fourth year of FYUGP.

CREDIT OF COURSES

The term 'credit' refers to the weightage given to a course, usually in terms of the number of instructional hours per week assigned to it. The workload relating to a course is measured in terms of credit hours. It determines the number of hours of instruction required per week over the duration of a semester (minimum 15 weeks).

- a) One hour of teaching/ lecture or two hours of laboratory /practical work will be assigned per class/interaction.

One credit for Theory = 15 Hours of Teaching i.e., 15 Credit Hours

One credit for Practicum = 30 Hours of Practical work i.e., 30 Credit Hours

- b) For credit determination, instruction is divided into three major components:

Hours (L) – Classroom Hours of one-hour duration.

Tutorials (T) – Special, elaborate instructions on specific topics of one-hour duration

Practical (P) – Laboratory or field exercises in which the student has to do experiments or other practical work of two-hour duration.

CALCULATION OF MARKS FOR THE PURPOSE OF RESULT

- Student's final marks and the result will be based on the marks obtained in Semester Internal Examination and End Semester Examination organized taken together.
- Passing in a subject will depend on the collective marks obtained in Semester internal and End Semester College Examination both. However, students must pass in Theory and Practical Examinations separately.

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PROMOTION CRITERIA**First degree programme with single major:**

- i. The Requisite Marks obtained by a student in a particular subject will be the criteria for promotion to the next Semester.
- ii. No student will be detained in odd Semesters (I, III, V & VII).
- iii. To get promotion from Semester-II to Semester-III a student will be required to pass in at least 75% of Courses in an academic year, a student has to pass in minimum 9 papers out of the total 12 papers.
- iv. To get promotion from Semester-IV to Semester-V (taken together of Semester I, II, III & IV) a student has to pass in minimum 18 papers out of the total 24 papers.
- v. To get promotion from Semester-VI to Semester-VII (taken all together of Semester I, II, III, IV, V & VI) a student has to pass in minimum 26 papers out of the total 34 papers.
- vi. However, it will be necessary to procure pass marks in each of the paper before completion of the course.

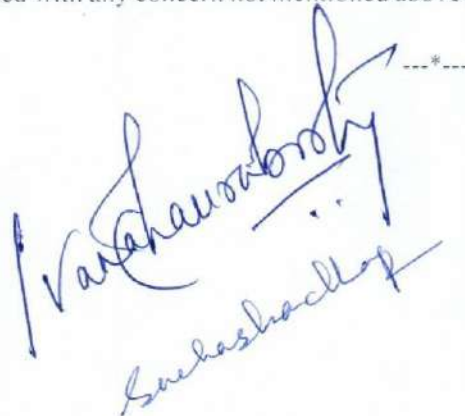
First degree programme with dual major:

- vii. Above criterions are applicable as well on the students pursuing dual degree programmes however first degree programme will remain independent of the performance of the student in dual major courses.
- viii. To get eligible for taking ESE, a student will be required to pass in at least 75% of Courses in an academic year.
- ix. A student has to pass in minimum 3 papers out of the total 4 papers.
- x. It will be a necessity to clear all papers of second major programme in second attempt in succeeding session, failing which the provision of dual major will be withdrawn and the student will be entitled for single first degree programme.

PUBLICATION OF RESULT

- The result of the examination shall be notified by the Controller of Examinations of the College in different newspapers and also on College website.
- If a student is found indulged in any kind of malpractice/ unfair means during examination, the examination taken by the student for the semester will be cancelled. The candidate has to reappear in all the papers of the session with the students of next coming session and his one year will be detained. However, marks secured by the candidate in all previous semesters will remain unaffected.
- There shall be no Supplementary or Re-examination for any subject. Students who have failed in any subject in an even semester may appear in the subsequent even semester examination for clearing the backlog. Similarly, the students who have failed in any subject in an odd semester may appear in the subsequent odd semester examination for clearing the backlog.

Regulation related with any concern not mentioned above shall be guided by the Regulations of the College for FYUGP.


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COURSE STRUCTURE FOR FYUGP 'HONOURS/ RESEARCH'

Table 1: Credit Framework for Four Year Undergraduate Programme (FYUGP) under State Universities of Jharkhand [Total Credits = 160]

Level of Courses	Semester	ML: Discipline Specific Courses - Core or Major (80)	MN: Minor from discipline (16)	MN: Minor from vocational (16)	MDC: Multidisciplinary Courses [Life sciences, Physical Sciences, Mathematical and Computer Sciences, Data Analysis, Social Sciences, Humanities, etc.] (9)	AEC: Ability Enhancement Courses (Modern Indian Language and English) (8)	SEC: Skill Enhancement Courses (9)	VAC: Value Added Courses (6)	IAP: Internship/ Dissertation (4)	RC: Research Courses (12)	AML: Advanced Courses in lieu of Research (12)	Credits	Double Major (DML)
I	2	3	4	5	6	7	8	9	10	11	12	13	14
100-199: Foundation or Introductory courses	I	4	4		3	2	3	4				20	4+4
	II	4+4		4	3	2	3					20	4+4
Exit Point: Undergraduate Certificate provided with Summer Internship/ Project (4 credits)													
200-299: Intermediate-level courses	III	4+4	4		3	2	3					20	4+4
	IV	4+4+4		4		2		2				20	4+4
Exit Point: Undergraduate Diploma provided with Summer Internship in 1 st or 2 nd year/ Project (4 credits)													
300-399: Higher-level courses	V	4+4+4	4						4			20	4+4
	VI	4+4+4+4		4								20	4+4
Exit Point: Bachelor's Degree													
400-499: Advanced courses	VII	4+4+4+4	4									20	4+4
	VIII	4		4						12	4+4+4	20	4+4
Exit Point: Bachelor's Degree with Hons. /Hons. with Research													
												160	224

Note: Honours students not undertaking research will do 3 courses for 12 credits in lieu of a Research project / Dissertation.

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COURSES OF STUDY FOR FOUR YEAR UNDERGRADUATE PROGRAMME **2022 onwards****Table 2: Semester wise Course Code and Credit Points for Single Major:**

Semester	Common, Introductory, Major, Minor, Vocational & Internship Courses		
	Code	Papers	Credits
I	AEC-1	Language and Communication Skills (MIL 1 - Hindi/ English)	2
	VAC-1	Value Added Course-1	4
	SEC-1	Skill Enhancement Course-1	3
	MDC-1	Multi-disciplinary Course-1	3
	MN-1A	Minor from Discipline-1	4
	MJ-1	Major paper 1 (Disciplinary/Interdisciplinary Major)	4
II	AEC-2	Language and Communication Skills (MIL 2 - English/ Hindi)	2
	SEC-2	Skill Enhancement Course-2	3
	MDC-2	Multi-disciplinary Course-2	3
	MN-2A	Minor from Vocational Studies/Discipline-2	4
	MJ-2	Major paper 2 (Disciplinary/Interdisciplinary Major)	4
	MJ-3	Major paper 3 (Disciplinary/Interdisciplinary Major)	4
III	AEC-3	Language and Communication Skills (Language Elective 1 - Modern Indian language including TRL)	2
	SEC-3	Skill Enhancement Course-3	3
	MDC-3	Multi-disciplinary Course-3	3
	MN-1B	Minor from Discipline-1	4
	MJ-4	Major paper 4 (Disciplinary/Interdisciplinary Major)	4
	MJ-5	Major paper 5 (Disciplinary/Interdisciplinary Major)	4
IV	AEC-3	Language and Communication Skills (Language Elective - Modern Indian language including TRL)	2
	VAC-2	Value Added Course-2	2

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	MN-2B	Minor from Vocational Studies/Discipline-2	4
	MJ-6	Major paper 6 (Disciplinary/Interdisciplinary Major)	4
	MJ-7	Major paper 7 (Disciplinary/Interdisciplinary Major)	4
	MJ-8	Major paper 8 (Disciplinary/Interdisciplinary Major)	4
V	MN-1C	Minor from Discipline-1	4
	MJ-9	Major paper 9 (Disciplinary/Interdisciplinary Major)	4
	MJ-10	Major paper 10 (Disciplinary/Interdisciplinary Major)	4
	MJ-11	Major paper 11 (Disciplinary/Interdisciplinary Major)	4
	IAP	Internship/Apprenticeship/Field Work/Dissertation/Project	4
VI	MN-2C	Minor from Vocational Studies/Discipline-2	4
	MJ-12	Major paper 12 (Disciplinary/Interdisciplinary Major)	4
	MJ-13	Major paper 13 (Disciplinary/Interdisciplinary Major)	4
	MJ-14	Major paper 14 (Disciplinary/Interdisciplinary Major)	4
	MJ-15	Major paper 15 (Disciplinary/Interdisciplinary Major)	4
VII	MN-1D	Minor from Discipline-1	4
	MJ-16	Major paper 16 (Disciplinary/Interdisciplinary Major)	4
	MJ-17	Major paper 17 (Disciplinary/Interdisciplinary Major)	4
	MJ-18	Major paper 18 (Disciplinary/Interdisciplinary Major)	4
	MJ-19	Major paper 19 (Disciplinary/Interdisciplinary Major)	4
VIII	MN-2D	Minor from Vocational Studies/Discipline-2	4
	MJ-20	Major paper 20 (Disciplinary/Interdisciplinary Major)	4
	RC/ OR AMJ-1 AMJ-2 AMJ-3	Research Internship/Field Work/Dissertation OR Advanced Major paper-1 (Disciplinary/Interdisciplinary Major) Advanced Major paper-2 (Disciplinary/Interdisciplinary Major) Advanced Major paper-3 (Disciplinary/Interdisciplinary Major)	12/ 4 4 4
	Total Credit		160

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NUMBER OF CREDITS BY TYPE OF COURSE

The hallmark of the **new** curriculum framework is the flexibility for the students to learn courses of their choice across various branches of undergraduate programmes. This requires that all departments prescribe a certain specified number of credits for each course and common instruction hours (slot time).

Table 3: Overall Course Credit Points for Single Major

Courses	Nature of Courses	3 yr UG Credits	4 yr UG Credits
Major	Core courses	60	80
Minor	i. Discipline/ Interdisciplinary courses and ii. Vocational Courses	24	32
Multidisciplinary	3 Courses	9	9
AEC	Language courses	8	8
SEC	Courses to be developed by the College	9	9
Value Added Courses	Understanding India, Environmental Studies, Digital Education, Health & wellness, Summer Internship/ Apprenticeship/ Community outreach activities, etc.	6	6
Internship (In any summer vacation for Exit points or in Semester-V)		4	4
Research/ Dissertation/ Advanced Major Courses	Research Institutions/ 3 Courses		12
Total Credits =		120	160

Table 4: Overall Course Code and Additional Credit Points for Double Major

Courses	Nature of Courses	3 yr UG Credits	4 yr UG Credits
Major 1	Core courses	60	80
Major 2	Core courses	48	64
Minor	i. Discipline/ Interdisciplinary courses and ii. Vocational Courses	24	32
Multidisciplinary	3 Courses	9	9
AEC	Language courses	8	8
SEC	Courses to be developed by the College	9	9
Value Added Courses	Understanding India, Environmental Studies, Digital Education, Health & wellness, Summer Internship/ Apprenticeship/ Community outreach activities, etc.	6	6
Internship (In any summer vacation for Exit points or in Semester-V)		4	4
Research/ Dissertation/ Advanced Major Courses	Research Institutions/ 3 Courses		12
Total Credits =		168	224

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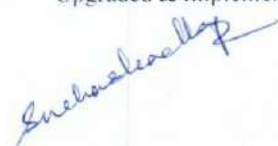
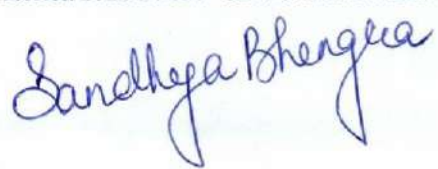
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Table 5: Semester wise Course Code and Additional Credit Points for Double Major:

Semester	Double Major Courses		Credits
	Code	Papers	
I	DMJ-1	Double Major paper-1 (Disciplinary/Interdisciplinary Major)	4
	DMJ-2	Double Major paper-2 (Disciplinary/Interdisciplinary Major)	4
II	DMJ-3	Double Major paper-3 (Disciplinary/Interdisciplinary Major)	4
	DMJ-4	Double Major paper-4 (Disciplinary/Interdisciplinary Major)	4
III	DMJ-5	Double Major paper-5 (Disciplinary/Interdisciplinary Major)	4
	DMJ-6	Double Major paper-6 (Disciplinary/Interdisciplinary Major)	4
IV	DMJ-7	Double Major paper-7 (Disciplinary/Interdisciplinary Major)	4
	DMJ-8	Double Major paper-8 (Disciplinary/Interdisciplinary Major)	4
V	DMJ-9	Double Major paper-9 (Disciplinary/Interdisciplinary Major)	4
	DMJ-10	Double Major paper-10 (Disciplinary/Interdisciplinary Major)	4
VI	DMJ-11	Double Major paper-11 (Disciplinary/Interdisciplinary Major)	4
	DMJ-12	Double Major paper-12 (Disciplinary/Interdisciplinary Major)	4
VII	DMJ-13	Double Major paper-13 (Disciplinary/Interdisciplinary Major)	4
	DMJ-14	Double Major paper-14 (Disciplinary/Interdisciplinary Major)	4
VIII	DMJ-15	Double Major paper-15 (Disciplinary/Interdisciplinary Major)	4
	DMJ-16	Double Major paper-16 (Disciplinary/Interdisciplinary Major)	4
		Total Credit	64

Abbreviations:

AEC	Ability Enhancement Courses
SEC	Skill Enhancement Courses
IAP	Internship/Apprenticeship/ Project
MDC	Multidisciplinary Courses
MJ	Major Disciplinary/Interdisciplinary Courses
DMJ	Double Major Disciplinary/Interdisciplinary Courses
MN	Minor Disciplinary/Interdisciplinary Courses
AMJ	Advanced Major Disciplinary/Interdisciplinary Courses
RC	Research Courses

AIMS OF BACHELOR'S DEGREE PROGRAMME IN SOCIOLOGY

The broad aims of the LOCF for Sociology are:

- (i) The Honours/Research program in Sociology is premised on an axiom that a graduate is not the mere product of a system. On the contrary, the graduate attributes are the most concrete manifestation of the spirit of the entire program, its operationalization through institutions and collective and concerted efforts of all stake holders.
- (ii) Every other feature of the programme is fused into this. Hence graduate attributes, qualification descriptors and programme learning outcomes may not be described separately since they are innately interconnected.
- (iii) A Sociology graduate would be a person with a thorough grounding in the fundamentals of Sociology and infused with the '*Sociological Imagination*'. They can see the connections between biographies and history, personal problems and historical currents, pierce the seamless fabric of common sense that envelopes the everyday life of societies, draw connections between seemingly independent social factors, processes and institutions using observation and analysis.
- (iv) Being trained in a highly context-sensitive discipline, a Sociology graduate is alert to social, cultural and historical context of all issues. In the Indian context, that implies an ingrained post-colonial sensibility that critically engages constitutions of self and engagement with the other.
- (v) Sociology is a deeply self-reflexive discipline with an inter-disciplinary orientation. A graduate would be capable of describing and embodying the mandate and perspective of Sociology as a discipline, how it differs from cognate social sciences and be able to engage productively with them without losing disciplinary perspective.
- (vi) A Sociology graduate is exposed to a significant quantum of concepts, conceptual writing, theories and theoretical reasoning throughout the three years across all the courses. Hence she/ he has an ability to grasp and generate a conceptual conversation in general and within the discipline of Sociology in particular.
- (vii) She/he is also familiar with well-defined, critical and evolving multiplicity of theoretical perspectives. A Sociology graduate would be well versed with the basic tenets of these perspectives and capable of generating versions of social world from these perspectives.
- (viii) Endowed with this awareness of multiple perspectives on any significant issue a Sociology graduate is able to reason it out and weigh the various operational options in any given context.
- (ix) Rigorous empirical investigation of the social being an inalienable aspect of graduate training, Sociology graduates are well trained to engage in research. They are familiar with the elementary techniques of social investigation via a thorough two semesters long training in sociological research methods.
- (x) A chief graduate attribute of Sociology students is a demonstrable ability to constitute a significant sociological problem to investigate, design research, choose appropriate techniques of social investigation, gather data from a scientifically determined sample, make sense of the data after due analysis, render the results in appropriate conceptual context and draw viable theoretical conclusions. Sociology graduates are an embodiment of highly desirable combination of keen observation, deep empathy, rigorous reason, hardnosed empiricism and scholarly detachment.
- (xi) They have abilities to read diverse kinds of material ranging from statistics, theoretical tracts, official reports, research reports, visual material, imaginative literature, cultural artefacts and social gestures and synthesise and generalize from them to draw viable conclusions. They are keenly aware of social context of knowledge production itself.

