# NOIDA INTERNATIONAL UNIVERSITY



## SCHOOL OF LIBERAL ARTS

## DEPARTMENT OF SOCIOLOGY

**Session 2019-2020**

# COURSE STRUCTURE AND SYLLABUS OF POST-GRADUATE PROGRAMME M.A. (SOCIOLOGY)

**Scheme, syllabus and courses of Reading: -**

Courses for study in sociology have been redesigned with a view to develop skills among students to understand different types of societies and groups by acquiring knowledge of theories, concepts and methods of research. The students will be encouraged to discuss possibilities of applying their knowledge to a variety of situations and undertaking exercises of their own. Each course contains illustrative studies and recent articles for intensive study. Through these studies it is hoped that abilities for "doing sociology" will be developed among the students.

❖ The duration of the course leading to the degree of Master of Arts (M.A.) in Sociology will be of four semesters.

❖ In first year, there will be two semesters consisting of four papers each semester.

❖ In the second and final year there will be two semesters consisting of theory papers and one Dissertation/viva-voice for all students in final/fourth semester.

❖ External and internal examiners will evaluate dissertation/viva-voice jointly.

**General Scheme of the Syllabus:** - There will be four papers in each semester, one dissertation during the last semester and a comprehensive viva-voce. The papers in the all four semesters will constitute the core element, common to all students who undergo the same course.

The M.A. (Sociology) is divided into two parts as under. Each part will consist of two semesters.

| Part-I | First Year | Semester I | Semester II |
|--------|------------|------------|-------------|
| Part-II | Second Year | Semester III | Semester IV |

## 1<sup>st</sup>Semester

| S. No | Paper Code | Paper Name | L-T-P | | | Credits | Scheme of Marks | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Internal Marks | External Marks | Total |
| 1 | SOM-101 | An Introduction to Sociology | 3 | 1 | | 4 | 40 | 60 | 100 |
| 2 | SOM-102 | Classical sociological Thinkers-1 | 3 | 1 | | 4 | 40 | 60 | 100 |
| 3 | SOM-103 | Indian Society: structure and Change | 3 | 1 | | 4 | 40 | 60 | 100 |
| 4 | SOM-104 | Sociology of Marginalized Communities | 3 | 1 | | 4 | 40 | 60 | 100 |

## 2<sup>nd</sup> Semester

| S. No | Paper Code | Paper Name | L-T-P | | | Credits | Scheme of Marks | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Internal Marks | External Marks | Total |
| 1 | SOM-201 | Classical sociological Thinkers-2 | 3 | 1 | | 4 | 40 | 60 | 100 |
| 2 | SOM-202 | Social Stratification and mobility | 3 | 1 | | 4 | 40 | 60 | 100 |

| S. No | Paper Code | Paper Name | L-T-P | | | Credits | | | |
|---|---|---|---|---|---|---|---|---|---|
| 3 | SOM-203 | Introduction of Indian Social Institutions | 3 | 1 | | 4 | 40 | 60 | 100 |
| 4 | SOM-204 | Political Sociology | 3 | 1 | | 4 | 40 | 60 | 100 |

## 3<sup>rd</sup> Semester

| S. No | Paper Code | Paper Name | L-T-P | | | Credits | Scheme of Marks | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Internal Marks | External Marks | Total |
| 1 | SOM-301 | Contemporary Sociological Theories | 3 | 1 | | 4 | 40 | 60 | 100 |
| 2 | SOM-302 | Rural Development in India | 3 | 1 | | 4 | 40 | 60 | 100 |
| 3 | SOM-303 | Social Demography | 3 | 1 | | 4 | 40 | 60 | 100 |
| 4 | SOM-304 | Research Methods and Techniques | 3 | 1 | | 4 | 40 | 60 | 100 |

## 4<sup>th</sup> Semester

| S. No | Paper Code | Paper Name | L-T-P | | | Credits | Scheme of Marks | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Internal | External | Total |

4

| | | | L | T | P | | Internal Marks | External Marks | Total |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | **Marks** | **Marks** | |
| 1 | SOM-401 | Social Problems and Social Welfare | 3 | 1 | | 4 | 40 | 60 | 100 |
| 2 | SOM-402 | Criminology and Penology | 3 | 1 | | 4 | 40 | 60 | 100 |
| 3 | SOM-403 | Gender and Society | 3 | 1 | | 4 | 40 | 60 | 100 |
| 4 | SOM-404 | Dissertation & Viva-Voice | | | | 6 | 60 | 40 | 100 |

L: Lecture hours; T: Tutorial hours; P: Laboratory/ Practical hours;

Internal Marks include class tests, Assignments, Presentations and Attendance

# M.A 1<sup>ST</sup> SEM

## SOM-101: AN INTRODUCTION TO SOCIOLOGY

**Objectives**: This introductory paper is intended to acquaint the students with sociology as a social science and the distinctiveness of its approach among the social science. It is to be organized in such a way that even students without any previous exposure to sociology could acquire an interest in the subject and follow it.

