

**NOIDA INTERNATIONAL UNIVERSITY**

**NOIDA INTERNATIONAL UNIVERSITY**

**DEPARTMENT OF SOCIOLOGY**

**MASTER OF ARTS SOCIOLOGY**

**(Semester Based Course)**

**Rules, Regulations and Course Contents**



## **Academic year 2020- 2021**

### **Preamble**

The University Grants Commission (UGC) has initiated several measures to bring equity, efficiency and excellence in the Higher Education System of country. The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading system. While the HEIs must have the flexibility and freedom in designing the examination and evaluation methods that best fits the curriculum, syllabi and teaching-learning methods, there is a need to devise a sensible system for awarding the grades based on the performance of students. Presently the performance of the students is reported using the conventional system of marks secured in the examinations or grades or both. The conversion from marks to letter grades and the letter grades used vary widely across the HEIs in the country. This creates difficulty for the academia and the employers to understand and infer the performance of the students graduating from different universities and colleges based on grades.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So, it is desirable to introduce uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

**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 semester 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.

**M.A. Programme Details**

### **Programme Objectives(POs)**

The objectives of the MA course in SOCIOLOGY has been redesigned with the objective of making the entire programme more comprehensive and interdisciplinary in its approach so as to provide wide array of knowledge.

This programme also integrates teaching of other relevant sociological, political, historical, psychological and administrative concerns to enhance skill based and broader understanding of the social world we live in and to prepare them with a more pragmatic approach to deal with varied demands and challenges of occupational and social settings. It also prepares the students for higher order courses in a better way.

These papers provide a general overview to more specific and relevant concepts pertaining to that discipline.

### **Programme Specific Outcomes (PSOs)**

☑☑ To get an understanding of the relationship between Society & Law, Religion .  
To understand case-study approach in exploring the various theories given by sources of Sociology. To understand the evolution of society critical thinking from Pre Historic times to Post Industrialized era.

☐☐ Learn to think critically and analyze Sociological theories.

☑☑ To develop a critical thinking approach in understanding the Social Processes.  
☐☐ Viewing Sociology as a training ground for the mind developing a critical attitude and the faculty of logical reasoning that can be applied to diverse fields.

<b>Part-I</b>	<b>First Year</b>	<b>Semester I</b>	<b>Semester II</b>
<b>Part-II</b>	<b>Second Year</b>	<b>Semester III</b>	<b>Semester IV</b>

**1<sup>st</sup>Semester**

<b>S. No</b>	<b>Paper Code</b>	<b>Paper Name</b>	<b>L-T-P</b>			<b>Credits</b>	<b>Scheme of Marks</b>		
							<b>Internal Marks</b>	<b>External Marks</b>	<b>Total</b>
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
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
	SOM	Rural	3	1		4	40	60	100

2	-302	Development in India							
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 Marks	External Marks	Total
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**

**Introduction to Sociology**

**Course Code: SOM-101**

**Course Name: Introduction to Sociology**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hr**

**Course Objective:** - 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.

**Course Description:**-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

Nature of Sociology

Subject matter of Sociology

Importance of Sociology.

**Unit – II Its relations with following sociology science**

Sociology and Psychology

Sociology and Criminology

Sociology and History

Sociology and Anthropology



Unit – III Individual and Society  
Social contract theory  
Organism theory  
Relationship between Individual & Society  
The Looking Glass Self Theory

Unit – IV Socialization, Culture  
Meaning, Agencies of socialization  
Stages of socialization  
Meaning and characteristics  
Importance of culture

### **Course Learning Outcomes CLOs**

**CLO1:**To get an understanding of the relationship between Society & Law, Religion .

**CLO2:**To understand case-study approach in exploring the various theories given by sources of Sociology.

**CLO3:**To develop a critical thinking approach in understanding the Social Processes.  
To understand the evolution of society from Pre Historic times to Post Industrialized era.

### **Suggested Readings:**

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

Bottomore, T.B. (1972), Sociology – A Guide to problems and Literature, Bombay: George Allen and Unwin. Davis, Kingsley (1981), Human Society, New Delhi: Surjeet Publications.