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PROGRAM LEARNING OUTCOMES

The broad programme learning outcomes in Sociology are:

- (i) Substantively, Sociology graduates possess specialized knowledge of a range of social institutions and processes. Through courses on Indian society, polity, economy, religion, kinship and family, gender and social stratification they have a fine grasp of social structures, processes, institutions, cultural diversities and dynamics of social change along with attendant conceptual tool-kit of the discipline.
- (ii) The courses around these themes are constructed inter-textually and indexed to the courses on theories and methods. Hence a key graduate attribute in terms of disciplinary knowledge is an ability to access substantive stock of existing research on these areas of sociological knowledge and invoke it strategically to draw conclusions, throw light on emerging issues, and generate insights and research agendas.
- (iii) Sociology graduates are instinctually comparative across and within the cultures. They are trained to spot social patterns and trends and seek causation at the level of social and cultural collectives to explain the observed social regularities. They are averse to attaching undue causal weight to individual subjective understandings and are resistant to unfounded ethnocentric assumptions.
- (iv) They can seamlessly redefine and reconstitute a range of social issues at multiple scales from diverse perspectives simultaneously to produce optimal solutions. Most students find this new found ability not only transformative but almost therapeutic.
- (v) A Sociology graduate is likely to have a specialized understanding of sociological conversation around Sociology of Gender; Social Stratification; Urban Sociology; Agrarian Sociology; Environmental Sociology; Sociology of Work and Industry; Health and Medicine; Visual Cultures; Indian Sociological Traditions and Reading Ethnographic Monographs.
- (vi) Sociology is both precise and evocative in the representation of the results of its scholarly labours. It is also keenly aware of its role in educating the public and dispelling common misconceptions and prejudices.
- (vii) Hence good communication skills are imperative for a Sociology graduate. Sociological communication takes three principal forms: oral, written and visual.
- (viii) Sociology is a worldly science that incessantly draws students beyond class rooms and harnesses the productive tension between library work, field work and a call to interventionist action.
- (ix) A Sociology graduate is ideal for employment needs where a graduate from liberal arts would fit in for this rare blend. They are a perfect fit for the areas (but not limited to them alone) such as law, development studies, development practice, social work, bureaucracy and public institutions, women's studies, gender studies, area studies, international relations, policy studies, policy implementation, advocacy, management, marketing, social psychology, industrial organization, election studies, data sciences, journalism, criminology, and careers in fine and performing arts.
- (x) Sociology is both a profession and a vocation. A lifelong commitment to learning, critical thinking and to the cause of the collective well-being rather than narcissistic self-indulgence.
- (xi) It is a cosmopolitan science that is positive and normative at once. A Sociology graduate would make an enlightened leader and an informed follower.

The chief attribute of a Sociology graduate is that she/he is well prepared in discharging her/his responsibilities as a conscious citizen while having a productive career and leading a meaningful life.

Sneha Chakraborty

Vandana Bhatnagar
Sandhya Bhengra

SEMESTER WISE COURSES IN SOCIOLOGY MAJOR-1 FOR FYUGP

2022 onwards

Table 7: Semester wise Examination Structure in Discipline Courses:

Semester	Courses		Examination Structure			
	Code	Papers	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical/ Viva (F.M.)
I	MJ-1	Principles of Sociology	4	25	75	---
II	MJ-2	Classical Sociological Thinkers	4	25	75	---
	MJ-3	Social Stratification	4	25	75	---
III	MJ-4	Indian Society – I	4	25	75	---
	MJ-5	Rural Sociology	4	25	75	---
IV	MJ-6	Urban Sociology	4	25	75	---
	MJ-7	Indian Sociological Thinkers	4	25	75	---
	MJ-8	Population and Society	4	25	75	---
V	MJ-9	Social Anthropology	4	25	75	---
	MJ-10	Family, Marriage and Kinship	4	25	75	---
	MJ-11	Indian Society – II	4	25	75	---
VI	MJ-12	Political Sociology	4	25	75	---
	MJ-13	Modern Sociological Thought	4	25	75	---
	MJ-14	Social Movements	4	25	75	---
	MJ-15	Crime And Society	4	25	75	---
VII	MJ-16	Research Methods And Statistics	4	25	75	---
	MJ-17	Social Change and Development	4	25	75	---
	MJ-18	Sociology of Globalization	4	25	75	---
	MJ-19	Sociology of Tribes	4	25	75	---
VIII	MJ-20	Sociology of Religion	4	25	75	---
	AMJ-1	Sociology of Gender	4	25	75	---
	AMJ-2	Environmental Sociology	4	25	75	---
	AMJ-3	Sociology of Education	4	25	75	---
	or RC-1	Research Methodology	4	25	75	---
	RC-2	Project Dissertation/ Research Internship/ Field Work	8	---	---	200
Total Credit			92			

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Table 8: Semester wise Course Code and Credit Points for Skill Enhancement Courses:

Semester	Skill Enhancement Courses		Examination Structure			
	Code	Papers	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical/ Viva (F.M.)
I	SEC-1	Reading, Writing and Reasoning for Sociology	3	---	75	---
II	SEC-2	Techniques of Social Research	3	---	75	---
III	SEC-3	Elementary Computer Application Softwares	3	---	75	---
		Total Credit	9			

Table 9: Semester wise Course Code and Credit Points for Minor Courses:

Semester	Minor Courses		Examination Structure			
	Code	Papers	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical/ Viva (F.M.)
I	MN-1A	Introductory Sociology	4	25	75	---
III	MN-1B	Modern Indian Social Thinkers	4	25	75	---
V	MN-1C	Culture and Society	4	25	75	---
VII	MN-1D	Rural Society in India	4	25	75	---
		Total Credit	16			

Vandana Singh

Sandhya Shengra

Sushasree

INSTRUCTION TO QUESTION SETTER

SEMESTER INTERNAL EXAMINATION (SIE):

There will be Only One Semester Internal Examination in Major, Minor and Research Courses, which will be organized at college/institution level. However, Only One End semester evaluation in other courses will be done either at College/ Institution or College level depending upon the nature of course in the curriculum.

A. (SIE 10+5=15 marks):

There will be two group of questions. **Question No.1 will be very short answer type in Group A** consisting of five questions of 1 mark each. **Group B will contain descriptive type** two questions of five marks each, out of which **any one** to answer.

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks.

B. (SIE 20+5=25 marks):

There will be two group of questions. **Group A is compulsory** which will contain two questions. **Question No.1 will be very short answer type** consisting of five questions of 1 mark each. **Question No.2 will be short answer type** of 5 marks. **Group B will contain descriptive type** two questions of ten marks each, out of which **any one** to answer.

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 20 Marks, (b) Class Attendance Score (CAS) of 5 marks.

Conversion of Attendance into score may be as follows:

Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks.

END SEMESTER COLLEGE EXAMINATION (ESE):

A. (ESE 60 marks):

There will be two group of questions. **Group A is compulsory** which will contain three questions. **Question No.1 will be very short answer type** consisting of five questions of 1 mark each. **Question No.2 & 3 will be short answer type** of 5 marks. **Group B will contain descriptive type** five questions of fifteen marks each, out of which **any three** are to answer.

B. (ESE 75 marks):

There will be two group of questions. **Group A is compulsory** which will contain three questions. **Question No.1 will be very short answer type** consisting of five questions of 1 mark each. **Question No. 2 & 3 will be short answer type** of 5 marks. **Group B will contain descriptive type** six questions of fifteen marks each, out of which **any four** are to answer.

C. (ESE 100 marks):

There will be two group of questions. **Group A is compulsory** which will contain three questions. **Question No.1 will be very short answer type** consisting of ten questions of 1 mark each. **Question No. 2 & 3 will be short answer type** of 5 marks. **Group B will contain descriptive type** six questions of twenty marks each, out of which **any four** are to answer.

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FORMAT OF QUESTION PAPER FOR SEMESTER INTERNAL EXAMINATION

Question format for 10 Marks:

Subject/ Code		Exam Year
F.M. =10	Time=1Hr.	
General Instructions: <ol style="list-style-type: none"> Group A carries very short answer type compulsory questions. Answer 1 out of 2 subjective/ descriptive questions given in Group B. Answer in your own words as far as practicable. Answer all sub parts of a question at one place. Numbers in right indicate full marks of the question. 		
<u>Group A</u>		
1.		[5x1=5]
i.	.....
ii.	.....
iii.	.....
iv.	.....
v.	.....
<u>Group B</u>		
2.	.....	[5]
3.	.....	[5]
Note: There may be subdivisions in each question asked in Theory Examination.		

Question format for 20 Marks:

Subject/ Code		Exam Year
F.M. =20	Time=1Hr.	
General Instructions: <ol style="list-style-type: none"> Group A carries very short answer type compulsory questions. Answer 1 out of 2 subjective/ descriptive questions given in Group B. Answer in your own words as far as practicable. Answer all sub parts of a question at one place. Numbers in right indicate full marks of the question. 		
<u>Group A</u>		
1.		[5x1=5]
i.	.....
ii.	.....
iii.	.....
iv.	.....
v.	.....
2.	.....	[5]
<u>Group B</u>		
3.	.....	[10]
4.	.....	[10]
Note: There may be subdivisions in each question asked in Theory Examination.		

FORMAT OF QUESTION PAPER FOR END SEMESTER COLLEGE EXAMINATION**Question format for 50 Marks:**

F.M. =50	Subject/ Code Time=3Hrs.	Exam Year
General Instructions:		
i. Group A carries very short answer type compulsory questions. ii. Answer 3 out of 5 subjective/ descriptive questions given in Group B . iii. Answer in your own words as far as practicable. iv. Answer all sub parts of a question at one place. v. Numbers in right indicate full marks of the question.		
<u>Group A</u>		
1.		[5x1=5]
i.	
ii.	
iii.	
iv.	
v.	
<u>Group B</u>		
2.	[15]
3.	[15]
4.	[15]
5.	[15]
6.	[15]
Note: There may be subdivisions in each question asked in Theory Examination.		

Question format for 60 Marks:

F.M. =60	Subject/ Code Time=3Hrs.	Exam Year
General Instructions:		
i. Group A carries very short answer type compulsory questions. ii. Answer 3 out of 5 subjective/ descriptive questions given in Group B . iii. Answer in your own words as far as practicable. iv. Answer all sub parts of a question at one place. v. Numbers in right indicate full marks of the question.		
<u>Group A</u>		
1.		[5x1=5]
i.	
ii.	
iii.	
iv.	
v.	
2.	[5]
3.	[5]
<u>Group B</u>		
4.	[15]
5.	[15]
6.	[15]
7.	[15]
8.	[15]
Note: There may be subdivisions in each question asked in Theory Examination.		

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Question format for 75 Marks:

Subject/ Code		Exam Year
F.M. = 75	Time=3Hrs.	
General Instructions:		
i. Group A carries very short answer type compulsory questions. ii. Answer 4 out of 6 subjective/ descriptive questions given in Group B . iii. Answer in your own words as far as practicable. iv. Answer all sub parts of a question at one place. v. Numbers in right indicate full marks of the question.		
<u>Group A</u>		
1.		[5x1=5]
i.	.....
ii.	.....
iii.	.....
iv.	.....
v.	.....
2.	.....	[5]
3.	.....	[5]
<u>Group B</u>		
4.	.....	[15]
5.	.....	[15]
6.	.....	[15]
7.	.....	[15]
8.	.....	[15]
9.	.....	[15]
Note: There may be subdivisions in each question asked in Theory Examination.		

Question format for 100 Marks:

Subject/ Code		Exam Year
F.M. = 100	Time=3Hrs.	
General Instructions:		
i. Group A carries very short answer type compulsory questions. ii. Answer 4 out of 6 subjective/ descriptive questions given in Group B . iii. Answer in your own words as far as practicable. iv. Answer all sub parts of a question at one place. v. Numbers in right indicate full marks of the question.		
<u>Group A</u>		
1.		[10x1=10]
i.	.....
ii.	.....
iii.	.....
iv.	.....
v.	.....
vi.	.....
vii.	.....
viii.	.....
ix.	.....
x.	.....
2.	.....	[5]
3.	.....	[5]
<u>Group B</u>		
4.	.....	[20]
5.	.....	[20]
6.	.....	[20]
7.	.....	[20]
8.	.....	[20]
9.	.....	[20]
Note: There may be subdivisions in each question asked in Theory Examination.		

SEMESTER I

I. MAJOR COURSE –MJ 1: PRINCIPLES OF SOCIOLOGY

Marks: 25 (5 Attnd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

1. To introduce students to the discipline of Sociology and orienting them to thinking sociologically.
2. To familiarise students with the relationship between Sociology and other Social Sciences
3. To introduce students to some of the basic concepts of Sociology.

Course Learning Outcomes:

1. Students will be able to orient themselves to ways of sociological thinking.
2. They will be able to explain and apply the key concepts in Sociology.

Course Content:

UNIT 1: Sociology: Discipline and Perspective

1.1 Thinking Sociologically

- a. Johnson, Allan G. 2008, *The Forest and the Trees: Sociology as Life Practice and Promise*, Philadelphia: Temple College Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', Pp. 1-36
- b. Beteille, Andre, 2009, *Sociology: Essays in Approach and Method*, Delhi: Oxford College Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27
- c. Garner, James Finn, 1994, *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc., Chapters, Introduction, 'Little Red Riding Hood' & 'Rumpelstiltskin'

1.2 Emergence of Sociology

- a. Ritzer, George, 1996, *Classical Sociological Theory*, New York: McGraw Hill, Chapter1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46

UNIT 2: Sociology and Other Social Sciences

- a. Beteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford College Press, Chapter 1, 'Sociology and Social Anthropology'
- b. Bottomore, T. B. 1971, *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin. Chapter 4, 'The Social Sciences, History and Philosophy', Pp. 65-80

UNIT 3: Basic Concepts

3.1 Individual and Group

- a. Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill,
- b. Chapter4.Pp83-94; Chapter 5. Pp104-115; Chapter 8, Pp.185-209.

3.2 Associations and Institutions

- a. Horton, Paul B., Chester L. Hunt.2004, *Sociology*. New Delhi: Tata McGraw Hill. Chapter9, Pp. 210-229.

3.3 Society and Culture

- a. Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*, 17 Edition. Chapter3, Culture, Pp 70-95. Pearson. New Delhi.
- b. Redfield, Robert1956, Chapter 16, 'How Human Society Operates', in Harry L Shapiro(ed.)
- c. *Man, Culture and Society*. New York: Oxford College Press, Pp. 345-368. approaches.

UNIT 4: Major Perspectives in Sociology

4.1 Functionalism

- a. Durkheim, Emile. 1982, *The Rules of Sociological Method*, New York: Free Press. Chapter1, What is a Social Fact? Pp. 50 – 59.

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- b. Radcliffe Brown, A. R., 1976, *Structure and Function in Primitive Society*, New York: Free Press Chapter 9 & 10, Pp. 178-204.

4.2 Conflict Perspective

- a. Marx, Karl and Fredrick Engels. 2008. *The Manifesto of the Communist Party*. London: Pluto Press. Pp. 31-66

Essential Reading:

1. [lg] t- ih-] let"ll= : vo/kkj.kk, ,o f(l)ir] ih- ,p- vkb- yfux i#boV fyfeVM
 2. f(l)/kh] ujUn: ,o xkLokeh] oU/dj] let"l= foopu] jktLFkku fgUnh xaFk vdkneh] t;ij
 3. pk/kjh] ijl dekjj let"ll= d: f(l)ir] dYikt idk"ku] ubi fnYyh
 4. Harlambos, M. 1998. *Sociology: Themes and perspectives*. New Delhi: Oxford College Press.
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Sushant Singh
Varadachari
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II. SKILL ENHANCEMENT COURSE- SEC 1: READING, WRITING AND REASONING FOR SOCIOLOGY

Marks: 75 (ESE: 3Hrs) = 75

Pass Marks: Th (ESE) = 30

(Credits: Theory-03) Theory: 45 Lectures

Course Objective:

1. Reading:

- (a) At the end of the course, students will be equipped to move from reading rudimentarily to advanced reading of texts extensively
- (b) Read academic texts and identify the central argument(s) and grasp the content of the texts
- (c) Read texts to identify the organization of ideas, structure of the arguments, style and tone of the author and author biases
- (d) Identify general conclusions from specific details in texts

2. Writing:

- (a) Identify standard elements of writing and different genres of writing from personal essay to academic writing.
- (b) Be equipped to express in different genres of writing such as summaries, critical reviews and essays, using: Multi-draft approach: pre-writing, outlining, drafting, revising, and editing. Formal academic style. Information from several sources and synthesizing into their own writing. Internationally accepted methods of citation and referencing
- (c) Be able to treat reading and writing as complementary and synergistic
- (d) Be able to conceptualize and plan a research paper

3. Reasoning:

- (a) Students should be able to approach writing as a form of reasoning, with specific organization of ideas, style and perspective
- (b) Be able to develop critical thinking through reflecting on various texts consciously and not take anything for granted in the analyses of the social world
- (c) Be able to develop scientific reasoning by reading texts for consistency and logic
- (d) As multicultural classrooms, students should be able to relate specific experiences with specific groups and generate multi-cultural competence in understanding social issues. By reading texts from cross-cultural contexts, students will be able to approach a creative synthesis in the classroom and grasp the various ways of sociological reasoning.

Course Contents

1. Introduction: The virtues of repetition [Week 1]

Academic reading and writing is really all about re-reading and rewriting – about repeatedly reworking a text until some provisional goal is achieved.

- 1.1 Assignment, Day 1: Read a short (1-2 page) academic text of moderate difficulty and summarize it in one paragraph (3-4 sentences). (This is without prior guidance by the instructor).
- 1.2 Assignment, Day 2: Re-read the same text and re-write the summary after a brief discussion of 'CONTENT' (does the summary contain most of the most important points made in the text?)
- 1.3 Assignment, Day 3: Re-read the same text and re-write the summary again after a brief discussion of 'FORM' (is the summary well structured, clear and effective?)