## Unit – I Introduction

- The meaning of sociology
- Subject matter of sociology
- Importance of sociology.

## Unit – II Its relations with following sociology science

- Sociology and economics
- Sociology and politics
- Sociology and psychology
- Sociology and history
- Sociology and anthropology

## Unit – III Individual and Society

- Social contract theory
- Organism theory

## Unit – IV Socialization, Culture

- Meaning, Agencies of socialization
- Stages of socialization
- Meaning and characteristics
- Importance of culture

**Readings:**

1. Berger, Peter (1963), Invitation to Sociology: A Humanistic Perspective, New York: Doubleday.
2. Bottomore, T.B. (1972), Sociology – A Guide to problems and Literature, Bombay:
3. George Allen and Unwin. Davis, Kingsley (1981), Human Society, New Delhi: Surjeet Publications.
4. Giddens, Anthony (1989), Sociology, Oxford University: Polity Press.
5. Harlambos, M. (1998), Sociology – Themes and Perspectives, New Delhi: Oxford University Press.
6. Inkeles, Alex (1987), What is Sociology? New Delhi: Prentice Hall,
7. Jayaram, N. (1988), Introductory Sociology, Madras: McMillan India.

# SOM-102: CLASSICAL SOCIOLOGICAL THINKERS-1

**Objectives:**-Industrial Revolution and consequent transformation of mode of production brought out dramatic and traumatic changes in the traditional feudal structure of the societies in Europe though the emergence of capitalism. The changes that were brought by these events have had far-reaching effects on the economic and social systems of these societies, commanding attention of thinkers. That gave rise to the discipline of presented their distinct analysis, casual and otherwise of these changes made efforts to highlight the different features of the emerging modern industrial capitalist society and also attempted to predict the future of the emerging of this society. Some of them engaged their attention on the issues related to development of Sociology as a Science. Among these sociological thinkers prominent are Karl Marx, Emile, Durkheim, Max Weber and Vilfredo Pareto. Acquaintance with the writings of these thinkers would equip the student with theoretical insights to know, analyse and interpret the social scenario around them and would also familiarize with the different sociological perspectives and theories. While teaching, emphasis would be critical analysis of the writing of these thinkers.

## Unit – I Auguste Comte
- Positivism
- Hierarchy of Sciences
- Law of three stages

## Unit – II Herbert Spencer
- Organic Analogy
- Law of evolution
- Types of Societies

## Unit – III Emily Durkheim
- Sociology as a Study of Social Facts
- Theory of Division of Labor
- Theory of suicide

## Unit – IV Max Weber
- Theory of Social Action
- Protestant Ethics and Spirit of Capitalism
- Theory of Bureaucracy

**Readings:**

1. Adams, Bert N. and Sydie, R.A. (2001), Sociological Theory, New Delhi: Vaster Publication. Aron, Raymond (1967), Main Currents in Sociological Thought, Vol.1 and 2, Penguin, Chapters on Marx, Durkheim and Weber.

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

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

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

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

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

7. Nisbet, Robert (1996), The Sociology Tradition, London: Heinemann Educational Books Ltd. Parsons, Talcott (1949), The Structure of Social Action, Vol.1 and 2. New York: McGraw Hill. Popper, Karl (1945), Open Society and Its Enemies, London: Rutledge.

8. Ritzer, George, (1992), (3rd edition), Sociological Theory, New York: McGraw Hill.

9. Turner, Jonathan H. (1995) (4th edition), The Structure of Sociological Theory, Jaipur: Rawat Publication.

10. Zeitlin, Irving M. (1981), Ideology and the Development of Sociological Theory, Prentice Hall.Zeitlin, Irving M. (1998), (Indian edition), Rethinking Sociology: A Critique of Contemporary Theory, New Delhi: Rawat Publication.

# SOM-103: INDIAN SOCIETY: STRUCTURE AND CHANGE

**Objectives:** It is presumed that the student has some familiarity with Indian society by virtue of the fact that she is a member of it and that she has observed and experienced some facets of it. However, this familiarity is likely to be superficial, selective and rather fragmentary. The course is aimed at rectifying these limitations by presenting a comprehensive, integrated and empirically-based profile of Indian society. This paper aims to analyze certain features specific to Indian society like caste system as well the status of women in the Indian society through ages.

## Unit – I Introduction
- Characteristics of Indian Culture
- Varna dharma, Ashram dharma, Purusharthas and Samskaras

## Unit – II Marriage and Family

- Meaning of Hindu and Muslim Marriage.
- Meaning and Characteristics of Joint Family
- Changes in the Family system and marriage system

## Unit – III Indian Caste System
- Meaning and Characteristics
- Recent Change in caste
- Causes for change

## Unit – IV Backward Classes
- Meaning and problems of SCs &STs
- Constitutional and Welfare Measures

**Readings:**

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

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

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

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

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

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

7. Desai, Neera&UshaThakkar (2007) Women in Indian Society, New Delhi: National Book Trust.

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

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

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

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

12. Nagla, B.K. (2014), Indian Sociological Thought, New Delhi: RawatPublicating.

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

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

15. Srinivas, M.N. (1970). Social Change in Modern India, Berkeley, California: University Press. Srinivas, M.N. (1991), India: Social Structure, Delhi: Chaman Offset Printers.

# SOM-104: SOCIOLOGY OF MARGINALIZED COMMUNITIES

**Objectives:** This course helps the student to focus on the segments of the population which have lived on the margins of society and which have not received adequate attention, to sensitize students to the significance of the sociological study of Dalits, tribal communities and nomadic castes and tribes and to focus on groups and communities which have suffered extreme poverty, deprivation and discrimination over a long period of time.

## Unit – I Introduction

- Meaning and processes of marginalization
- Scope and importance of the study of marginalization
- Socio-economic indices of marginalization-Poverty, relative deprivation

## Unit – II Marginalized Groups in India

- Scheduled Castes
- Scheduled Tribes
- Nomadic Communities
- Women

## Unit – III Marginalization and Affirmative Action

- Constitutional Provisions
- State Policies and programmes
- Role of voluntary groups

## Unit – IV Social Movements and the Marginalized groups

- Recent trends in the movements for the empowerment of marginalized groups
- Anti-reservation agitations

**Readings:**

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

2. Ashraf MahammadSiddiqi and P.C.Aggarwal (1976), Equality through Privileges: A Study of Special Privileges of Scheduled Caste in Haryana, Delhi: Sri Ram Centre for Industrial Relation.

3. Beteille, Andre (1975), Social Inequality, London: Penguin Book. Gore, M.S. (1993), The Social Context of an Ideology; The Social and Political Thought of BabasahabAmbedkar, Delhi: Sage Publication.

4. Gupta, Dipankar (1991), Social Stratification, New Delhi, Oxford University, Press.

5. Hardgrave Robert (1969), Nadars of Tamil Nadu: The Political Culture of Community Change, California: California University Press.

6. Kamble, N.D. (1981), Atrocities on Scheduled Caste in Post Independent India, Delhi: Ashish Publishing House.

7. Lynch, Owen, M. (1969), The Politics of Untouchability; Social Mobility and Social Change in a City of India, Delhi: National Publishing House.

8. Mathew, Joseph (1986), Ideology, Protest and Social Mobility: Case Study of Mahars and Pulayes. Delhi: Inter-India Publication.

9. Omvedt, Gail (1999), Dalits and the Democratic Revolution, Delhi, Sage Publications.

10. Oommen, T.K. (1990), Protest and Change: Studies in Social Movement, Delhi: Sage Publication. Pimpley, P.N. and Satish Sharma (1985), Struggle for Status, Delhi: B.R. Publishing House.

11. Schchidananda (1977), Harijan Elites, Faridabad: Thomson Press. Shah, Ghanshyam (1990). Social Movement in India: A Review of Literature in India, Delhi: Sage Publication.

12. Singh, K.S. (1998). The Scheduled Caste, Delhi: Anthropological Survey of India.

13. Upadhyaya, H.C. (1991). Scheduled Caste and Scheduled Tribe in India (Ed.) Delhi: Anmol Publication. Zelliot, Eleanor (1995), From Untouchable to Dalit: Essays on the Ambedkar Movement, New Delhi, Manohar Publication.

## M.A 2nd SEM.

## SOM-201: CLASSICAL SOCIOLOGICAL THINKERS-2

**Objectives:** To know the contributions of thinkers to classical sociological theory and their perceptions to the main structures, processes and existing contradictions and to examine contemporary society and social issues through the application of sociological perspectives.

### Unit – I Karl Marx

- Marx's Concept of History and Society
- Class and Class Consciousness –The Inevitable Doom of Capitalism
- Alienation

### Unit – II Vilfredo Pareto

- Sociology as Logico-Experimental Science
- Logical and Non-Logical Action
- The Circulation of Elites.

### Unit – III George Simmel

- Method, Forms of Interaction and Individuality
- Social Types
- Modern Culture

### Unit – IV Pitrim A. Sorokin

- Theory of Social Stratification and mobility
- Theory of Social change.

**Readings:**

1.  Aron, Raymond (1991) Main *currents in Sociological Thought*. London: Penguin.

2.  Coser, Lewis, (1975) Masters *of Sociological Thought: Ideas in Historical and Social Context*, New York: Harcort Brace Jovanovich. Finer, S.F.(ed.) (1978)

3.  Giddens, Anthony (1971) *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Weber*, Cambridge: Cambridge University Press

4.  Hughes, John A., Martin, Pater, J. and Sharrock, W.W. (1995), *Understanding Classical Sociology -Marx,Weber and Durkheim*, London : Sage Publications, Whole Book.