2. Techniques for reading academic texts [Weeks 2-4]

2.1 Grasping the whole: How to get an overview

- 2.1.1 Titles as the shortest summary of a text
- 2.1.2 Good and bad titles
- 2.1.3 Section headings (where present)
- 2.1.4 Introductions and Conclusions
- 2.1.5 Identifying important passages and sentences

2.2 Divide and conquer: Taking texts apart

- 2.2.1 Beginning, middle and conclusion – stages of argument
- 2.2.2 The architecture of arguments: main, subsidiary, minor
- 2.2.3 Everything is not equally important: Distribution of emphasis

2.3 Getting outside help: Recruiting extra resources

- 2.3.1 Isolating words & terms: Dictionaries, Encyclopedias
- 2.3.2 Contextualising texts with quick background research
- 2.3.3 Productive ways of asking for help from teachers/tutors

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Sudhakar Das

Sandhya Bhargava

3. Techniques for writing academic prose [Weeks 5–7]**3.1 Building a structure: What do you want to say?**

- 3.1.1 Beginning, middle and conclusion – stages of argument
- 3.1.2 The architecture of arguments: main, subsidiary, minor
- 3.1.3 Everything is not equally important: Distribution of emphasis

3.2 Working with blocks: Sections, Paragraphs, Sentences

- 3.2.1 How many sections? Job descriptions for each section
- 3.2.2 Paragraphs as key building blocks of academic prose
- 3.2.3 Sentences and punctuation; length, balance, continuity

3.3 Borrowing material: Paraphrasing, Quoting, Citing

- 3.3.1 The difference between paraphrasing and plagiarism
- 3.3.2 Quotations: When? Why? How?
- 3.3.3 Citation styles
- 3.3.4 Productive ways of asking for help from teachers/tutors

4. Final sessions: peer reviewing [Week 8]

The ability to judge and evaluate is a crucial skill, particularly when applied to oneself. Students will practice evaluating each other's work throughout the semester, but the last week can be formalized and stepped up into a more elaborate exercise.

- 1.1 Assignment, Day 1: The whole class does an individualized, two-part composite reading and writing exercise designed by the instructor based on semester long experience of student abilities and interests.
- 1.2 Assignment, Day 2: The reading part of the individual assignment is randomly distributed for students to evaluate and comment on their colleagues' work. The instructor moderates discussion of strengths and weaknesses, highlighting techniques for recognizing quality (or its lack).
- 1.3 Assignment, Day 3: The writing part of the assignment is similarly distributed and evaluated through interactive, moderated discussion.

References:

Through this course, students should learn how to recognize good or bad writing and should be equipped with the elementary techniques for 'repairing' bad or damaged prose. The course will be preceded by a workshop for teachers. Short extracts for class exercises will be culled from classic and contemporary social science texts of varying levels of difficulty and of different genres and styles. The actual set of texts will be decided at the preparatory workshop. Examples could include:

1. Bailey, S. (2005). Academic Writing. London: Routledge
2. Becker, Howard Saul and Pamela Richards. Writing For Social Scientists. Chicago: College of Chicago Press, 2007
3. Creme, P. and Lea, M. (2006). Writing at College. Berkshire: Open College Press
4. Dillard, A. (1995). The writing life. New York, NY: HarperPerennial Fairbairn, G. and Fairbairn, S. (2010). Reading at College. Buckingham: Open College Press
5. Douglas, Mary (1986) How institutions think. Syracuse College Press, Syracuse, New York.
6. Graff, Gerald, (2014) "They Say / I Say" – The Moves That Matter in Academic Writing 3e., New York: W. W. Norton & Company
7. Johnson, William A. Et. Al. The Sociology Student Writer's Manual. New Jersey: Prentice Hall, 2000
8. Keynes, John Maynard (1936) The general theory of employment, interest and money, Palgrave Macmillan, United Kingdom
9. Louis Dumont (1980) Homo Hierarchicus, College of Chicago Press.
10. Parsons, Talcott (1951): The social system, Glencoe III, Free Press
11. Romila Thapar (2004) Somanatha: The many voices of history, Penguin Books, India
12. Sunil Khilnani (1997) The idea of India, Penguin Books.
13. Thomson, A. Et. Al. Critical Reasoning. London: Routledge. 2001
14. Well-known guides to academic writing (such as Howard Becker's Writing for Social Scientists) will also be used where appropriate.

Additional Resources:

15. Axelrod Rise B. and Charles R. Cooper. The St. Martin's Guide to Writing. New York: St. Martin's Press. 1991.
16. Shrodes, Caroline. Et. Al (Eds.) The Conscious Reader. New York: Macmillan, 1988.

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Sushil Kulkarni

Sandhya Bhargava

V. V. V. V. V.

SEMESTER II

I. MAJOR COURSE- MJ 2: CLASSICAL SOCIOLOGICAL THINKERS

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

1. Objective of teaching sociological Thinkers to undergraduate students is to enable them to apply theory to their own everyday life experiences.
2. This requires that students develop their sociological imagination and the capacity to read each situation sociologically and then to think about it theoretically.
3. To this end, it is imperative that sociological theory courses demonstrate the applicability of theory to students.

Course Learning Outcome:

1. Understanding the grand foundational themes of sociology.
2. Application of theories and concepts from classical sociological theories to develop intellectual openness and curiosity.
3. Appreciation of the classical concepts and theories to develop awareness of the limits of current knowledge.

Course Content:

UNIT 1: Auguste Comte

1.1 Law of Three Stages

- a. Comte, Auguste, 1830, *The Course of Positive Philosophy*

UNIT 2: Karl Marx

2.1 Dialectics and Historical Materialism.

2.2 Class Struggle

- a. Marx, K. and F. Engels. 1969. *Selected Works Vol. I*. Moscow: Progress Publishers. pp. 13- 15 (Theses on Feuerbach), pp.16-80 (A Critique of the German Ideology), pp. 98-137
- b. (Manifesto of the Communist Party), pp.142-173 (Wage Labour and Capital), pp.502- 506 (Abstract of Preface from *A Contribution to the Critique of Political Economy*).

UNIT 3: Max Weber

3.1 Social Action and Ideal Types

3.2 Religion and Economy

- a. Weber, Max. 1947. *The Theory of Social and Economic Organization*. New York, The Free Press, pp.87-123
- b. Weber, Max. 2002. *The Protestant Ethic and the Spirit of Capitalism* (translated by Stephen Kalberg). London: Blackwell Publishers, pp. 3-54, 103-126, Chapters I, II, III, IV & V

UNIT 4: Emile Durkheim

4.1 Social Fact

4.2 Suicide

- a. Durkheim, E. 1958. *The Rules of Sociological Method*. New York: The Free Press. pp. 48- 107, 119-144
- b. Durkheim, E. 1951. *Suicide: A Study in Sociology*. New York: The Free Press, pp. 41-56, 145- 151.
- c. Durkheim, E. 1964. *The Division of Labour in Society*, New York, The Free Press. Ch2&3 pp.70-133.

Essential Reading:

1. [lg] t- ih-] ik"pkR; Uelftd fpUrd] ,d LekypukRed nfeVdk.k] jkor ifeyd"uL] t; ij
2. gLu] ,e-] Leit"uL=; fopkj] vkfj; V eyd Lokiu] fgek; r uxj] gnjkckn-
3. nks'kh] ,l ,y-] ,o: tlu] ih- li] Uelftd fopkj] jkor ifeyd"uL] t; ij
4. edth] johUnukFk] Uelftd fopkj/kkj] food idk"ku] fnYyh-

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II. MAJOR COURSE- MJ 3: SOCIAL STRATIFICATION

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

1. This course introduces students to Sociological Study of Social Inequalities.
2. It acquaints students with principal theoretical perspectives on and diverse forms of social inequality in articulation with each other.

Course Learning Outcomes:

1. Students will learn about the socio-historical context of stratification theoretical concerns and problems and contemporary issues related to inequalities and its forms.
2. Understanding of stratification and theories would sensitize students to its various sociological aspects, providing ample scope for applied learning and application.
3. Examining forms of stratification, understanding the relevance of caste, race and ethnic identities in contemporary world.

Course Content:

UNIT 1: Introducing Stratification

- a. Beteille, Andre Inequality among Men. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22

UNIT 2: Theories of Stratification

2.1 Marx, Weber and Class

- a. Bendix Reinhard 'Inequality and Social Structure: Comparison of Marx and Weber' American Sociological Review, Vol. 39, No. 2 (Apr., 1974), pp. 149-161

2.2 Functional theory of stratification

- a. Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. American Sociological Review 10.2 (1945): pp. 242-249

UNIT 3: Identities and Inequalities

3.1 Caste and Race

- a. Bailey F G 'Closed Social Stratification in India', European Journal of Sociology Vol. 4, No.1 (1963) pp. 107-124
- b. Omi, Michael, and Howard Winant. Racial Formation in the United States. New York: Routledge & Kegan Paul, 1986. Chapters 1 & 4, pp. 14-24 and 57-69

3.2 Feminism and Gendered Stratification

- a. Begum Rokeya, Sultana's Dream
- b. Collins, Patricia Hill. 'Toward a New Vision: Race Class and Gender as Categories of analysis and Connection' Race, Sex & Class, Vol. 1, No. 1 (Fall 1993), pp. 25-45

UNIT 4: Social Mobility: Concept and types

- a. Goldthorpe, J. H. The Constant Flux; A Study of Class Mobility in Industrial Societies, Oxford; Clarendon press.

Suggested Readings:

1. Bailey F G 'Closed Social Stratification in India', European Journal of Sociology Vol. 4, No. 1 (1963) pp. 107-124
2. Bendix Reinhard 'Inequality and Social Structure: Comparison of Marx and Weber' American Sociological Review, Vol. 39, No. 2 (Apr., 1974), pp. 149-161
3. Beteille, Andre, Inequality among Men. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22
4. Davis Kingsley and Wilbert E Moore 'Some Principles of Stratification: Critical Analysis: Reply'. American Sociological Review Vol. 18, No. 4 (Aug., 1953), pp. 394-397
5. Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. American Sociological Review 10.2 (1945): pp. 242-249

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Snehas Kachhap

Sandhya Bhargava

6. Goldthorpe, J. H. The Constant Flux; A Study of Class Mobility in Industrial Societies, Oxford; Clarendon press.
 7. Stinchcombe, Arthur L. 'Some Empirical Consequences of the Davis-Moore Theory of Stratification'. American Sociological Review 28.5 (1963), pp. 805-808
 8. Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. From Max Weber. New York: Oxford College Press, 1946. Chapter VII, Class, Status, Party. Pp. 180- 195
 9. f(l/kh) ujlun: dek j ,o xkLokh] oL/dj] Leit "ll= foopu] jktLFkku fgUnh x:Fk vdkneh] t;ij
 10. "kekZ] d:- ,y- l leld Lrjhdj.k] 2011] jkor ifeyd"ku
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III. SKILL ENHANCEMENT COURSE- SEC 2: TECHNIQUES OF SOCIAL RESEARCH

Marks: 75 (ESE: 3Hrs) = 75

Pass Marks: Th (ESE) = 30

(Credits: Theory-03) **Theory: 45 Lectures****Course Objectives:**

1. This course aims to enhance the skills of students to understand and use techniques employed by social scientists to investigate social phenomena.
2. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research. The focus is on understanding through suggested exercises.
3. A minimum of two hours each working day devoted for this course meet the objective.

Course Contents:

The course will be based on exercises to be done in groups.

1. Research Design (Week 1- 2)

- 1.1 Bryman, A. 2008, Social Research Methods, Oxford: Oxford College Press, Chapter 2,3,4&5, pp. 29-136
- 1.2. Amir B. Marvasti, 2004, Qualitative Research in Sociology, London: Sage, Chapter 2,3,4,5,6&7, pp.14-144

Suggested Assignments:

- a) Design a survey on factors effecting marriage choices of young people.
- b) Visit a shopping mall and observe the interaction between employees and customers/visitors. Identify themes based on your observation and prepare a questionnaire based on this experience.
- c) Visit the college canteen/ administrative office/a bus stop/ area outside the metro station and observe all that happens for an hour or more and write a descriptive note on it. Discussions on these notes to follow.
- d) Visit a police station/ hospital/court and spend a few hours observing the scene. Write a short essay on issues of access to the field, rapport building and your role as an ethnographer.

2. Data Collection (Weeks 3-5)

- 2.1 Lofland J. and Lofland L. 1984, Analysing Social Settings: A Guide to Qualitative Observation and Experiment, California: Wadsworth
- 2.2 Morgan, David L. 1996, "Focus Groups", Annual Review of Sociology 22, pp. 29-52

Suggested Assignments:

- a) Conduct a structured Interview with close ended options and a relatively unstructured interview on the same topic (of your choice) with similar sets of people. Observe and note the differences.
- b) Look at NSS/NFHS/Census Data and write notes on the themes of how you can interpret the data.
- c) Look at a set of published letters of Gandhi, Nehru, C.F. Andrews, Tagore etc. and identify key social issues that are discussed in the contents of the letters.
- d) Collect 3 oral testimonies/ life histories of people who have witnessed and experienced any traumatic event in their lives.

3. Data Analysis (Weeks 6-7)

(Students will be introduced to the use of Statistical Software Packages)

Suggested Assignments/Exercise:

- a) Choose a theme of your interest- for e.g., crime, technology environmental concerns or any other and look through the Sunday editorials of any national daily of the last 3 months to locate related articles.
- b) Do a content analysis of advertisements of any one consumer product/service, which have appeared over one year in a leading national daily.
- c) Analyse the oral testimonies you have collected in Exercise 2(d). Discuss the issues and challenges in using testimony as evidence.
- d) Students will be provided with data sets to run them in a software program.

4. Framing a Research Question (Week 8)

Choose a research question, identify statement(s), hypothesis and concepts. Operationalize concepts and match the methods and tools for data collection.

SEMESTER III

I. MAJOR COURSE- MJ 4: INDIAN SOCIETY – I

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objective:

1. Understanding key concepts and institutions of Indian society.
2. To understand the modes of knowledge – construction of Indian history, society, Culture and politics
3. To examine how multiple social processes, forces and ideologies shaped the terrain of the nation.

Course Learning Outcome:

1. Through informed interrogation of concepts and institutions of India, the course contributes to the development of critical and analytical thinking. The course, supported by an inter-disciplinary approach, facilitates learning and reflecting about the multiple – and contextual – socio-cultural registers of Indian society.
2. The course adds to the sociological interpretation of Indian history and society. The India-specific themes of the course – discourse/knowledge-making, mobilization, transformation, ideology, identity and politics, for example – are treated, moreover, by drawing from sociological concepts and theories. The course connects the practical and conceptual in terms of both substance and relevance.
3. The adoption of an inter-disciplinary framework, without losing sight of the sociological, makes the course wider in scope and scale. It broadens viewpoints and encourages students to reflect deeply on the multicultural reality which is the defining feature of India. Use of innovative teaching-learning methods, the course prepares students to successfully compete in global academia.

Course Content:

UNIT 1: Indian Society: Concepts and Institutions

1.1 Varna System, Ashram –Characteristics

1.2 Caste: Concept and Critique

- a. Srinivas, M.N., 1969, "The Caste System in India", in A. Beteille (ed.) *Social Inequality: Selected Readings*, Harmondsworth: Penguin Books, Pp. 265-272.

1.3 Village: Characteristics and Change

- a. Madan, V., 2002, "Introduction" in V. Madan (ed.), *The Village in India*, Delhi: Oxford College Press, Pp. 1-26.

1.4 Kinship: Types and Usages

- a. Karve, I., 1994, "The Kinship Map of India", in P. Uberoi (ed.), *Family, Kinship and Marriage in India*, Delhi: Oxford College Press, Pp.50-73.

UNIT 2: Social Inequality and Exclusion

1.1 Caste Prejudice, Scheduled Castes, and Other Backward Classes

UNIT 3: Weaker Sections

3.1 Minorities 3.2 Women

UNIT 4: Social Problems in India

4.1 Social Problems: Meaning and Definition

4.2 Sociological Perspectives on Social Problems – Anomie and Suicide

4.3 Issues – Causes and remedies - Dowry, Domestic Violence, Communalism, Casteism

Essential Readings:

1. xlrk] ekriyky] Hkkjr esa tEt jktLFkku fgUnh xzFk vdkneh] t;ij
2. J. P. Singh, *Bharat Ka Adhunik Samaj (Society in Modern India)*, Jaipur: Rawat Publ. House, 2019.
3. J. P. Singh, *Adhunik Bharat Men Samajik Parivartan*: New Delhi: PHI Learning, 2016 (2nd Edition).
4. J. P. Singh, *Badalte Bharat Ki Samshyaen*, Patna: Janaki Prakashan, 2003. PHI learning, New Delhi
5. *Sociology of change and development*: G.R. Madan, Vivek Prakashan, New Delhi
6. *Globalization and Society*: Ravi Prakash Pandey, Shekhar Publication, Allahabad

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II. MAJOR COURSE- MJ 5: RURAL SOCIOLOGY

Marks: 25 (S Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

This course explores the traditions of enquiry and key substantive issues in rural sociology. It is comparative in nature, but pays attention to Indian themes. It also introduces emerging agrarian concerns.