5.  Finer, S.F.(ed.) (1978)*Vilfred Pareto: Sociological Writings*. Oxford: Basil Blackwell.

6.  Terrell, carver (1982) *Marx's Sociological Theory*. Oxford and New York: Oxford University

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

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

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

# SOM-202: SOCIAL STRATIFICATION AND MOBILITY

**Objectives:** To explore the basic concepts of social mobility and status attainment and to bring to light about theoretical perspectives on stratification and mobility.

## Unit-I Introduction

- Meaning and characteristics of stratification
- Process of stratification

## Unit-II Forms of stratification

- Caste: Features and changing Pattern
- Class: Problems of Identity class
- Determinants of Class

## Unit-III Social Mobility

- Meaning and Types of mobility
- Determinants of mobility: Education, Occupation and income
- Measurement of mobility: Systematic and Objective criterion

## Unit-IV Social Mobility in India

- Trends of mobility
- Understanding mobility through Westernization, Sanskritization, and modernization.
- Social Movements as trends of mobility.

**Readings:**

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

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

3. Davis, Kingsley (1981), Human Society, NewDelhi: Surjeet Publications.

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

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

6. Beteille Andre (2002) *Caste, Class and Power: Changing patterns of Stratification in Tanjore*Village, Oxford University Press, New Delhi

7. Prakash J (2001) *Affirmative Actions and Social Change: Social Mobility of Dalits*, Anmol Publications, New Delhi

8. Sharma K I, Social *inequality in India: Profiles of Caste, Class and Social Mobility,Essays in honor of Professor Yogendar Singh* Rawat Publications, Jaipur.

9. Singh Yogendra (1997) *Social Stratification and change in India*, Manohar Publications, New Delhi

10. TuminMelvin (1967) *Social Stratification: The forms and functions of inequality*, Englewood Cliffs, New Jersey.

# SOM-203: INTRODUCTION OF INDIAN SOCIAL INSTITUTIONS

**Objectives:** After studying this course, the learners will be able to understand the diversities and unity in Indian Society and their institutions, Know the major segments in society, the traditions, continuities and changes taking place in Indian society, understand various theoretical perspectives to comprehend Indian Society and the sociological perspective on Indian society presented in this course will also enable students to gain a better understanding of their own situation and region.

## Unit –I Indian Social Institutions - Introduction

- Meaning and Characteristic of Social Institution
- Essential Elements of Institution
- Functions of Institution.

## Unit – II Institution of Caste

- Meaning and Characteristic of Caste
- Meaning of Verna
- Difference between Varna and Caste
- Casteism
- Causes of Casteism

## Unit- III Institution of Family

- Meaning and Characteristics of Family
- Types of Family
- Nature of Family

## Unit –IV Institution of Religion

- Meaning and Characteristic of Religion
- Religious Beliefs
- Function and Dis-function of Religion

**Readings:**

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

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

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

4. Nagla, B.K.(2014), Indian Sociological Thought, New Delhi, Rawat Publications. Singh, Y. (1973). Modernization of Indian Traditions, Delhi: Thomson Press.

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

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

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

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

# SOM-204: POLITICAL SOCIOLOGY

**Objectives:** -In modernized societies, the political system has become one of the most dominant components of the total social structure. As a result, it becomes imperative to acquaint the students with the nature and functioning of political system, and the political processes. The paper aims to generate in the minds of students an awareness of their status and role as citizens of the state and to make the students aware of the prerequisites of sound democratic political system and its vulnerability.

## Unit-I Political Sociology: Origin Development and Scope

- Meaning of Political Sociology
- Scope of Political Sociology
- Importance of Political Sociology

## Unit-II Political Socialization

- Meaning of Political Socialization
- Characteristics of Political Socialization
- Major Agencies of Political Socialization
- Importance of Political Socialization

## Unit-III Role of Region, Caste and Regionalism in Indian Politics

- Religion and Politics
- Caste and Politics
- Regionalism and Politics

## Unit-IV Political Participation

- Meaning of Political Participation
- Factors Facilitating to Political Participation
- Women's Participation of Politics
- Factors Resisting Women's Participation in Politics

**Readings:**

1. Kumar Anand (2010), Quest for participatory Democracy, Jaipur: Rawat Publications.

2. Kumar Anand (2014), Political Sociology in India, Vol-VIII, Delhi, Sage Publications.

3. Choudhary, Kameshwar (2007), Globalization, Governance Reforms and Developoment in India, New Delhi, Sage Publications.

4. Mukhopadhyay, Amal Kumar (1977), Political Sociology: An Introductory Analysis, Calcutta:K.P.Bagchi and Company.

5. Allardt, E. and Rukkan,S. (1970), Politics: Studies in Political Sociology.

6. Almond and Coleman (1960), The Politics of Developing Areas, Princeton University press.

7. Almond and Powell (1972), Comparative Politics: A Development Approach, New Delhi.

8. Aron, Raymond (1967), Industrial Sociology: Three Essays on Ideology and Development, New York. Blondel, Jean (1969), Comparative Government, Macmillan.