Course Learning Outcomes:

On successful completion of this course the student should know:

1. Concepts of rural sociology
2. Issues of agrarian society and its transformation

Course Content:

UNIT 1: Introduction to Rural Sociology

1.1 Nature, scope and importance

- a. Desai, AR, 1959, *Rural Sociology in India*, Popular Prakashan, Bombay

1.2 Village- concept and features

- a. Madan, V., 2002, "Introduction" in V. Madan (ed.), *The Village in India*. Delhi: Oxford College Press, Pp. 1-26.

1.3 Rural Polity (Panchayati Raj System and its functions) and Economy (MNREGA)

- a. Thorner, Daniel and Alice Thorner. 'The Agrarian Problem in India Today', from, *Land and Labour in India*, Bombay: Asia Publishing House. 1962. Pp. 3-13

1.4 Family – concept and types, changing family structure in India

UNIT 2: Migration

2.1 Types

2.2 Factors

- a. Rao, M.S.A., 1981, "Some aspects of the sociology of migration", *Sociological Bulletin*, Vol. 30, 1. Pp21-38

UNIT 3: Agrarian structure and classes

3.1 Agrarian structure in Historical Perspective: Feudal, Colonial and Capitalist.

3.2 Agrarian Classes landlord, peasant, tenant, and labourer.

UNIT 4: Agrarian Reform

4.1 Principle and Practice

UNIT 5: Little Tradition – Great Tradition

UNIT 6: Innovation and Technology in Agricultural Practices

Essential Reading:

1. "kekZ] ohjUn: idk"ku] xkeh.k leit"l=] ip"ny idk"ku] t;ij
2. xlrk] ,e- ,y- ,o "kekZ] Mh-] Hkkjrh; xkeh.k leit"l=] Ulg; Hkou] vkxjk-
3. fLg] oh- ,u- ,a fLg] tuet;] xkeh.k leit"l=] food idk"ku] t;ij
4. Desai, A. R., 1969, *Rural Sociology in India*, Popular Prakashan, Bombay
5. Doshi, S. L. & P. C. Jain, 1999, *Rural Sociology*, Rawat Publishers, Jaipur

Sushash Chakraborty

Sandhya Behengra

III. SKILL ENHANCEMENT COURSE- SEC 3: ELEMENTARY COMPUTER APPLICATION SOFTWARES

Marks: 75 (ESE: 3Hrs) = 75

Pass Marks: Th (ESE) = 30

A Common Syllabus for FYUGP

(Credits: Theory-03) 45 Hours

*Instruction to Question Setter for
End Semester Examination (ESE):*

There will be objective type test consisting of Seventy-five questions of 1 mark each. Students are required to mark their answer on OMR Sheet provided by the College.

Course Objectives:

The objective of the course is to generate qualified manpower in the area of Information Technology (IT) and Graphic designing which will enable such person to work seamlessly at any Offices, whether Govt. or Private or for future entrepreneurs in the field of IT.

A. INTRODUCTION TO COMPUTER SYSTEM

1. Basic Concept of Computer: What is Computer, Applications of Computer, Types of computer, Components of Computer System, Central Processing Unit (CPU) (3 Lecture)

2. Concepts of Hardware: Input Devices, Output Devices, Computer Memory, Types of Memory, processing Concept of Computer (4 Lecture)

3. Operating system: What is an Operating System, Operating System Examples, Functions of Operating System (Basic), Introduction to Windows 11, Working on Windows 11 environment, Installation of Application Software, My Computer, Control Panel, searching techniques in windows environment, Basic of setting (6 Hours)

4. Concept of Software: What is Software, Types of Software, Computer Software- Relationship between Hardware and Software, System Software, Application Software, some high level languages (4 Hours)

5. Internet & its uses: Basic of Computer networks; LAN, WAN, MAN, Concept of Internet, Applications of Internet; connecting to internet, what is ISP, World Wide Web, Web Browsing software's, Search Engines, URL, Domain name, IP Address, using e-governance website, Basics of electronic mail, getting an email account, Sending and receiving emails. (6 Hours)

B. MICROSOFT OFFICE 2016 AND LATEST VERSIONS

6. Microsoft Word: Word processing concepts, Creation of Documents, Formatting of Documents, Formatting of Text, Different tabs of word 2016 environment, Formatting Page, Navigation of Page, Table handling, Header and footer, Page Numbering, Page Setup, Find and Replace, Printing the documents (7 Hours)

7. Microsoft Excel (Spreadsheet): Spreadsheet Concepts, Creating, Saving and Editing a Workbook, Inserting, Deleting Work Sheets, Formatting worksheet, Excel Formula, Concept of charts and Applications, Pivot table, goal seek, Data filter, data sorting and scenario manager, printing the spreadsheet (6 Hours)

8. Microsoft Power Point (Presentation Package): Concept and Uses of presentation package, Creating, Opening and Saving Presentations, working in different views in Power point, Animation, slide show, Master Slides, Creating photo album, Rehearse timing and record narration (5 Hours)

9. Digital Education: What is digital education, Advantages of digital Education, Concept of e-learning, Technologies used in e learning (4 Hours)

Reference Books

1. Nishit Mathur, Fundamentals of Computer, APH publishing corporation (2010)
2. Neeraj Singh, Computer Fundamentals (Basic Computer), T Balaji, (2021)
3. Joan Preppernau, Microsoft Power Point 2016 step by step, Microsoft press (2015)
4. Douglas E Corner, The Internet Book 4th Edition, prentice-Hall (2009)
5. Steven Welkler, Office 2016 for beginners, Create Space Independent Publishing Platform (2016)
6. Wallace Wang, Microsoft Office 2019, Wiley (January 2018)
7. Noble Powell, Windows 11 User Guide For Beginners and Seniors, ASIN, (October 2021)

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SEMESTER IV

I. MAJOR COURSE- MJ 6: URBAN SOCIOLOGY

Marks: 25 (5 Att. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objective:

1. Urbanisation is an important aspect of modern society. This course will provide an exposure to key theoretical perspectives for understanding urban phenomena in historical and contemporary contexts.
2. It also reflects on vital concerns of urban living while narrating the subjective experiences of urban communities. With case studies from India and this course will help students understand and relate to the complexities of urban living.
3. The course seeks to evolve critical thinking and develop a policy perspective on the urban.

Course Learning Outcomes:

1. To appreciate the significance of the city and the process of urbanisation and its consequences across the globe, through cross disciplinary texts and ethnographic studies.
2. To understand the urban in the historical as well as modern contexts - the idea of urbanism and urban space and the intersections in these of institutions, processes and identities. This is to be achieved by exposing students to critical theoretical debates which help them to gain a deeper understanding of city life and urban environment which can also help them understand their own social environment better.
3. To learn about key urban processes such as migration, displacement and urban slums, as well as critical contemporary issues such as resettlement and rehabilitation and also engage in issues of public policy, urban transformation and change. Knowledge of such themes will help students pursue further studies in academic areas such as development and also engage in research on public policy, urban transformation and change.
4. To develop critical thinking and a reflective perspective through exposure to multicultural thought; to enhance disciplinary knowledge, research-related skills and develop a problem-solving competence.

Course Content:

UNIT 1: Introduction to Urban Sociology

1.1 Nature, Scope and Importance of Urban Sociology

- a. Mumford, Lewis 1961. *The City in History: its origins and transformations and its prospects*. Mariner Books: Pp 3-29, 94-118

1.2 Concepts – Urban, Urbanism and the City (concept and types)

- City a. Weber, Max 1978. *The City*. The Free Press: New York. Pp 65-89

UNIT 2: Movements and Settlements

2.1 Town and its types, Slums

- a. Simmel, Georg, 1903, "Metropolis and the Mental Life" in Gary Bridge and Sophie Watson, eds. *The Blackwell City Reader*. Oxford and Malden, MA: Wiley-Blackwell, 2002.

UNIT 3: Community

3.1 Formation of urban communities

3.2 Rise of New Middle Class – Occupation, Culture

- a) Deshpande, S., 2003, *Contemporary India: A Sociological View*. New Delhi: Penguin Books, Pp.125-150.

UNIT 4: Family 4.1 concept and types 4.2 changing family structure in India

UNIT 5: Rural and Urban differences, rural urban continuum

Essential Reading:

1. f[lg] oh- ,u- ,o f[lg] tuet; uxjh; let"ML= food idk"ku] t; ij
2. Singh, Prabhat Kumar, *Migration and Urbanization*, Janaki Prakashan, Patna
3. Singh, Prabhat Kumar, *Migration and Occupational Mobility*, Janaki Prakashan, Patna
4. Patel, Sujata & K. Deb (eds.) 2009, *Urban Studies*, Oxford College Press India.
5. Park, Robert, E., Ernest W. Burgess, Robert J. Sampson, 2019, *The City*, The College of Chicago Press, London

Upgraded & Implemented from 3rd Sem. of Session 2022-26 & 1st Sem. of Session 2023-27 Onwards

II. MAJOR COURSE- MJ 7: INDIAN SOCIOLOGICAL THINKERS

Marks: 25 (5 Atttd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

1. Improve sociological understanding of Indian society.
2. Examine how sociologists in India have primarily been engaged with issues of tradition and modernity, caste, tribe and gender.
3. Acquaint the students to the continuities and contradictions in Indian society.
4. Help understand the history of ideas related to the analysis of Indian society.

Course Learning Outcomes:

1. Ensure that students have conceptual clarity and can articulate the main debates and arguments with regard to sociology in India. Acquaint the students to the continuities and contradictions in Indian society
2. To ensure that students have understood the formation of the discipline in India and the challenges that it has faced.
3. To help students understand the history of ideas related to the analysis of Indian society.

Course Content:

UNIT 1: G. S. Ghurye

1.1 Caste and Race

- a. Upadhyaya, Carol 2010, The Idea of an Indian Society: G.S. Ghurye and the Making of Indian Sociology" in Patricia Uberoi, Satish Deshpande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black
- b. Ghurye, G.S. 1969, *Caste and Race in India*, Delhi: Popular Prakashan Pp 114-140, 404-460

UNIT 2: D. P. Mukerji

2.1 Tradition and Modernity

- a. Madan, T.N. 2010, Search for Synthesis: The Sociology of D.P. Mukerji" in Patricia Uberoi, Satish Deshpande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black
- b. Mukerji D.P. (1958 second edition 2002), *Diversities: Essays in Economics, Sociology and Other Social Problems*, Delhi: Manak Publications Pp. 177-225, 261-276
- c. Das.Veena, 2006. *Oxford Handbook of Indian sociology*, OUP: New Delhi, pp1-18

UNIT 3: M. N. Srinivas

3.1 Social Change

- a. Srinivas, M.N. 1996, Indian Anthropologists and the study of Indian Society, *Economic and Political Weekly*, 31(11) 656-657
- b. Srinivas, M. N. 1971, *Social Change in Modern India*, College of California Press Berkeley Chp 4-5

UNIT 4: Irawati Karve

4.1 Gender and Kinship

- a. Karve, Irawati 1965, *Kinship Organization in India*, Bombay and New York: Asia Publishing House

UNIT 5: R. K. Mukherjee 5.1 Civilisation

UNIT 6: Yogendra Singh 6.1 Modernization of Indian Tradition

Essential Readings:

1. nks'kh] , l , y-] Hkkjrh; [etd fopkj] jkor ifeyd'ku] t; ij
2. ukxyk] ch- d-] Hkkjrh; [et'wL= fpUru] jkor ifeyd'ku] t; ij
3. G.S. Ghurye, Caste and race in India, Popular Prakashan, Bombay
4. A.R. Desai, Social Background of Indian Nationalism, Popular Prakashan,
5. Bombay Gail Omvedt, Dalits and the Democratic Revolution, Sage Publication, New Delhi

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III. MAJOR COURSE- MJ 8: POPULATION AND SOCIETY

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

1. This course provides a critical understanding of the interface between population and society. It analyses the role of fertility, mortality and migration on the composition, size, and structure of population.
2. The course addresses the issue of domestic and international population movements and their economic, political and social implications.

Course Learning Outcomes:

On successful completion of this course, students will be able to:

1. Demonstrate knowledge of key concepts in and different approaches to population studies.
2. Recognise the relations between population and social groups and processes by linking population size, composition, and growth with fertility, reproduction, and mortality.
3. Explain the dynamics between population, gender, and migration in terms of the role of institutions, policies and programmes, and social relations and groups.
4. Undertake a sociological analysis of international and national population dynamics and population policies.

Course Content:

UNIT 1: Demography

1.1 Meaning & Scope

1.2 Subject Matter

1.3 Importance

1.4 Demography and Sociology

- a. Davis, Kingsley. 1951. 'Caste and Demography', Population of India and Pakistan, Princeton, NJ: Princeton College Press, pp. 52-60.
- b. Durkheim, Emile. 1982 (1895). The Rules of Sociological Method. (trans. W. D. Halls). New York: The Free Press, pp. 136-137; 188, 203.

UNIT 2: Concept

2.1 Fertility – Concept, Determinants

2.2 Mortality – Concept, Determinants

2.3 Population Structure – Age, Sex

2.4 Demographic Dividend

- a. Haq, Ehsanul. 2007. 'Sociology of Infant Mortality in India', Think India Quarterly, July-September, 10(3): 14-57.
- b. Heer, David M. and Grigsby, Jill S. 1992. 'Fertility', Society and Population. New Delhi: Prentice-Hall, pp. 46-61.
- c. Jeffrey, Roger and Jeffrey, Patricia. 1997. Population, Gender and Politics: Demographic Change in Rural North India. Cambridge: Cambridge College Press, pp. 117-164.
- d. Patel, Tuls. 2007. 'Female Foeticide: Family Planning and State Society Intersection in India'. In T. Patel (ed.). Sex-selective Abortion in India: Gender, Society and New Reproductive Technologies. New Delhi: Sage Publications, pp. 316-356.
- e. Premi, Mahendra K. 2006. 'Population Composition (Age and Sex)', Population of India: In the New Millennium. New Delhi: National Book Trust, pp. 103-127.

UNIT 3: Theories

3.2 Malthusian Neo Malthusian

3.3 Theory of Optimum Population

3.4 Theory of Demographic Transition

- a. Malthus, Thomas Robert. 1886. An Essay on the Principle of Population. London: William Pickering, Chapters 1-2, pp. 01-11.
- b. Durkheim, Emile. 1982 (1895). The Rules of Sociological Method. (trans. W. D. Halls). New York: The Free Press, pp. 136-137; 188, 203.
- c. Dudley, Kirk. 1996. 'Demographic Transition Theory', Population Studies, 50(3): 361-387.

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UNIT 4: Social Structure and Demography

4.1 Migration – Concept, Types

4.2 Urbanisation

4.3 Population Explosion

- a. Furedi, Frank. 1997. *Population and Development: A Critical Introduction*. Oxford: Polity Press, Chapters 4&5, pp. 40-55.
- b. Visaria, P. 1976. 'Recent Trends in Indian Population Policy', *Economic and Political Weekly*, August, 2: 31-34.
- c. Chopra, Radhika. 2011. *Militant and Migrant: The Politics and Social History of Punjab*. Routledge Publications, pp. 88-134.

UNIT 5: Population and Society of India

- a. Visaria, Pravin and Visaria, Leela. 2006. 'India's Population: Its Growth and Key Characteristics'. In Veena Das (ed.). *Handbook of Indian Sociology*, New Delhi: Oxford College Press, pp. 61-77.
- b. Xaxa, Virginius. 2004. 'Women and Gender in the Study of Tribes in India', *Indian Journal of Gender Studies*, 11(3): 345-367.
- c. Bose, A. et. al. 1974 (ed.). *Population in India: Development, 1947-2000*, Delhi: Vikas Publishing House. (Relevant Chapters).

Essential Readings

1. ek*ky] Mh- ,l ,o c*ky] fdj.k] tukfddh] food idk"ku] fnYyh
2. feJk] t; idk"ku] tukfddh] lfgi; Hkou ifeyd"ku] vxjk
3. fUgk] oh- l- ,oi fUgk] i'ik] tukfddh d: fU]r] e; j iijcdU] uk, Mk
4. Guilmoto, Christophe Z. 2011. 'Demography for Anthropologists: Populations, Castes, and Classes'. In Isabelle Clark-Decès (ed.). *A Companion to the Anthropology of India*, Blackwell Publishing Ltd. pp. 25-41.
5. Sen, Amartya. 2003. 'Population: Delusion and Reality', *Asian Affairs* Caldwell, John C. 2001. 'Demographers and the Study of Mortality: Scope, Perspectives and Theory', *Annals of the New York Academy of Sciences*, 954: 19-34.
6. Cassen, Robert 2016, *India: Population, Economy, Society*, Palgrave Macmillan UK
7. Kaur, Ravinder. 2004. 'Across Region Marriages: Poverty, Female Migration and the Sex Ratio', *Economic & Political Weekly*, XXXIX (25): 2595-2603.
8. Dyson, tim 2018 *A Population History of India From the first modern people to the present day*, Oxford College Press
9. Davis, K. 1961. *The Population of India and Pakistan*. New York: Russell & Russell.
10. Bose, Ashish. (ed.). 1974. *Population in India's Development (1947-2000)*. Delhi: Vikas Publishing House.

Snehasheela

Vandana Bhatnagar
Sandheya Bhengale

SEMESTER V

I. MAJOR COURSE- MJ 9: SOCIAL ANTHROPOLOGY

Marks: 25 (5 Atttd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

1. Introduction to Social Anthropology and its relation to Sociology.
2. To acquire familiarity with some of the concepts of Social Anthropology
3. To learn about Ethnography and important ethnographic studies in India

Course Learning Outcomes:

On completion of the course the student will be able to:

1. Understand the significance of social anthropology.
2. Carry out ethnographic research.
3. Explain important ethnographic works in Indian Sociology

Course Content:

UNIT 1: Concept of Social Anthropology

1.1 Scope

1.2 Subject Matter

- a. Beteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford College Press, Chapter 1, 'Sociology and Social Anthropology'
- b. Madan and Majumdar- *Introduction to Social Anthropology*

UNIT 2: Race

2.1 Concept

2.2 Characteristics

2.3 Classification

- a. Levi-Strauss, C. 1958, *Race and History*. Paris: UNESCO
- b. Wallerstein, I. M. and E. Balibar (ed.) 1991, *Race, Nation, Class: Ambiguous Identities*. Verso. London

UNIT 3: Magic, Religion and Science

3.1 Totem – Concept, Characteristic, Theory of Origin

3.2 Taboo – Concept and Factor

3.3 Religion – Theory of Origin

3.4 Magic – Concept and Its Elements

3.5 Magic and Science

- a. Malinowski, B. (1992). *Magic, science, and religion, and other essays*. United States: Waveland Press.

UNIT 4: Ethnography

4.1 Concept and Types

- a. Kwame Harrison, Anthony, *Ethnography, Understanding Qualitative Research* (New York, 2018; online edn, Oxford Academic, 24 May 2018)
- b. Srinivas, M. N. (1980). *The Remembered Village*. United Kingdom: College of California Press.

Essential Readings

- 1- dek] feffky:"k] tutr; let esa f"kk[kk vkj vk/kfudhdj.k] Dylldy ifeyf"kk d[iu] ub fnYyh
- 2- edth] johUnukFk] Leitd ekuo"kkL= dh #ij[ui] food idk"ku] ubi fnYyh
- 3- xlrk] ,e- ,y- ,o "kekZ] Mh- Mh-] Uleitd ekuo"kkL=] Ulig; Hkou ifeyd"ku] vkxjk
- 4- etenkj] Mh- ,u- ,o enu] Vh- ,u-] Uleitd ekuo"kkL= ifjp;] e; j iij cDU] uk, Mk
- 5- oek] me:"k dek] >kj[k.M dk tutr; let Lck/k x:Fkeyk] jkph
- 6- Majumdar, D. N. & Madan, T. N., *An Introduction to Social Anthropology*, Mayur Paperbacks, Noida

Upgraded & Implemented from 3rd Sem. of Session 2022-26 & 1st Sem. of Session 2023-27 Onwards

II. MAJOR COURSE- MJ 10: FAMILY, MARRIAGE AND KINSHIP

Marks: 25 (5 Attnd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

1. Impart a comprehensive study of the concepts relevant for understanding kinship, marriage and family.
2. Evolve a better understanding of family, marriage and kinship both in historical and evolutionary perspective.
3. Look beyond the surface of issues to discover the "why" and "how" of kinship.
4. Explores the new possibilities and critical insights offered by reproductive technologies in revisiting kinship.

Course Learning Outcomes:

1. Grasp the historical evolution of kinship theories from a biological deterministic approach to culture of relatedness
2. Develop an analytical perspective on concepts relevant for understanding kinship
3. Comprehend the coexistence of multiple perspectives in the study of family, marriage and kinship
4. Acknowledge the significance of the emergence of new reproductive technologies on recasting kinship

Course Content:

UNIT 1: Family

- 1.1 Concept
- 1.2 Feature
- 1.3 Functions
- 1.4 Types
- 1.5 Change
- 1.6 Joint Family – Concept, Characteristics, Meaning
 - a. Das Veena. 2004. Handbook of Indian Sociology. New Delhi: OUP
 - b. MN. Srinivas (1990) Social change in Modern India, New Delhi: Orient Longman.
 - c. Dumont Louis. 1970 Homo Hierarchicus: The Caste System and its Implications. Delhi: OUP.

UNIT 2: Marriage

- 2.1 Concept
- 2.2 Types
- 2.3 Changes, Its factors
- 2.4 Rules of Marriage
- 2.5 Marriage Transaction – Dowry Bride Price
 - a. Ghurye G.S. 1990. Caste and Race in India. Bombay: Popular Prakasham
 - b. Guha, Ranajit, ed. (1992) Subaltern studies. Delhi: OUP.
 - c. Sharmila Rege Sociology of Gender-SAGE Publications Pvt. Ltd (2003).

UNIT 3: Kinship

- 3.1 Meaning and Type
- 3.2 Usages
 - a. Madan T.N. (ed.). 1992. Religion in India, New Delhi: OUP.
 - b. Kalpana Kannabiran (2009) Sociology of Caste and the Crooked Mirror: Recovering B R Ambedkar's Legacy. EPW-XLIV. 4-1-2009

UNIT 4: Approaches

- 4.1 Alfred Radcliffe-Brown
- 4.2 Claude Levi-Strauss
 - a. T N Madan (2006) Pathways: Approaches to the Study of Society in India. Oxford College Press.
 - b. T N Madan (2009) Modern Myths. Locked Minds Secularism and Fundamentalism in India. Oxford College Press.

UNIT 5: Kinship Organisation in India

– Regional Variations.

Upgraded & Implemented from 3rd Sem. of Session 2022-26 & 1st Sem. of Session 2023-27 Onwards

Essential readings:

1. [Lg] xkihje.k i lin : ukrnkjh] fookg vkj ifjokj] vxoky ifyd'ul] njHkxk ¼fcgkj½
2. egktu] /keiohj ,o egktu] dey"kJ ukrnkjh] fookg ,o ifjokj dk leit"¼L=] food idl'ul] ubZ fnYyh
3. Radcliff Brown, A. R., and Daryll Forde (eds.) 1950. *African Systems of Kinship and Marriage* London: Oxford College Press. (Introduction)
4. Shah, A. M. 1998. *The Family in India: Critical Essays*, New Delhi: Orient Longman.
5. Uberoi, Patricia. 1993. *Family, Kinship and Marriage in India*. New Delhi, Oxford College Press.
6. Bose, N. K. 1975. *The Structure of Hindu Society*. Delhi: Orient Longman.
7. Patricia Oberoi. 1993. *Family, Kinship and Marriage in India*, New Delhi: OUP.
8. Srinivas, M.N. 1987. *The Cohesive Role of Sanskritization and other Essays*. Delhi:
9. Srinivas, M.N. 1987. *The Dominant Caste and other Essays*. New Delhi: OUP
10. Yogendar singh (1986) *Modernization of Indian Traditions- A systematic study of Social Change*, Jaipur: Rawat Publications. Chapters:1, 5&6.
11. Dumont Louis. 1970 *Homo Hierachicus: The Caste System and its Implications*. Delhi: OUP.
12. Uberoi Patricia 1994, *Family Kinship and Marriage in India*, Oxford College Press
13. Grover Shalini, 2017, *Marriage, Love, Caste and Kinship Support Lived Experiences of the Urban Poor in India*, Taylor & Francis
14. Eqbal Afroze 2023, *Family Marriage and Kinship*
15. Channa S.M. 2006, *Family, Kinship And Marriage*, Cosmo Publications

Varsha
Sneha

Sandhya Phengia

III. MAJOR COURSE- MJ 11: INDIAN SOCIETY – II

Marks: 25 (5 Att. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

1. Understanding key concepts and institutions of Indian society.
2. To understand the modes of knowledge – construction of Indian history, society, Culture and politics
3. To examine how multiple social processes, forces and ideologies shaped the terrain of the nation.

Course Learning Outcome:

1. Through informed interrogation of concepts and institutions of India, the course contributes to the development of critical and analytical thinking.
2. The course, supported by an inter-disciplinary approach, facilitates learning and reflecting about the multiple – and contextual – socio-cultural registers of Indian society.
3. The course adds to the sociological interpretation of Indian history and society. The India-specific themes of the course – discourse/knowledge-making, mobilization, transformation, ideology, identity and politics, for example – are treated, moreover, by drawing from sociological concepts and theories. The course connects the practical and conceptual in terms of both substance and relevance.
4. The adoption of an inter-disciplinary framework, without losing sight of the sociological, makes the course wider in scope and scale. It broadens viewpoints and encourages students to reflect deeply on the multicultural reality which is the defining feature of India.
5. Use of innovative teaching-learning methods, the course prepares students to successfully compete in global academia.

Course Content:

UNIT 1: Unity in Diversity

UNIT 2: Social Processes

2.1 Assimilation

2.2 Acculturation

2.3 Competition

UNIT 3: Perspectives on India

3.1 Nationalist Discourse

- a. Srinivas, M.N., 2002, "Nation-Building in Independent India", in M.N. Srinivas, *Collected Works*. New Delhi: Oxford College Press. Pp. 388-413.

3.2 Subaltern Discourse

- a. Arnold, David and David Hardinan, 1994, *Writings on South Asian History and Society*, OUP.
- b. Guha, R., 1982, *Subaltern Studies*, Volume I. Delhi: Oxford College Press, Pp.1-8.

3.3 Indological Discourse

- a. Dumont, L. and D. Pocock, 1957, "For a Sociology of India", *Contributions to Indian Sociology*, 1, Pp. 7-22.

UNIT 4: Social Change in India

4.1 Sanskritization

- a. Srinivas, MN, 1963, *Social Change in Modern India*

4.2 Westernization

- a. Srinivas, MN, 1963, *Social Change in Modern India*

4.3 Modernization

- a. Singh, Yogendra, 1973, *Modernization of Indian Tradition*,

4.4 Secularization

- a. Srinivas, MN, 1963, *Social Change in Modern India*

Essential Readings:

1. xlrkj ekrykyj Hkkjr esa Let jktLFkku fgUnh xzFk vdkneh] t; ij
2. J. P. Singh, *Bharat Ka Adhunik Samaj* (Society in Modern India), Jaipur: Rawat Publ. House, 2019.
3. J. P. Singh, *Adhunik Bharat Men Samajik Parivartan*: New Delhi: PHI Learning, 2016 (2nd Edition).
4. J. P. Singh, *Badalte Bharat Ki Samshyaen*, Patna: Janaki Prakashan, 2003. PHI learning, New Delhi
5. *Sociology of change and development*: G.R. Madan, Vivek Prakashan, New Delhi
6. *Globalization and Society*: Ravi Prakash Pandey, Shekhar Publication, Allahabad

Upgraded & Implemented from 3rd Sem. of Session 2022-26 & 1st Sem. of Session 2023-27 Onwards

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Sandhya Bhargava

SEMESTER VI

I. MAJOR COURSE- MJ 12: POLITICAL SOCIOLOGY

Marks: 25 (5 Atttd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

1. Political Sociology is one of the core areas of sociology. One of the major objectives of this course is to familiarize students with the context, concepts and theories of political sociology.
2. To familiarize students with the basis of examines the bases of social power and the relationship between politics and society both analytically as well as in specific empirical contexts.
3. To make students familiar with the different political institutions, political processes and political change in the Indian context.

Course Learning Outcomes:

1. An ability to comprehend the relationship between the political and the social.
2. Familiarity with different theories and concepts issues in political sociology and a capacity to use them to grasp political phenomena in a cross-cultural and comparative perspective
3. Be able to understand and appreciate the diversity of ways in which politics operates historically and spatially.
4. Be able to understand the relationship between state and society in shaping politics in India both historically and analytically.
5. Be able to generate hypotheses and research questions within the theoretical perspectives and ethnographic contexts in political sociology.

Course Content:

UNIT 1: Political Sociology- Meaning, Nature, Scope and Importance

- a. Eisenstadt, S. N. '1971, 'General Introduction: The Scope and Development of Political Sociology' in Political Sociology: A Reader Basic Books, New Your Publication, pp 3-24.

UNIT 2: Bureaucracy

- 2.1 Introduction
- 2.2 Definitions of Bureaucracy
- 2.3 Salient features of Bureaucracy
- 2.4 Types of Bureaucracy
- 2.5 Merits and Demerits
- a. Weber, Max. 1978, *Economy and Society: An Outline of Interpretative Sociology*, Berkeley: College of California Press, pp. 53-54; 941-54; 212-30; 241-54.
- b. Lukes, Steven. 2005, *Power: A Radical View*, 2nd Ed., Hampshire: Palgrave, pp. 14-49.

UNIT 3: Political Socialization

- 3.1 Meaning and Definition
- 3.2 Stages and Process
- 3.3 Agencies
- 3.4 Political Socialization in India
- a. Friedrich, P. 1968. 'The Legitimacy of Caciques', in M.J. Swartz (ed.): *Local Level Politics: Social and Cultural Perspectives* (243-269). College of London
- b. John T Guthrie 1981, 'political socialization. *Journal of reading*, Vol.25 pp 94-95.

UNIT 4: Political Culture

- 4.1 Meaning and Definitions
- 4.2 Nature and Characteristics of Political Culture
- a. Swartz, M.J (Ed), 1968. *Local Level Politics: Social and Cultural Perspectives*, College of London Press, pp. 281-94

Upgraded & Implemented from 3rd Sem. of Session 2022-26 & 1st Sem. of Session 2023-27 Onwards

UNIT 5: Political Participation

5.1 Nature

5.2 Aspects of Political Participation

- a. Marshall, T. H. 1964. *Class, Citizenship and Social Development*. Chicago: College of Chicago Press. (Chapters 4, 13 and 14).

UNIT 6: Electoral Politics and Voting behaviour in India

6.1 Election – Meaning, Objectives, Importance

6.2 Factors Affecting Voting behaviours

- a. Kumar Sanjay, *Election in India an overview*

UNIT 7: Pressure Group and Interest Group

7.1 Introduction

7.2 Meaning and Definitions

7.3 Nature of Pressure Groups

7.4 Characteristics of Pressure Group

- a. Chakraborty, Sunil Ranjan, 1974, *Pressure Groups in West Bengal*, in *Indian journal of political science*, April – June, volume 35.
b. Das Harihara and Sasmita das, 1988 *Indian government and politics*, discovery publication house Delhi.

UNIT 8: Democracy

8.1 Definition

8.2 Merits and Demerits

- a. Andre beteille, 2012, *Democracy and its Institutions*, oxford college press.

Suggested Reading:

1. "kekZ] "kf" k] jltufird lelt"ll= dh #i j[kk] ih- ,p- vkbj- yfuix
2. ik.M;] lfpnkun] jltufird lelt"ll= vkj bld vk;ke] ok.kh ,td" kuy cdl] fodl ifeyf" kx glml ik- fy-] ubZ fnYyh
3. ohj] Mkw- /ke] jltufird lelt"ll= jktLFkku fgUnh xUFk vdkneh] t;ij
4. flgy] Mkw- ,l l] jltufird lelt"ll= y[eh ukjk; .k vxoky] vxokj
5. c"ky] Mkw- Mh- ,l ,o dpiyh] Mkw- Vh- ih- flg] jltufird lelt"ll= food idk"ku uxj] fnYyh
6. Bottomore, T. B., *Political Sociology*, 1993, UMP
7. Kothari, R. (Ed): *State and Nation Building: A Third World Perspective*, Allied Publishers, Delhi, 1976
8. Kothari, R.: *Democratic Polity and Social Change in India*, Allied Publishers, Bombay
9. Gupta, Dipankar, *Political Sociology in India: Contemporary Trends*, 1996, Sangam Books Ltd.
10. Kumar, Anand, *Political Sociology of India*, 2013, Sage

Sanjay Kumar
Sanjay Kumar

Sanjeeta Bhengra

II. MAJOR COURSE- MJ 13: MODERN SOCIOLOGICAL THOUGHT

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures****Course Objectives:**

1. Objective of teaching Sociological Thinkers to undergraduate students is to enable them to apply theory to their own everyday life experiences.
2. It is requiring that students develop their sociological imagination and the capacity to read each situation sociologically and then to think about it theoretically.
3. To this end, it is imperative that sociological theory courses demonstrate the applicability of theory to students.

Course Learning Outcomes:

1. Understanding the characteristics and dynamics of the social world, and how post-classical sociologists attempt to understand the social world.
2. Appreciating the relevance and limits of the contemporary theories or theoretical approaches to make sense of social reality.
3. Understanding the basic methodological approaches of the thinkers, through some original texts and their role in building sociological knowledge.

Course Content:**UNIT 1: Talcott Parsons****1.1 Action Systems and Pattern Variables**

- a) Parsons, T. 1951. (New edition first published 1991) *The Social System*. London: Routledge. Ch. 1 & 2. Pp. 1-44.