9. Bottomore, T.B. (1971), Elites and Society, Penguin, HarmondSwarth Ball, Alam R. (1978), Modern Politics and Government, Macmillan Dowse, R.E. and Hughes J.A. (1972). Political Sociology, London: John Wiley.

10. Easton, David (1965), A Framework for Political Analysis, Englewood Cliffs, Prentice Hall.

11. Easton, David (1965), A System Analysis of Political Life, New York, Wiley.

12. Finkle, Jason and Cable, R.W. (1971), Political Development and Social Change, New York: John Wiley and Sons Inc.

13. Huntington, S.P. (1969), Political Order in Changing Societies.

14. Lipset, S.M. (1959), Political Man, London.

15. Lipset, S.M. (1972), Politics and The Social Sciences, New Delhi: Wiley Eastern.

16. Lapalombaran, Joseph and Weiner, Myron (1966), Political Parties and Political Development.

# M.A 3<sup>rd</sup> SEM

## SOM-301: CONTEMPORARY SOCIOLOGICAL THEORIES

**Objectives: -**This course is intended to introduce the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking in the latter half of the 20$^{th}$ century, and which continue to concern the practitioners of sociology today. The main focus of this course will be on the perspectives on Evolution, Rational choice and Modernity as well as the Feminist theories. The course will also examine the theoretical relevance and analytical utility of the premises, methodology and conclusions of these diverse theoretical perspectives in understanding social structure and change.

### Unit – I Structuralism-Functionalism

- Levi-staruss
- Robert K Merton: Middle Range Theory, Manifest and Latent Functions.
- Talcott Parsons: Social System-Pattern Variables

### Unit – II Structuration and post-modernism

- Foucault
- Derrida

### Unit – III Symbolic Interactionism

- C H Cooley
- George H Mead
- Herbert Blumer

### Unit – IV Ethno methodology and Phenomenology

- Harold Garfinkel
- Alfred Schutz

**Readings:**

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

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

3. Tom &Nisbet, Robert (2004), A History of Sociological Analysis, Jaipur, Rawat Publications. Cohen. Percy S. (1968), Modern Social Theory, New York, Basic Books.

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

5. Lemert, Charles (2004), Social Theory: The Multicultural and classic readings, Jaipur, Rawat Publications. Polity, (1994), The Polity Reader in Social Theory, Cambridge, Polity Press.

6. Ritzer George (2000), Modern Sociological Theory, New York, McGraw-Hill.

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

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

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

## SOM-302: RURAL DEVELOPMENT IN INDIA

**Objectives:** - India is a classic land of agriculture. Its long past history, its complex social organization and religious life, its varied cultural patterns, can hence be understood only if a proper study is made of the rise, growth, crystallization and subsequent fossilization and breakup of the self-sufficient village community, the principal pivot of the Indian Society. Rural society in India has acquired a new significance after independence. The agrarian sector provides the very morphological framework for the underdeveloped Indian Society. As a result, constant efforts are being made to re-shape the agrarian social structure, subjecting it to the pressures of actively operating agencies of social change.

This paper attempts to focus the attention on the need of a sociological perspective in studying rural life and outline the approach to study the rural society. It further attempts to portray the picture of the multi-sided and complex rural life and the emerging trends.

### Unit – I Introduction

- The Concept of Rural Development
- Importance of the Study of Rural Development
- Indian Village, its Characteristics

### Unit-II Land Reforms

- Land Reforms before & after Independence
- Critical Appraisal of Panchayat Raj System in India, 73rd Constitutional Amendment.

### Unit-III Community Development Programmes

- Concept & Objectives of Community Development Programme
- Firkha Development &Sriniketan
- Evaluation of Community Development Programme of 1952.

### Unit-IV Programmes of Rural Reconstruction

- IRDP, TRYSEM, JRY
- Welfare Programme for Rural Women StrishektiYojana and others.

- Meaning of Liberalization, Privatization & Globalization

**<u>Readings: -</u>**

1. Ahuja, Ram: Social Problem, Rawat Publication, Jaipur; 2006.
2. Beteille, A.: Studies in Agrarian social Structure, Oxford University Press, New Delhi; 1975
3. Desai, A.R.: Rural Sociology in India, Popular Prakashan, Bombay; 1996
4. Desai, A.R.: Rural India in Transition, Popular Prakashan, Bombay; 1979
5. Dhanagre, D.N.: Peasant Movement, Oxford University Press, New Delhi;
6. Duby S.C.: India's changing Village: Human Factor in Community Development, Himalayan Publishing House, Bombay; 1988
7. Fernandes, Leela : India' s New Middle Class, Oxford Univ. Press; 2006
8. Lewis, Oscar: The Stigma of Poverty Maheshwari, S.R.: Rural Development In India, Sage Publication, New Delhi; 1985
9. Pradhan, P.K.: Land, Labour and Rural Poverty, Himalayan Publishing House Ltd., Bombay; 1988
10. Ranbir, D.T.: Bharat Mein JatiaurVarg, Popular Prakashan, Bombay; 1966
11. Sidhqui, M.H. : Agrarian Unrest in North India, Vikas Publishing House; 1978
12. Vidyarthi, L .P. : Leadership in India, Asia Publishing House, Bombay; 1967

## SOM-303: SOCIAL DEMOGRAPHY

**Objectives:**-Population size is often considered a crucial variable in appreciating social issues. The problems of developing societies are attributed to their population size. These views demand a proper academic and objective understanding of the dynamics of population. This course is designed to make the students understand the influence of population on social phenomena and to acquaint them with the demographic features and trends of Indian society Vis-a Vis world population. It also aims to understand population control in terms of social needs as well as to appreciate population control measures and their implementation.

### Unit – I Introduction
- Meaning, Scope and Nature of the Social demography
- Relation of Population and Society
- Need for Population Study in India

### Unit – II Theories of Population
- Malthusian Theory
- Theories of Optimum Population
- Demographic Transition Theory

### Unit – III Components of population change
- Fertility: Meaning. trends and Fertility Differentials
- Mortality:  Meaning Trends and Mortality Differentials
- Migration: Definition, Theories and Causes

### Unit – IV Population Growth
- World Population Growth
- Population Growth in India: Causes and Consequences
- Composition of  India's Population: Age, Sex and Education

**Readings:**

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

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

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

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

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

6. Bogue, Donald J. (1969) The Principles of Demography, N.Y.: John Wiley. Bose, Ashish (1996) India's Basic Demographic Statistics, New Delhi: B.R. Publishing Corporation.

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

8. Dubey, SurendraNath (2001). Population of India, Delhi: Authors Press.

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

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

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

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

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

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

# SOM-304: RESEARCH METHODS AND TECHNIQUES

**Objectives:** -The course plan aims to provide exposure to the fundamentals of various research techniques and methods. It tries to build upon the basic assumptions in adopting different methodologies for different kinds of research themes. It introduces certain philosophical ideas underlying the emergence of different methodologies in social sciences. It also attempts to sensitize the students to develop a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can help them in their future research.

## Unit – I Social Research

- Definition, Types and  Importance Social Research
- Problems of objectivity
- Relationship Between Theory and Research

## Unit – II Basic Elements of  Social Research

- Hypotheses: Meaning, Importance, Types and Formulation
- Sampling: Meaning, Characteristics and Types
- Research Design, Meaning and Types.

## Unit – III Tools of Data Collection

- Meaning and Methods of Data Collection
- Primary Data: Observation, Questionnaire and Interview
- Secondary Data

## Unit – IV Statistics in Social Research

- Measures of Central Tendency: Mean Median and Mode.
- Research Reports – Structure and Components of Research Report
- Characteristics of Good Research Report

**Readings:**

1. Ahuja, Ram (2001), Research Methods, Delhi: Rawat Publications.

2. Bailey, Kenneth D. (1982), Method of Social Research, New York: The Free Press, Second Edition.

3. Blalock, Hubert M. (1979), Social Statistics. New York:

4. Tata Mc-Graw-Hill. Boss, P.K. (1995), Research Methodology, New Delhi, ICSSR.

5. Champion, Dean. J. (1981), Basic Statistics for Social Research New Delhi: Macmillan Publishing New York.

6. Goode, W.J. and P.K. Hatt, (1952), Methods in Social Research, New York: McGraw International Students Edition.

7. Gupta, S.P. (2002). Statistical Methods, New Delhi:Sultan Chand and Sons Publication.

8. Moser, S.C. and G. Kalton (1971), Survey Methods in Social Investigation, London:

9. Heinmann.Seltiz, Claire et al (1959). Research Methods in Social Relation, New York:Henry Holt and Co. Srinivas, M.N. and A.M. Shah (1979). Fieldworker and The Field, New Delhi: Oxford University Press.

10. Thakur, Devender (2003), Research Methodology in Social Science, New Delhi: Deep and Deep Publications Pvt. Ltd.

11. Young, P.V. (1988), Scientific Social Surveys and Research, New Delhi Prentice Hall.

# M.A 4<sup>th</sup> SEM

## SOM-401: SOCIAL PROBLEMS AND SOCIAL WELFARE

**Objectives:** The course is designed to provide the conceptual platform to understand serious and glaring challenges of Indian society. It also enables the students to equip themselves in understanding the etiology, magnitude, causes and consequences of contemporary social problems. Besides this, it equips them in evaluating the prevalent institutional arrangements to mitigate the problem and face challenges. To acquaint the students with contemporary social problems and to enable them to make a critical analysis.