UNIT 2: G. H. Mead**2.1 Symbolic Interactionism**

- a) Mead, G.H. 1934 (Fourteenth Impression 1967) *Mind Self and Society*. Chicago: College of Chicago Press. Part III, pp 135-226

UNIT 3: Harold Garfinkel**3.1 Ethnomethodology****UNIT 4: Jurgen Habermas****4.1 Public Sphere, Theory of Communication****UNIT 5: Pierre Bourdieu****5.1 Forms of Capital****UNIT 6: Michel Foucault****6.1 Madness and Civilisation, Archaeology of Knowledge****Essential Readings:**

1. [Ilk.M:] jfo idk"ku] Lekt"ll=i; [L]r: vfHkxe ,o ifji{;] fot; idk"ku efUnj %ik-% fy-] oiki.kLi
2. Parsons, T. 1951. (New edition first published 1991) *The Social System*. London: Routledge. Ch. 1 & 2. Pp. 1-44.
3. Mead, G.H. 1934 (Fourteenth Impression 1967) *Mind Self and Society*. Chicago: College of Chicago Press. Part III, pp 135-226
4. Goffman, E. 1956. *The Presentation of Self in Everyday Life*. Edinburgh: College of Edinburgh (Monograph No. 2), pp. 1-9, 132-151, 152-162
5. Berger, P. L. and T. Luckmann. 1991. *The Social Construction of Reality*. London: Penguin Books, pp. 31-62
6. Horkheimer, M. and Adorno, T.W. *The Dialectic of Enlightenment*. 2002. Stanford College Press. Stanford: California. pp 1-34. Chapter 1, The Concept of Enlightenment
7. Marcuse, H. 1964. *One Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. Boston: Boston Press, pp. 7-92
8. Bourdieu, P. 1977. *Outline of a Theory of Practice*. Cambridge: Cambridge College Press, pp. 72-95.
9. Ritzer, G. 1996. *Sociological Theory*. New York: McGraw Hill Companies
10. Black, Max ed. 1961. *Parsons Sociological Theory in The Social Theories of Talcott Parsons: A Critical Examination*. Englewood Cliffs, NJ. Prentice Hall, pp. 1-63

Upgraded & Implemented from 3rd Sem. of Session 2022-26 & 1st Sem. of Session 2023-27 Onwards

III. MAJOR COURSE- MJ 14: SOCIAL MOVEMENTS

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objective:

1. This course is designed to equip students with diverse disciplinary trainings to understand the conceptual, theoretical and methodological issues involved in the study of social movements, as well as the historical and descriptive analyses of collective action. It also draws attention to an important aspect of the analysis of social movements: their articulation with states, societies and cultures.
2. Through case studies drawn from comparative contexts, this course demonstrates the vital connectedness between collective action in social movements and other forms of institutional and cultural contexts. Particular case studies will be used as illustrations to understand more general patterns of social movements.
3. The course will also equip students to visualize the transition from traditional to contemporary social movements. The course envisages that studying social movements would ultimately foster an understanding of the dynamics of power, justice and human agency in transforming societies and cultures. To that extent it is a course that has a universal relevance and appeal.

Course Learning Outcomes:

1. At the end of the course, students should be able to distinguish the central principles of different theoretical perspectives in the sociology of social movements and relate them to specific historical and empirical contexts.
2. Learn to use sociological theories on social movements to identify a phenomenon as one. Further, students should be able to distinguish a phenomenon as social movement from other cognate political phenomena.
3. Understand the dynamics and motivations of individuals and groups participating in social movements and identify reasons for success (or failure) of social movements.

Course Content:

UNIT 1: Social Movements: Concepts and Types

- a) Goodwin, J. & J. Jasper (eds.). 2015. *The Social Movements Reader: Cases and Concepts*, 3rd Edition, MA: Wiley Blackwell, p. 3-7
- b) Tilly, Charles. 1978. 'Theories and Descriptions of Collective Action', in *From Mobilization to Revolution*, New York: Random House, p. 12-51

UNIT 2: Agrarian Movements in India

- a) Tarrow, Sidney. 1996. "States and Opportunities: the Political Structuring of Social Movements". in Doug McAdam, John D. McCarthy and Mayer N. Zald, eds, *Comparative Perspectives on Social Movements*, MA: Cambridge College Press, p. 41-61.

UNIT 3: Dalit Movements – Jotiba Phule, Periyar, Ambedkar

UNIT 4: Tribal Movements –Birsa Movement, Santhal Movement

UNIT 5: Environmental Movements – Chipko, Water Conservation, Narmada Bachao Andolan

Essential Readings:

1. Shah, Ghanshyam. 1990. *Social Movements in India: A Review of Literature*, New Delhi: Sage Publications (English and Hindi versions)
2. Menon, Krishna and Ranjana Subberwal, 2019, *Social Movements in Contemporary India*
3. Gopal, Vishnu and Rajeev Nayan, 2004, *Sociology of Social Movement*, (Hindi), Varanasi: Academic Publication
4. Singh, VN, and Janmejay Singh, 2013, *Social Movements in India*, (Hindi), Rawat Publications
5. "kkg] *ku";ke] Hkkjr eas Ueiftd vknkyu Ucf/kkr Uifgi; dh ,d Ueiftd Uf
6. fUg] oh- ,u- ,o fUg] tuet;] Hkkjr esa Ueiftd vknkyu jkor ifeyd"ku

Suchasmita

Varsha Bhatia
Sandhya Bhengale

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IV. MAJOR COURSE- MJ 15:
CRIME AND SOCIETY

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

On completion of this course, the students will be able to understand

1. This course situates crime in relation to a wide variety of social forces and institutions including neighborhoods, schools, the media, gender, and criminal justice.
2. Drawing upon criminological theory, students will deepen their understanding of how some of these institutions and forces contribute to crime.
3. Student will also examine crime and reactions to crime as part of the fabric of social and institutional life within contemporary Indian society.
4. In addition to these substantive considerations, they will also critically examine the links between theories and research designs and methods.

Course Learning Outcomes:

1. Acquire a broad understanding of the theoretical and empirical approaches taken to understand the relationship between criminal behavior and social, cultural, and institutional forces.
2. Learn about the current state of knowledge regarding social variation crime and reactions to crime and the social consequences of this variation.
3. Critically analyze the conceptual and empirical underpinning of crime and society.

Course Content:

UNIT 1 Concept of Crime and Criminology

1.1 Concept of Crime

1.2 Characteristics of Crime

1.3 Causes of Criminal Behaviors

- a. Karan, Raj. (2002). Dictionary of Terrorism and Bio terrorism. IVY Publishing House, Delhi
- b. Barnes, H. E., & Teeters, N. K. (1959). New horizons in criminology (2nd ed.). New York, Prentice-Hall.

UNIT 2 Theories of Criminal Behaviors

2.1 Classical and New Classical

2.2 Sociological

- a. Ghosh, S. K. (1991). Indian Mafia. Ashish Publishing House.

UNIT 3 Crime Typologies

3.3 Crime of Politics

3.4 White Collar – Concept, Characteristics, Types

3.5 Organised Crime

3.6 Cyber Crime

- a. Gandhirajan, C. K. (2004). Organized crime. A P H Publication Corporation.
- b. Clinard, Marshall. (1983). Corporate crime. McMillan Publishing Co.
- c. Nair, P. M. (2002). Combating Organized crime: Konark Publisher.

UNIT 4 Juvenile Delinquency

4.1 Concept, Cyber, Factors

4.2 Legislations

4.3 Rehabilitations

- a. Amodh K. Kanth; Juvenile Justice: The Indian Context and Prayas Experiment 'Kumarappa Rockless Award Lecture, Annyak Conference of the Indian Society of Criminology', Chennai-2002.
- b. Shir Kumar Dogra: 'Criminal Justice Administration in India'. Deep and Deep Publications Pvt. Ltd., New Delhi, 2009.
- c. Rakesh, M. (1994). Computer crimes: Concept, Control and Prevention. Goyal Sysman Computers Pvt. Ltd. Bombay.

UNIT 5 Criminal Justice System

5.1 Process

5.2 Role of Police in Crime prevention

5.3 Courts

5.4 Punishment and Correction

a. Paranjape, N. V. (2009). Criminology and Penology, Central Law Publications.

b. Situ, Yingyi. (2000). Environmental crime: The criminal justice system's role in protecting the environment. Sage Publications, New Delhi.

Essential Readings:

1. vlgtk] jke , a vlgtk e;d" k] foopukRed vijk/k"kkL=] jkor ifeyd"U t; ij

2. c"ky] Mh- ,U] vijk/k"kkL=] food idk"ku] fnYyh

3. Caldwell, R. G., Criminology, Ronald Press Co., New York

4. Ahuja, Ram, Youth & Crime, Rawat Publishers, Jaipur

5. Ahuja, Ram. (2000). Criminology, Rawat Publication, Jaipur

6. Brien, Martin O. (2008). Criminology: Routledge Publishers.

7. Tappan, Paul w. (1960). Crime, Justice, and Correction: McGraw-Hill Book Company, Inc. New York, Toronto, London.

8. Shah, Giriraj. (2002). Encyclopedia of international terrorism. Anmol Publications, New Delhi.

9. Grover, V. (2002). Encyclopedia of international terrorism. Vol.1,2&3, Deep & Deep Publication, Delhi.

*Anilashmal**Vandana Singh
Sandhya Bhengra*

SEMESTER VII

I. MAJOR COURSE- MJ 16: RESEARCH METHODS AND STATISTICS

Marks: 25 (5 Att. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

1. The course provides an introductory, yet comprehensive engagement with social research.
2. Through theoretical and practical knowledge students are acquainted with the different stages of the research process like creation of research design, methods of data collection and analysis.
3. The imparted knowledge and training will enable students to develop a sound understanding of both quantitative and qualitative research.

Course Learning Outcomes:

1. Students are introduced to the concept of conducting research, which is inclusive of formulating research designs, methods and analysis of data. Some knowledge of elementary statistics is also provided to the students to acquaint them with quantification of data.
2. The thrust of the course is on empirical reasoning, understanding and analysis of social reality, which is integral to the concepts of quantitative research. Students learn to differentiate between qualitative and quantitative aspects of research in terms of collection and subsequent analysis of data.
3. Through the competing theoretical perspectives and methodologies, students are able to understand that social reality is multi-faceted, heterogeneous and dynamic in nature.
4. By imparting the knowledge of theory and praxis of research, students are prepared to arrive at a critical understanding of the course. It also equips them with necessary skills for employment in any social research organisation.

Course Content:

UNIT 1: Methodological Perspectives

1.1 Comparative Method

- a. Radcliffe-Brown, A.R. 1958, *Methods in Social Anthropology*, Delhi: Asia Publishing Corporation, Chapter 5 Pp. 91-108

1.2 Feminist Method

- a. Hammersley, Martyn, "On Feminist Methodology" in *Sociology*, Vol.26, No.2 (May1992), pp.187-206, Sage Publications, Ltd.

1.3 Historical Method

UNIT 2: Doing Social Research

2.1 Social Research – Steps and Utility

- a. Bailey, K. (1994). *The Research Process in Methods of Social Research*. Simon and Schuster, 4th Ed. The Free Press, New York NY 10020. Pp.3-19.

2.2 Concepts and Hypothesis

- a. Goode, W. E. and P. K. Hatt. 1952. *Methods in Social Research*. New York: McGraw Hill. Chapters 5 and 6. Pp. 41-73.

2.3 Field View and Text View

- a. Srinivas, M.N. et al 2002(reprint). *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*, New Delhi: OUP, Introduction Pp. 1- 14.

UNIT 3: Methods of Data Collection

3.1 Quantitative and Qualitative Methods – Differences

3.2 Sources of data – primary and secondary

3.3 Sampling – Meaning, Types

3.4 Questionnaire – Meaning, Types

3.5 Interview – Meaning, Types

3.6 Observation – Meaning, Types

- a. Bailey, K. (1994). Survey Sampling In *Methods of Social Research*. Simon and Schuster, 4th ed. The Free

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Sushobh Chatterjee

Sandhya Bhargava

Press, New York NY 10020.Ch-5. Pp. 81- 104.

- b. Bailey, K. (1994). Questionnaire Construction and the Mailed Questionnaire in *Methods of Social Research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Chs-6 and 7. Pp. 105-172.
- c. Bailey, K. (1994). Interview Studies in *Methods of Social Research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020.Ch8. Pp.173-213.
- d. Creswell, J.W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 3rd ed. Sage Publications, California. Ch 8,9,10. Pp. 145-226.

UNIT 4: Statistical Methods

4.1 Overview of Statistics in Sociology

- a. Raftery A. E. 'Statistics in Sociology, 1950-2000', *Journal of the American Statistical Association*, Vol. 95, No. 450, (June 2000), pp. 654-661.

4.2 Graphical and Diagrammatic presentation of data – Bar diagram, Pie-diagram, Histogram, Frequency Polygon, Smoothed frequency curve and Ogives

- a. Gupta, S. P. (2007). *Elementary Statistical Methods*. Sultan Chand & Sons. Pp.101-108, 115- 118, 131-137.

4.3 Measures of Central Tendency-Simple Arithmetic Mean, Median and Mode

- a. Gupta, S. P., (2007), *Elementary Statistical Methods*. Sultan Chand & Sons. Pp.155- 168, 173-180, 187-197.

4.4 Measures of Dispersion -Standard Deviation, Variance and Covariance.

Essential Readings:

1. jkor] gfjñe.k] Ueiftd "kks/k dh fof/k;k] jkor ifeyd"ku] t;ij
2. [lg] t- ih-] leiftd vuU/kku dh fof/k;k] jkor ifeyd"ku] t;ij
3. xkjñ"kdj ,o ik.M;] jfo idk"ku] leiftd vuU/kku ,o Uf[;dj] "ij idk"ku] bykgckkn
4. jkor] gfjñe.k] leiftd "kks/k dh fof/k;k] jkor ifeyd"ku] t;ij
5. edth] johUnukFk] leiftd "kks/k o Uf[;dj] food idk"ku] fnYyh-
6. Gupta, S. P. (2007), *Elementary Statistical Methods*, Sultan Chand & Sons, Pp.263-277.
7. Gupta, S. P. (2007) *Elementary statistical Methods*, Sullani Chand & Sons, New Delhi
8. Kothari, C. R. 1989, *Research Methodology*, Wiley Easlerin, Baglore.
9. Young, P.V. 1988 *Scientific Social Surveys & Research* Parentice Hall, New Delhi
10. Ahuja, Ram, 2001, *Research Methods*, Rawat Publications Jaipur

Sneha Choudhary

Vandana Choudhary
Sandhya Bhargava

II. MAJOR COURSE- MJ 17: SOCIAL CHANGE AND DEVELOPMENT

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

1. This course invites students to explore issues relating to development, one of the key ideas, concepts, and animating forces of our societies and lives. It offers sociological modes to investigate the bewildering, often contradictory, ways in which development comes to mean a promise or desire, an inevitable consequence or persuasive project, and how it is closely connected to notions of progress and modernity.
2. It introduces students from various disciplines to the scholarship on development from a sociological vantage point. It aims to familiarise students with ideas, theories, and practices of development. The course also acquaints them with the trajectory of development in post-colonial India.
3. Drawing from disciplines such as sociology, anthropology, economics, political studies, and development studies, it shall help students analyse different approaches to, and practices and experiences of, development. With its emphasis on the role and interplay of institutions, apparatus, policies, practices, and social relations, this course shall also aid in the critical analysis of development's diverse manifestations across locations and moments.

Course Learning Outcomes:

1. Understand different ideas of, and approaches to, development.
2. Explain the dynamics between developmental institutions, actors, policies, theories, approaches, and ideas and the implementation, consequences, and experiences of development.
3. Critically analyse the key features of developmental processes in post-colonial India.
4. Undertake a sociological examination of developmental practices in different locations, moments, and fields, and to interpret different outcomes and experiences of development.

Course Content:

UNIT 1: Concepts

1.1 Development Concepts and characteristics

- a. Hann, Chris. And Keith Hart. *Economic Anthropology*. Cambridge, U K: Polity Press, 2011. Pp. 100-119

1.2 Evolution

1.3 Progress

- a. Sen, Amartya. 1999. *Development as Freedom*. New Delhi: Oxford College Press, pp. 3-11, 35-54.
- b. Redclift, Michael. 1984. *Development and the Environmental Crisis: Red or Green Alternatives?* New York: Methuen & Co., chapters 1 & 7, pp 5-19, 122-130.
- c. Visvanathan, Nalini, Lynn Duggan, Laura Nison off & Nan Wiegersma (eds). 1997. *The Women, Gender and Development Reader*. Delhi: Zubaan, pp 33-54.
- d. Escobar, Arturo. 1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton College Press, pp. 3-54.