**Unit-I: Introduction**
- Meaning and Nature of Social Problems
- Characteristics of Social Problems
- Causes of Social Problems

**Unit-II: Issues and Problems related to family**
- Dowry and Divorce
- Intergenerational Problems
- Domestic Violence
- Impact of Modernization on Indian Family

**Unit-III: Developmental issues and Problems**
- Regional imbalances
- Displacement
- Terrorism

**Unit-IV: Changing Profile of Crime and criminals**
- White Collar Crime- Meaning, Causes & Consequences
- Criminalization of Politics –Meaning and Nature.
- Corruption

**Readings:**

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

2. Bardhan, P. (1984), Land, Labour and Rural Poverty. New Delhi: OUP.

3. Beteille, Andre. (1974), Social Inequality, New Delhi: OUP.

4. Beteille, Andre. (1992), Backward Classes in Contemporary India. New Delhi: OUP

5. Berreman, GD (1979), Caste and Other Inequalities: Essays in Inequality, Meerut: Folklore Institute.

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

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

   Inden, Ronald. (1990), Imaging India, Oxford: BrasilBlackward.

8. Lewis, Oscar. (1966), "Culture of Poverty". Scientific American Vol. II & V, No.4.

9. Merton R.K.(1972), Social Theory and Social Structure, New DelhiEmrind Publishing Company.

10. Mamoria, C.B. (1981), Social Problems in India, KitabMehal, Allahabad.

11. Madan, G.K. (1973), Social Problems, Allied Publications, Bombay.

# SOM-402: CRIMINOLOGY AND PENALOGY

**Objectives:** The course is designed to provide sociological insides regarding the concepts used in the study and analysis of deviance. It gives a theoretical explanation to etiology of deviance in the light of many theorists and perspectives. It explores the interface between deviance, social problems and crimes further it seeks to familiarize students regarding penological and correctional while dealing with deviance.

## Unit – I Principles of Criminology and Penology

- Meaning and Definition
- Nature and Scope
- Importance, Objectives and Utility

## Unit – II: Concept of Crime and Theories of Crime

- Meaning and Definitions
- Characteristics of Crime
- Classification (Ancient &Pioneers )

## Unit – III: The Concept of Punishment and Theories of Punishment

- Meaning and Definitions
- The Deterrent Theory
- The Retributive Theory
- The Reformative Theory

## Unit – IV: The Prison System

- The Indian Prison System
- Reforms in Prison System

**Readings:**

1. Teeters, Negley and Harry Elnar Barnes (1959), New Horizons in Criminology. New Delhi. Prentice Hall of India.

2. Sutherland, Edwin. H. and Donald R.Cressey (1968), Principles of Criminology. Bombay: Times of India Press.

3. Parsonage, William H. (1979), Perspectives on Criminology. London: Sage Publications.

4. Ministry of Home Affairs (1998), Crime in India. New Delhi: Government of India Annual Report of National Crime Bureau, New Delhi.

5. Gill, S.S. (1998), the Pathology of Corruption. New Delhi: Harper Collins Publishers. Reid, Suetitus(1976), Crime and Criminology. Illinois: Deyden Press.

6. Merton, R.K. 1972. Social Theory and Social Structure. New Delhi: Emerind Publishing. Bedi, Kiran, (1998), It Is Always Possible. New Delhi: Sterling Publications Pvt. Ltd.

7. Williams, Frank P. and Marilyn D. Meshere,(1998), Criminological Theory. New Jersey: Prentice Hall.

8. Williamson, Herald E. (1990), The Correction Profession. New Delhi: Sage Publications.

9. Ministry of Home Affairs.Report of the All India Committee on Jail Reforms. 1980-83. NewDelhi: Government of India.

10. Bedi, Kiran(1998), It Is Always Possible. New Delhi: Sterling Publications Pvt. Ltd.

# SOM-403: GENDER AND SOCIETY

**Objective:** The course is designed to provide sociological insides regarding demonstrate an understanding of the history of gender and the division of labor by sex, to describe which human behaviors are biologically motivated and which are socially constructed, to explain an understanding of oneself and the society in which one operates, to describe the institutionalization of gender in politics, economics, language, family, and other areas, to describe the concepts of gender stereotypes and sexism as a form of discrimination, to describe how various gender-based movements envision "the good society" and to describe the variety of sexual identities based in sexual practices.

## Unit – I:  Introduction
- Sex and Gender: Meaning
- Sociology of Gender: Meaning and development
- Gender in Sociological Analysis
- Gender in Historical perspective

## Unit – II:  Gender and Society
- Models of Gendered Socialization
- Cultural symbolism and General Roles
- Indicators of women's status: Demographic, Socio-cultural & Economic

## Unit – III: Theories of Gender Relations
- Liberal
- Radical
- Marxist
- Socialist and Post-Modern

## Unit-IV: Gender and Development
- The Role of the State and NGOs
- Special Schemes and Strategies for Women's Development.
- Women Health and law

**Readings:**

1. Bhasin Kamala, Understanding Gender, Kali for Women, New Delhi, 2000.

2. BasuAparna, Women's Education in India in Ray and Basu (edt): From Independence Towards Freedom, OUP, 1999.

3. ChodhuriMaitreyee, Feminism in India, Women Unlimited, New Delhi, 2004.

4. Chakravarty Uma, Gendering caste through a feminist Lense, Stree, Calcutta, 2003.

5. Davis Kathy, Evans Mary, Lorber, J (edt), Handbook of Gender and Women's Studies, Sage Publication, UK, 2006.

6. Delamont Sara, Feminist Sociology, Sage Publications Ltd, 2003.

7. Feminist Concepts, Contribution to Women's Studies Series, Part-I, II, III, RCWS, Mumbai.

8. Freedman Jane, Feminism, Viva Books, New Delhi, 2002.

9. Geetha V, Patriarchy, Stree, Calcutta, 2007.

10. Geetha V, Gender, Stree, Calcutta, 2002.

11. Kimmel Michael, The Gendered Society, Oxford, NY, 2008.

12. Radha Kumar, History of Doing, Kali for Women, New Delhi, 1992.

13. RegeSharmila, Sociology of Gender, Sage Publications, New Delhi, 2003.

14. Uberoi Patricia, Family, Kinship and Marriage in India, Oxford, New Delhi, 1994.

15. Wharton A. S, Sociology of Gender, Blackwell, 2005.

# SOM-404: DISSERTATION AND VIVA-VOCE

**Objective:** This course provide practical Application of learner's theoretical and methodological understanding and skills into devising researchable ideas and specific research questions and hypotheses, by Conducting a focused review of the relevant literature and creating appropriate conceptual framework, developing a realistic research design with specific research strategies. This enables students to think through and articulate a research in their interested areas. Topics for the dissertation will have to be approved by the Board of Studies in the beginning of the IV semester; allotment of supervisor will also be done by board of studies.

Dissertations normally report on a research project or study, or an extended analysis of a topic. The structure of the thesis or dissertation explains the purpose, the previous research literature which impinges on the topic of the study, the methods used and the findings of the dissertation. The Dissertation should include the following –

1. Title of Dissertation
2. Introduction
3. Problems of Research
4. Objectives of Research
5. Tentative Chapter Division
6. Suggested readings

## Source Material and References

Presenting your own ideas in a Dissertation is acceptable and even encouraged. However, the paper must be based on facts and opinions from authoritative sources and these sources must be given proper credit. A minimum of three published sources is required, and ten or more is typical. Direct quotes must be placed inside quotation marks or in indented sections and should be used sparingly. Paraphrasing is better in most cases.

There are two popular ways to cite references. One is to place superscripted numbers in the text with corresponding footnotes at the bottom of the page or endnotes at the end of the paper. More typical of scientific papers is to place the author and year in parentheses (Heaton, 1984). In either case you need a bibliography of all cited sources at the end of the paper with author(s), year,

title, publication or publisher, volume, and pages. These should be in alphabetical order by name of the primary author. Preference however should be given to MLA Style Sheet.

Be sure to find source materials that are specific to your topic, either books or journal articles. Textbooks are usually too general and should be avoided. The libraries have published and computerized indexes that can be used to find relevant sources. See the Supervisor or a reference librarian if you are unfamiliar with these resources.

Plagiarism is the presenting of someone else's wording or ideas as one's own and is a violation of university policy. If you use someone else's words or ideas, you must give them proper credit. You must also obtain permission from the Supervisor before using your Project for more than one course.

## Length and Format

Length is not important; 40 to 60 pages of 1.5 spaced texts is a good target. The title, author, course, and date should be typed onto a cover sheet. Illustrations are not required but are often useful in explaining graphical concepts and in giving the paper character. The bibliography should be the last section of the paper. The entire report has to be submitted in two spiral bound copies.

## Marks/Grading

Students are required to make two submissions: a first draft and a final draft prior to final submission. The first draft is not to be a "rough" draft; it should be a completed, typed paper like you would ordinarily submit. I will read it carefully, offer suggestions for improvement, give it a grade, and return it to you promptly. The final draft, which is worth a larger share of the points, is your chance to respond to the suggestions and submit an improved paper. This, I hope, will make the writing of a Project more of a learning experience. We strongly suggest using a word processor so that the final draft can be created by editing rather than complete retyping.

Grading is based on both research content and presentation. Your paper should demonstrate that you have a gained a level of expertise in the subject by studying the relevant literature. Your presentation should be clean and convincing with proper use of paragraphs, complete sentences, and correct grammar, spelling, and punctuation. Make your Project look and sound professional.

**Evaluation of Dissertation**

Sl.No.

**Evaluated by  Criteria:**

1. Institution

  - Quality

  - Depth & Breadth of analysis,

  - Coverage,

  - Scope and content

  - Project fulfillment

  - Data collection ability in the field  (if any)

  - Scope of Implementation.

   **Marks-60**

2.     Board of Examiners

       Viva-voce Examination

      **Marks-40**

3.     **Total   100**