UNIT 2: Theories of Change

2.1 Evolutionary

2.2 Conflict

2.3 Cyclical Theory

2.4 Underdevelopment

2.5 World System

- a. Gupta, Akhil and Sharma, Aradhana. 2006. 'Globalization and Postcolonial States,' *Current Anthropology* 47 (2), pp. 277-293.
- b. Escobar, Arturo. 1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton College Press, pp. 3-54.
- c. Sassen, Saskia. 2007. *A Sociology of Globalization*. W.W. Norton & Co. NY. London

UNIT 3: Contemporaries themes in Development

3.1 Sustainable Development

3.2 Environment and Development

Upgraded & Implemented from 3rd Sem. of Session 2022-26 & 1st Sem. of Session 2023-27 Onwards

Essential Readings:

1. [lg] t- ih-] vk/kfud Hkkjr esa leld ifjoru ih- ,p- vkb-] ikboV fyfeVM] fnYyh-
2. ik.M;] jfo idk"ku o"ohdj.k ,o let fot; idk"ku efUnj ik-½ fyfeVM] okj.k.kU-
3. enu] th- vkj-] ifjoru ,o lodl dk leld"ku=] food idk"ku] fnYyh-
4. /ke'ohj] ifjoru ,o lodl dk leld"ku=] jktLFkku fgUnh xUFk vdkneh] t;ij
5. Dreze Jean, And Amritya Sen (1996)- Indian Economic Development & Social opportunity, New Delhi. Desai A. R. 1985, India's path of development. A Marxist approach, Popular Prakashan Bombay.
6. Giddens Anthony 1996 Global Problems and Ecological Crisis, In Introduction to Sociology, 2nd Ed, New York, W. W. Nortons Co.
7. Sharma, S. L. 1986, Development: Socio-Cultural Dimensions, Rawat Jaipur.
8. Srinivas, M. N. 1966, Social Change in Modern India, Barkley College, London
9. Sharma, S. L. 1994, Perspective on sustainable in South Asia, Kualalumpur ADIPAUNDP 1997- Human Development Report, Oxford College Press, New York UNDP-Sustainable Development, New York
10. World Bank, 1995, World Development Report, New York
11. Harrison, D. 1989 – The Sociology of Modernization and development, Sage Publication, New Delhi
12. Singh Y.: Culture Change in India: Identity and Globalization, Rawat Publication, Jaipur
13. Appadurai, Arjun 1997, Modernity at large: Cultural Dimensions of Globalization, Oxford, N. Delhi

Sachin Chakraborty
Varanasi Chakraborty
Sandhya Chakraborty

III. MAJOR COURSE- MJ 18: SOCIOLOGY OF GLOBALIZATION

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

1. The course intends the students to understand globalization in its historical context and have theoretical understanding of globalization from sociological perspectives.
2. It aims to develop a critical understanding of issues that are related to socio- cultural, economic and political implications of globalization in the contemporary world.

Course Learning Outcomes:

On successful completion of this course the student should know:

1. The meaning of globalization, and its associated concepts and agencies
2. The impact of globalization on society
3. Importance of studying globalization in sociology

Course Content:

UNIT 1: Globalisation – Concept, Characteristics, Historical Context of Globalisation

Bauman, Z. 1998. *Globalization. The Human Consequences*. UK: Polity Press.

Ritzer, G. 2010. *Globalization, A basic text*. UK: Wiley Blackwell.

UNIT 2: Agents of Globalisation

2.1 Media, Market, - Global Village

2.2 Government Agencies

2.3 Multinational Corporations

2.4 National - International Agencies – International Monetary Fund, World Bank, World Trade Organization

McLuhan, M., Powers, B. R. (1992). *The Global Village*. United Kingdom: Oxford College Press.

UNIT 3: Mass Culture Globalisation,

3.1 Role of Information Technology and Mass Communication

3.2 McDonalidization

3.3 Risk Society

3.4 Cultural Homogenization and Hybridization

Appadurai, Arjun. 1997. *Modernity at large: Cultural dimensions of globalization*. New Delhi: Oxford College Press.

Ritzer, G. 2015 : *The McDonaldization of Society*, New Delhi : Sage

Beck, U. (1992). *Risk Society: Towards a New Modernity*. India: SAGE Publications.

UNIT 4: Globalisation and Localisation

UNIT 5: Globalisation and Indian Experience

Somayaji, S (eds.) 2006. *Sociology of Globalisation: Perspectives from India*. Jaipur: Rawat.

Palanithurai and Ramesh. R. 2008. *Globalisation Issues at the Grassroots*. New Delhi: Rawat

Essential Readings:

1. Appadurai, Arjun. 1997. *Modernity at large: Cultural dimensions of globalization*. New Delhi: Oxford College Press.
2. Kiely, Ray and Phil Marfleet (eds.). 1998. *Globalization and the third world*. London: Routledge. Waters, Malcolm. 1996. *Globalization*. London: Routledge.
3. Singh, Y., *Cultural Change in India: Identity and Globalization*, Rawat Publication
4. ik.M;] jfo idi'ij o'odj.k ,o let| fot; idl'lu| efnj %ikCE% fyfeVM] okjk.kh
5. HkkXkZo] uj'k] o'odj.k] let'ul=i; ifji{;} jkor ifeyd'ul] t;ij
6. JhokLro] jktho] o'odj.k vkj let| o'o y{eh idl'lu| okjk.kh

Upgraded & Implemented from 3rd Sem. of Session 2022-26 & 1st Sem. of Session 2023-27 Onwards

IV. MAJOR COURSE- MJ 19:
SOCIOLOGY OF TRIBES

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objective:

1. To introduce the concept of tribe and its different aspects.
2. To familiarise students with the economic, cultural and social life of tribes in India with a special focus on Jharkhand.
3. To familiarise students with the issues concerning tribes in India.
4. To familiarise students with the transformations in tribal society.

Course Learning Outcome:

1. The student will be able to understand the concept of tribe and different aspects of tribal societies.
2. The student will be able to understand issues both historical and contemporary concerning tribes in India

Course Content:

UNIT 1: Concept

1.1 Definition of Tribe – different perspectives

- a. Xaxa, Virginuis, 1999, 'Tribes as Indigenous People of India', *Economic and Political Weekly*, Vol. 34, Issue No. 51
- b. Madan and Majumdar Introduction to Social Anthropology
- c. Roy Burman, B.K., 1970, *Tribes in Perspective*, Delhi: Mittal Publications

UNIT 2: Features of Tribal Society

2.1 Family - Types

2.2 Marriage and Kinship, Kinship Terminology

2.3 Economy

- a. Sinha, S. 1958. Tribal Culture of Peninsular India as a Dimension of Little Tradition in the Study of Indian Civilization A Preliminary Statement, *Journal of American Folklore* 71(7)
- b. ----- (ed.). 1987. Tribal Politics and State System in Pre-Colonial Eastern and North Eastern India. Calcutta: Centre for Studies in Social Sciences.
- c. Bose, P.K., 1984, *Classes and Class Relations among Tribes of Bengal*, Delhi: Ajanta Books International
- d. Mehrotra, N., 1992, 'Angami Naga Women: Some Reflection on their Status, in S.M. Channa (ed.) *Nagaland: A Contemporary Ethnography*, pp. 147-80, New Delhi: Cosmo Publications

UNIT 3: Tribes and Politics in India

3.1 Tribal Movements in India with special reference to Jharkhand

– Birsa, Santhal and Tana Bhagat

3.2 Indian Constitution and Tribes – Schedule V, Schedule VI

3.3 Issues – Displacement, Migration, Poverty

UNIT 4: Change and Transformation in Tribal Society

4.1 Integration and Assimilation

4.2 Impact of Economic Liberalization and Globalization

- a) Nongbri, t. 1998, 'Gender Issues and Tribal Development', in RGICS Paper No. 47: Problems in Tribal Society – Some Aspects.
- b) Menon, G. 1992, 'Socio-Economic Transition and the Tribal Women', in B. Chaudhuri (ed.) *Tribal Transformation in India*, Vol. 1: 88- 109

Essential Readings:

1. dek[j]feffky" k] tutri; let esa f" k{kk vkj vk/kfudhdj.k] dyildy ifeyf" kx dēiuh] ubi fnYyh
2. edth] johUnukFk] let'd ekuo" kkl= dh #ij[] food idk" ku] ubi fnYyh
3. xlrk] ,e- ,y- ,o "kekZ] Mh- Mh-] let'd ekuo" kkl=] Ulg; Hkou ifeyd"] vkxjk
4. etenkj] Mh- ,u- ,o: enu] Vh- ,u-] let'd ekuo" kkl= ifjp;] e; j iijc0L] uk, Mk
5. oekZ] mes" k dek[j] > kj[k.M dk tutri; let Lck/k x:Fkekyk] jkph

Upgraded & Implemented from 3rd Sem. of Session 2022-26 & 1st Sem. of Session 2023-27 Onwards

6. Vidyarthi, L.P. 1970. **Socio-Cultural Implications of Industrialization in India: A Case Study of Tribal Bihar**, Delhi: Planning Commission.
 7. Vidyarthi, L.P. and B.K. Rai. 1977. **The Tribal Culture of India**, Delhi: Concept Publishing Company.
 8. Dube S.C. 1977, **Tribal Heritage of India**, Vikas Publications New Delhi,
 9. Haimendorf, C.V. 1982- **Tribes of India The struggle for survival**, Oxford College Press.
 10. Singh K.S. 1972, **Tribal Situation in India**, Indian Institute of Advance Study
 11. Singh K.S. 1985-**Tribal Society**, Manohar, Delhi
 12. Singh K.S. 1982 – **Tribal Movements in India**, vol. – 18II (Manohar, New Delhi)
 13. Nadeem Hass Land and tribes of Bihar. Dr. Prasad
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Manohar Singh
Sachin Singh

Sandhya Bhengra

SEMESTER VIII

I. MAJOR COURSE- MJ 20: SOCIOLOGY OF RELIGION

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course objective:

1. This course exposes students to the distinctiveness of the sociological approach to the study of religion.
2. The individual and the group encounter religion and/or religious phenomenon in myriad ways be it through custom, ritual, belief so other practices. Students will be familiarized with the basic theoretical and methodological perspectives on the study of religion and also exposed to ethnographic texts on various aspects of religious phenomenon.
3. The last section of the course touches upon some aspects of religion in contemporary times such as secularization and multiculturalism.

Course Learning Outcomes:

1. Students will be acquainted with representative texts that symbolize the development of knowledge in the field of Sociology of Religion. They will be able to identify different theories, approaches and concepts that make up the study of religion, distinguish between them and also use terms specific to the field in specific context.
2. Students will be able to make a link between texts and paraphrase their arguments and use these to communicate their ideas in research papers, projects and presentations.
3. By encompassing contemporary developments, the course enables students to think about linkages between religion and society at various levels.

Course Content:

UNIT 1: Theorising Religion and Society

1.1 Religion and Sociology

- a. Beteille, Andre' 2002 "Religion as a Subject for Sociology", in *Sociology Essays on Approach and Method*. New Delhi: Oxford College Press. pp 184-200.

UNIT 2: Magic, Religion and Rationality

- a. Durkheim, Emile. 1995. *The Elementary Forms of Religious Life*. Translated by Karen E. Fields. New York: The Free Press. Book one and Conclusion, pp.21-44, 418-448.
- b. Weber, Max. 2001. *The Protestant Ethic and the Spirit of Capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp. 103-126.
- d. Malinowski, Bronislaw. 1948. *Magic, Science and Religion and Other Essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 37-50.
- e. Tambiah, Stanley Jeyaraja. 1990. *Magic, Science, Religion and the Scope of Rationality*. Cambridge: Cambridge College Press, pp. 1-41.

UNIT 3: Elements of religion

3.1 Ritual

3.2 Myth

3.3 Belief

3.4 Organisation

- a. Emile Durkheim. 1995. *The Elementary Forms of Religious Life*. Translated by Karen E. Fields. New York: The Free Press. Book three, pp. 303-412.
- b. Malinowski, Bronislaw. 1948. *Magic, Science and Religion and Other Essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 119-124.
- c. Hertz, Robert. 1973 (1909). "The Pre-eminence of the Right Hand." In *Right and Left: Essays on Dual Symbolic Classification*, edited by R. Needham. Chicago: College of Chicago Press, pp. 3-10, 13-14, 16-17, 19-21.
- d. Evans-Pritchard, E.E. 1963 (1940). "Time and Space." In *The Nuer*. Oxford: Clarendon Press, pp. 94-98, 100-108.

Upgraded & Implemented from 3rd Sem. of Session 2022-26 & 1st Sem. of Session 2023-27 Onwards

UNIT 4: Theories of Origin of Religion

- 4.1 Animism
- 4.2 Animatism
- 4.3 Naturalism

UNIT 5: Sociological interpretation of Religion

5.1 Emile Durkheim

5.2 Max Weber

- a. Durkheim, Emile. 1995. *The Elementary Forms of Religious Life*. Translated by Karen
- b. E. Fields. New York: The Free Press. Book one and Conclusion, pp.21-44,418-448.
- c. Weber, Max. 2001. *The Protestant Ethic and the Spirit of Capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp. 103-126.

UNIT 6: Religious Sect

5.1 Brahma Samaj

5.2 Arya Samaj

5.3 Ramkrishna Mission

5.4 Sree Sree Anukulchandra – Dharma

Essential Reading:

1. [lg "ke/kj ,o flg] v"kkd dek] /keZ dk leit"kl=] liu idk"ku] okj.k.kh
2. Mukhopadhyay, Rajatubhra, Society and Religion, Pearson.
3. Robinson, Rowena, 2004, Sociology of Religion in India, Sage Publication.
4. Madan, T., 1991, Religion in India, Oxford College Press
5. Mukherjee, Sri kumar, Relevance of the Ideology of Sree Sree Anukulchandra in Modern Society: A Sociological Analysis. ISIRD

Vandana Singh
Sanchay Bhargava

Sandhya Bhargava

II. ADVANCED MAJOR COURSE- AMJ 1: SOCIOLOGY OF GENDER

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objective:

1. The course introduces gender as a critical sociological lens of enquiry in relation to various social fields. It also interrogates the categories of gender, sex and sexuality.

Course Learning Outcomes:

1. An understanding of concepts such as sex and gender by problem as rising common-sensical notions of gender. Raising key issues of power and subordination within the purview of gender and the need for and solutions resorted to as measure to initiate change through gender – based movements.
2. Understanding issues relating to gender both at national and global level.
3. Places gender in juxta position with other forms of stratification and identity such as caste, class, family and work.

Course Content:

UNIT 1: Gender in Sociology:

1.1 Concept and Types

1.2 Gender and Socialisation

1.3 Gender and Equality

- a. Ortner, Sherry. 1974. "Is male to female as nature is to culture?" M.Z. Rosaldo and L. Lamphere (eds.) *Women, Culture and Society*. Stanford: Stanford College Press (pp. 67- 87).
- b. Beauvoir, Simone de, 1949, *The Second Sex*, London, England: Vintage Classics
- c. Butler, Judith, 1990, *Gender Trouble: Feminism and the Subversion of Identity*, Routledge

UNIT 2: Sociological Approaches to Gender

2.1 Functional

2.2 Liberal

2.3 Marxist

- a. S.Jackson and S.Scott (eds.) 2002 *Gender: A Sociological Reader*, London: Routledge. Introduction, pp.1-26.

UNIT 3: Feminism

3.1 What is feminism?

3.2 Three Waves of Feminism

3.3 Major Feminist Movements

- a. Walters, Margaret, 2006, *Feminism: A Very Short Introduction*, OUP
- b. Chaudhuri, Maitrayee, 2005, *Feminism in India*, Zed Books
- c. Hill-Collins, Patricia. 2002. "Learning from the outsider within" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp 69-78].
- d. Judith Butler Simon de Beauvoir

UNIT 4: Changing Status of Women in India

- a. CSWI 1984. Towards Equality. Report of the Committee on the Status of Women in India. Ministry of Education and Social Welfare, Government of India: New Delhi
- b. Neera Desai and Maithreyi Krishna Raj 1987. Women and Society in India. Ajanta Books: New Delhi

UNIT 5: Gender based Violence, Women and Human Rights

- a. Thapar-Björkert, Suruchi, Lotta Samelius, and Gurchathen S. Sanghera. "Exploring Symbolic Violence in the Everyday: Misrecognition, Condescension, Consent and Complicity." *Feminist Review* 112, no. 1 (February 2016): 144–62.

Essential Reading:

1. [lg] vferk] fyx ,o let] food idk"ku] fnYyh
2. ukVk.kh] idk"ku ukjk;.k ,o xkre] T;kfr] fyx ,o let] fjlp ifeyd"ku] t;ij
3. Rege, Sharmila, 2003. *Sociology of Gender: The Challenge of Feminist Sociological Thought*, Sage India.

Upgraded & Implemented from 3rd Sem. of Session 2022-26 & 1st Sem. of Session 2023-27 Onwards

III. ADVANCED MAJOR COURSE- AMJ 2: ENVIRONMENTAL SOCIOLOGY

Marks: 25 (5 Attd. + 20 SIE: 11hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

1. The course will introduce students to environmental sociology and its subject matter
2. It will emphasize on the significance of studying the relation between society and environment
3. It will familiarise students with the major theories and debates in environmental sociology
4. It will introduce students to environmental movements, legislations in India and concept of environmental justice.

Course Learning Outcomes:

At the end of the course students will be able to:

1. Explain the impact of environmental degradation on human society
2. Describe the unequal impact of environmental degradation on different people and the need for environmental justice.
3. Discuss recent environmental issues in the light of sociological theories.

Course Content:

UNIT 1: Environmental Issues

- 1.1 Environmental Sociology – Subject Matter
- 1.2 Sustainable Development
- 1.3 Global Warming
- 1.4 Climate Change and its Social impact

- a. Gadgil, M. and Ramachandra Guha (1995) *Ecology and Equity: Use and Abuse of Nature*. Harmondsworth: Penguin Books.
- b. Guha, Ramachandra (2000). *Environmentalism: A Global History* New Delhi: Oxford College Press.
- c. Bell, MM. (2008). *An Invitation to Environmental Sociology*.

UNIT 2: Theoretical Approaches to Environment

- 2.1 Deep Ecology 2.2 Ecocentricism 2.3 Feminist 2.4 World Systems Theory
- a. Sessions, G., Devall, B. (1985). *Deep Ecology: Living as If Nature Mattered*. United States: Gibbs Smith.
- b. Shiva, V., Mies, M. (2023). *Ecofeminism*. United Kingdom: Bloomsbury Academic.
- c. Dunlap, R., & Catton, W. (1979). *Environmental Sociology*. *Annual Review of Sociology*, 5, 243-273.
- d. Shiva, V. (1988). *Women in Nature*. In *Staying Alive: Women, Ecology and Development*. Zed Books. Ch 3. (pp.38-54).
- e. Agarwal, Bina, 2007. *The Gender and Environment Debate: Lessons from India*. In Mahesh Rangarajan. (ed.) 2007. *Environmental Issues in India: A Reader*. New Delhi: Pearson, Longman, Ch 19. (pp. 316-324, 342- 352).

UNIT 3: Environmental Movements

- 3.1 Narmada Bachao Andolan
- 3.2 Chipko Movement
- 3.3 Recent Movement

- a. Guha, R. Chipko: Social history of an environmental movement. In Ghanshyam Shah ed. (2002). *Social Movements and the State*
- b. Baviskar, A. (1999). *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*. Oxford College Press.

UNIT 4: Environmental Justice

- 4.1 Concept of Environmental Justice

- a. Schlosberg, David, *Defining Environmental Justice: Theories, Movements, and Nature* (Oxford, 2007; online edn, Oxford Academic, 1 Sept. 2007)

UNIT 5: Legal and Regulatory Framework for Environmental Protection in India

- 5.1 Environmental laws in India - The Wildlife (Protection) Act, 1972, Environment Protection Act, 1986 (EPA)
- a. Ministry of Environment, Forest and Climate Change, <https://moef.gov.in/wp-content/uploads/wssd/doc2/ch2.html>

Upgraded & Implemented from 3rd Sem. of Session 2022-26 & 1st Sem. of Session 2023-27 Onwards

Suchashree

Sandhya Bhengra

Essential Readings:

1. Bell, Michael Mayerfeld. 2004. An Invitation to Environmental Sociology. Thousand Oaks, California: Pine Forge Press.
2. Gould, Kenneth Alan and Tammy L Lewis. 2009. Twenty Lessons in Environmental Sociology. New York: Oxford College Press.
3. Dunlap, R.; Frederick H. Buttel, Peter Dickens and August Gijswijt. (Ed.) 2002. Sociological Theory and the Environment: Classical Foundations, Contemporary Insights. Boston: Rowman & Littlefield.
4. Hanningan, John. 1996. Environmental Sociology. Oxon: Routledge.
5. ;kno] n; k"kdj fLg] 2018] lk; koj.k dk Lekt"lL=] fotMe cDL.
6. uxh] ih- ,l] ikfjLFkfrdh ,o i; koj.k Hkxky] jLrkxh ifyd"lL] ejB.
7. ikBd] vpuk] 2022] lk; koj.k dk Lekt"lL=] fot; idk"ku efnj cDL.
8. IGNOU, BSOE 143, lk; koj.k Lekt"lL=] <https://egyankosh.ac.in/handle/123456789/79826>

Sandhya Phenglee

Sandhya Phenglee

Varadachari

IV. ADVANCED MAJOR COURSE- AMJ 3: SOCIOLOGY OF EDUCATION

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) **Theory: 60 Lectures**

Course Objectives:

1. Sociology of Education is one of the core areas of sociology. One of the major objectives of this course is to familiarize students with the context, concepts and theories of sociology of Education.
2. To familiarize students with the basis of examines the bases of Education and the relationship between Education and society both analytically as well as in specific empirical contexts.
3. To make students familiar with the educational system, educational processes and educational change in the Indian context.

Course Learning Outcomes:

1. An ability to comprehend the relationship between the education and society.
2. Familiarity with different theories and concepts in sociology of education and a capacity to use them to grasp educational phenomena in a cross-cultural and comparative perspective
3. Be able to understand and appreciate the diversity of ways in which education system operates historically and spatially.
4. Be able to generate hypotheses and research questions within the theoretical perspectives and ethnographic contexts in sociology of education.

Course Content:

UNIT 1: Concept of Education

- 1.1 Types of Education
- 1.2 Importance of Education

UNIT 2: Education and Socialisation

- 2.1 Agencies of Socialisation – Family, School, Peer Group, Religion, Media

UNIT 3: Sociological Theories of Education

- 3.4 Emile Durkheim
- 3.5 Herbert Spencer
- 3.6 Paulo Friere

UNIT 4: Modernisation and Education

- 4.1 Role of Education in Modernisation
- 4.2 Impact of Modernisation on Indian Education System

UNIT 5: Social Change and Education

- 3.1 Concept of Social Change
- 3.2 Importance of Schooling and Education in Social Change

UNIT 6: Education and Social Mobility

- 6.1 Education and Social Stratification
- 6.2 Mobility and Equality of Educational Opportunity

Essential Readings:

1. Durkheim, Emile. (1956). Education and sociology translated with an introduction, by Sherwood D. Fox, The free press: New York.
2. Saxena, N. R. Swaroop, Philosophical & Sociological Foundation of Education, R. Lall Book Depot, Meerut. Geetha B. Nambissan and S. Srinivasa Rao (2013) Sociology of Education in India: Changing Contours and Emerging Concerns. Delhi: OUP
3. Halsey et al (1996) Education, Culture Economy Society. Oxford: OUP
4. Pathak Avijit (2004) Social Implications of Schooling – Knowledge, Pedagogy and Consciousness New Delhi, Rainbow Publications
5. Paulo Freire; Pedagogy of the Oppressed (30th Anniversary Edition).

Upgraded & Implemented from 3rd Sem. of Session 2022-26 & 1st Sem. of Session 2023-27 Onwards

Sanalhega Bhargava

Sushashankar

6. Mathur S.S. A sociological Approach to education.
7. Marker N.S Educational Sociology
8. Singh, Y.M (1992) Sociological foundation of education, sheth publishers, Bombay
9. Agrawal J.C. Theory and principles of education.
10. Gandhi, M.K. 1977. Basic Education, in *The Collected Works*. Ahmedabad: Navajivan.
11. Dewey, J. (1916). *Democracy and Education. An Introduction to the Philosophy of Education*. New York: Free Press.
12. Durkheim, E. 1956. *Education and Society*. New York: Teachers College Press.
13. Jairam, N., Sociology of Education in India, Rawat Publication, Jaipur
14. [Illegible text]
15. [Illegible text]
16. [Illegible text]
17. [Illegible text]

Sandhya Bhengua

Vasanthan

Sushashankar

COURSES OF STUDY FOR FYUGP IN "SOCIOLOGY" MINOR

MINOR COURSE-1A

(SEM-I)

I. MINOR COURSE- MN 1A:
INTRODUCTORY SOCIOLOGY

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

The idea behind this course is to introduce the discipline of Sociology to students from diverse academic and social backgrounds, trainings and capabilities. The course is intended to introduce the students to sociological ways of thinking. They learn how to apply sociological concepts to the everyday life. To familiarise students with the different concepts in Sociology and also to highlight the distinction between common sense knowledge and Sociological knowledge. To make the students familiar with the different institutions and aspects of Indian society and make them view the same through a sociological lens. To introduce students to the different prominent schools of thought within the discipline of Sociology.

Course Learning Outcomes:

Familiarity with Sociology and its different concepts. Knowledge of Indian society and its institutions, features. Knowledge of different sociological perspectives.

Course Content:**UNIT 1: Emergence of Sociology****1.1 Origin and Scope of Sociology**

Origin and scope of Sociology, and the history and development of sociology as a discipline, scope and classification of sociology, development of sociology as a subject in India.

- Andre Beteille, *Sociology: Essays on Approach and Method*, 2002, New Delhi, OUP Haralambos and Holborn: Sociology, Collins
- T.K. Oomen and P. N. Mukherji (eds.) *Indian Sociology: Reflections and Interpretations*: 1988, Bombay: Popular Prakashan

UNIT 2: Sociological Concepts:

Concept of society, Indian society, culture, social group, social institution, community and association, social organization, social change, social mobility, and social network.

- Andre Beteille, *Sociology: Essays on Approach and Method*, 2002, New Delhi, OUP
- Dictionary of Sociology, Oxford

UNIT 3: Indian Society:

Caste system in India, social stratification, class and power, nature and features of caste system, gender.

- Dipankar Gupta, *Social Stratification*, 1991, Oxford India Paperbacks
- Veena Das, *Handbook of Indian Sociology*, Oxford, 2004

UNIT 4: Sociological approaches:

Functionalism theory; Structural and structural functional theories; Conflict Theory- theory of alienation, dialectical materialism, the structures of capitalist society; Marx's critical theory of social order; Contemporary theories – Postmodernism, Feminism.

- George Ritzer, *Sociological Theory*, 2011, Tata McGraw Hill

Reference Books:

- [Lgt: ih-] let"l= : vo/kj.kk, ,o(l)ir| ih- ,p- vkb- yfu:x ikboV fyfeVM
- fL/kh] ujUn: ,o xkLokel] oL/dj] let"l= foopu] jktLFkku fgUnh xaFk vdkneh] t;ij
- nks'kh, ,o tu] let"l= : ubZ fn"kk] jkor ifeyd"l] t;ij ubZ fnYyh
- Vh- ch- ckVekj] vuokn xkily i/kkuh let"l= let; kvk vkj Ugt; dk v/;;u] ubl fnYyh
- Inkels A-What is Sociology, Printice-Hall of India, New Delhi
- H. M. Jhonshan - An Introduction to Sociology, Allied Publishers, Delhi
- Bottomore, T. B. 1972. Sociology: A guide to problems and literature. Bombay: George Allen and Unwin (India)

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MINOR COURSE-1B

(SEM-III)

II. MINOR COURSE- MN 1B: MODERN INDIAN SOCIAL THINKERS

Marks: 25 (5 Attnd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

1. To introduce the key ideas of makers of modern India.
2. To familiarize students with key Indian social thinkers.
3. To introduce important issues in contemporary Indian society.

Course Outcomes:

1. Students should be able to understand the socio-political and historical context in which aspects of modern Indian thought emerged.
2. Students should be able to understand the contribution of modern Indian thinkers.
3. They should be able to use the theories/ideas in the contemporary context.

Course Content:

1. **M. K. Gandhi** – Ahimsa, Satyagrah
Gandhi, M. K., 1938, *Hind Swaraj*. Ahmedabad: Navjivan Publishing House.
2. **Dr. B. R. Ambedkar** – Untouchability
Ambedkar, B. R., 1971 [1936], *Annihilation of Caste*. Jullender: BheemPatrika.
3. **Swami Vivekananda**,
Philosophy of Universal Religion, *Speech at the World Parliament of Religions, Chicago, 1893*
4. **Raja Ram Mohan Roy** -Samaj Sudhar
5. **J. P. Narayan**- Total Revolution
6. **Swami Dayanand Saraswati** – Education and Women
7. **Vinoba Bhave** – Bhoodan

Essential Readings:

1. [Lg] oh- ,u-] Hkkjrh; [Lltd fpUru] food idi'ku] fnYYkh-
2. ik.M;] jfo idi'ku] Hkkjrh; [Lltd fopkj] fot; idk"ku efUnj %ik-% fyfeVM] okjk.kLh

Sandhya Bhengra

Sushashank

Vasanthakumari

MINOR COURSE-1C

(SEM-V)

III. MINOR COURSE- MN 1C:
CULTURE AND SOCIETY

Marks: 25 (S Att'd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objectives:

1. Sociology of is one of the core areas of sociology. One of the major objectives of this course is to familiarize students with the context, concepts and theories of sociology of culture.
2. To familiarize students with the basis of examines the bases of culture and the relationship between culture and society both analytically as well as in specific empirical contexts.
3. To make students familiar with the different cultures, social processes and cultural change in the Indian context.

Course Learning Outcomes:

1. An ability to comprehend the relationship between the culture and the society.
2. Familiarity with different theories and concepts in sociology of culture and a capacity to use them to grasp cultural phenomena in a cross-cultural and comparative perspective
3. Be able to understand and appreciate the diversity of ways in which culture operates historically and spatially.
4. Be able to generate hypotheses and research questions within the theoretical perspectives and ethnographic contexts in sociology.

UNIT 1: Culture

1.1 Definition

1.2 Elements

1.3 Characteristics

1.4 Culture and Civilisation

- a. Les Back, Andy Bennett Laura Destor Edles, 2012, Cultural Sociology: An Introduction, pp 3-31, 47-91
- b. Chris Jenks, 2006, Culture: Routledge Publication

UNIT 2: Culture and Personality

1.1 Relationship between Culture and Personality

- a. Anthony FC Wallace, 1970, Culture and Personality.
- b. Ralph Linton, 1973, The cultural background of personality.

UNIT 3: Theoretical Approach

3.1 Public Sphere – Habermas

- a. Jurgen Habermas, 2015, The structural transformation of the public sphere: *An inquiry into a category of bourgeois society*.
- b. Craig Calhoun, 1993, Habermas and the public sphere the; MIT Press, Massachuetts and London.

UNIT 4: Media and Society

1.1 Types of Media – Old and New

1.2 Media and Globalisation

- a. James Curran, 2010, Media and Society; Bloomsbury Publication.
- b. Nicholas Carah, 2021, Media and Society: *power platform and participation*; Sage Publication.
- c. Terhi Rantanen, 2005. The media and globalization; Sage Publication.

Essential Readings:

1. Bhushan, Vidya & Sachdeva, D. R., An Introduction to Sociology, Kitab Mahal, New Delhi
2. [Lg] t- ih-] Leit"ll= : vo/kk].kk, , o [L]ir] ifVL gky vkiQ bfm; k ikboV fyfeVM] ub: fnYyh
3. [L/kh] ujUn: dek] , o xkLokh] [Lkdj] Leit"ll= foopu] jktLFkku fgUnh xaFk vdkneh] t;ij
4. ik.M;] jfo idk"ku] o."ondj.k , o Leit: fot; idk"ku efUnj %ik-% fyfeVM
5. pk/kjh] ih- di-] Leit"ll= d: [L]ir] food idk"ku] fnYyh
6. xlrk] ,e- ,y- ,o "kekZ] Mh- Mh-] Leit"ll= [Lg; Hkou ifeyd"ll] vkxjk

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Vachaspathy

Sachdeva

7. Milner, Andrew. Browitt, Jeff (2003) *Contemporary Cultural Theory*. Rawat Publications. Jaipur
 8. Miller, Toby (2006 ed.) *A Companion to Cultural Studies*. USA: Blackwell Publishing. (Page 1-18, 79-100)
 9. Goffman, Erving. (1972) *The Presentation of Self in Everyday Life*. Penguin Books
 10. Mead, George H. (1972) *Mind, Self and Society*. (18th Ed.). Chicago and London: The College of Chicago Press.
 11. Guha, Ranajit. (1998) *Dominance without Hegemony: History and Power in Colonial India*. Delhi:
 12. Geerts Clifford 1973. *The interpretation of cultures*
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Sandhya Phengra

Vaishnavi

Suchandika

MINOR COURSE-1D

(SEM-VII)

IV. MINOR COURSE- MN 1D:
RURAL SOCIETY IN INDIA

Marks: 25 (S Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

(Credits: Theory-04) Theory: 60 Lectures

Course Objective:

1. To familiarise students with the concept, features and institutions of rural society in India
2. To familiarise students with the contemporary issues and key government policies aimed at rural population in India

Course Learning Outcome:

1. Students will be able to understand the context, themes and issues of rural society in India
2. They will be familiar with key government programmes aimed at the rural population

Course Content:**UNIT 1: Rural Society –**

- 1.1 Concepts
- 1.2 Characteristics and
- 1.3 Change

UNIT 2: Social Institutions of Rural Society

- 2.1 Family, Kinship and Marriage
- 2.2 Rural Community
- 2.3 Caste and Casteism in Rural India
- 2.4 Dominant Caste

UNIT 3: Rural Development

- 3.2 Issues in rural development
- 3.3 Rural Development Programmes in India
- 3.4 Pradhan Mantri Gram Sadak Yojna,
- 3.5 MNREGA
- 3.6 Swachh Bharat Mission

UNIT 4: Little Tradition and Great TraditionEssential Readings:

1. सिंह बी. एन. एवं सिंह जि.एम.जी. ग्रामीण समाज विवेक प्रकाशन, दिल्ली
2. मुखर्जी रबीन्द्र नाथ ग्रामीण समाजशास्त्र साहित्य भवन, ऋषि, दिल्ली
3. ए.एल. दोषी एवं पी.सी. जैन भारतीय ग्रामीण समाजशास्त्र रावत, ऋषि, दिल्ली
4. Singh Prabhat Kumar - Migration and Urbanization, Janki Prakashan, Patna, New Delhi
5. Singh Prabhat Kumar - Migration and Occupational Mobility, Janki Prakashan, Patna, New Delhi
6. Rural Sociology in India, A.R. Desai, Macmillan Co. of India, New Delhi
7. S.L. Doshi and P.C. Jain, Rural Sociology, Rawat Publications, Jaipur

Sandhya Bhengla

Sushil Chandra