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

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

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

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

**Online Links for Study and Reference Materials:**

- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

**SOM-102: CLASSICAL SOCIOLOGICAL THINKERS-1**

**Classical Sociological Thinkers-1**

**Course Code: SOM-102**

**Course Name: Classical Sociological Thinkers-1**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hr**

**Course 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.

**Course Description--:**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, analyze 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**

- Biography of Auguste Comte
- Positivism
- Hierarchy of Sciences
- Law of three stages

#### **Unit – II Herbert Spencer**

- Biography of Herbert Spenser
- Organic Analogy
- Law of evolution
- Types of Societies

#### **Unit – III Emile Durkheim**

- Biography Of Emile Durkheim
- Sociology as a Study of Social Facts
- Theory of Division of Labour
- Theory of suicide

#### **Unit – IV Max Weber**

- Life History Of Max Weber
- Theory of Social Action
- Protestant Ethics and Spirit of Capitalism
- Theory of Bureaucracy

## **Course Learning Outcomes CLOs**

**CLO1:**To get an understanding of the relationship between Society & Law, Religion .

**CLO2:**To understand case-study approach in exploring the various theories given by sources of Sociology.

**CLO3:**To develop a critical thinking approach in understanding the Social Processes.

**CLO4:**To understand the evolution of society from Pre Historic times to Post Industrialized era.

## **Suggested 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.
- 
- 1.Ritzer, George, (1992), (3rd edition), Sociological Theory, New York: McGraw Hill.
  - 2.Turner, Jonathan H. (1995) (4th edition), The Structure of Sociological Theory, Jaipur: Rawat Publication.

3. 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.

**Online Links for Study and Reference Materials:**

<https://www.britisoc.co.uk/what-is-sociology/sociology-links/>

- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

**Indian Society :Structure and Change**

**Course Code: SOM-103**

**Course Name: Indian Society: Structure & Change**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hr**

**Course Objective:** 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

**Course Description:-** 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  
Concept & Meaning of Marriage  
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 & Characteristics Of Caste  
Meaning and Characteristics  
Recent Change in caste  
Causes for change

Unit – IV Backward Classes  
  
Meaning Of Scheduled Caste & Scheduled Tribes  
Problems of SCs & STs  
National Commission for Backward Classes  
Constitutional and Welfare Measures

### **Course Learning Outcomes CLOs**

**CLO1:** To get an understanding of the relationship between Society & Law, Religion .

**CLO2:** To understand case-study approach in exploring the various theories given by sources of Sociology.

**CLO3:** To develop a critical thinking approach in understanding the Social Processes.

**CLO4:** To understand the evolution of society from Pre Historic times to Post Industrialized era.

### **Suggested Readings:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### Online Links for Study and Reference Materials:

<https://www.britsoc.co.uk/what-is-sociology/sociology-links/>

- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

## **Sociology of Marginalized Communities**

**Course Code: SOM-104**

Course Name: Sociology of Marginalized Communities

Course Credit Hours: 4hrs

Total Contact Hours: 60hr

**Course Objective:** 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

## **Course Learning Outcomes CLOs**

**CLO1:**To get an understanding of the relationship between Society & Law, Religion .



**CLO2:**To understand case-study approach in exploring the various theories given by sources of Sociology.

**CLO3:**To develop a critical thinking approach in understanding the Social Processes.

**CLO4:**To understand the evolution of society from Pre Historic times to Post Industrialized era

### **Suggested Readings:**

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

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

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

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

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

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

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

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

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

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

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

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

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

Online Links for Study and Reference Materials:

<https://www.britsoc.co.uk/what-is-sociology/sociology-links/>

[www.byjus.com](http://www.byjus.com)

Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

**Classical Sociological Thinkers-2**

**Course Code: SOM-201**

**Course Name: Classical Sociological Thinkers-2**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hr**

**Course Objective-:** To know the contributions of thinkers to classical sociological theory and their perceptions to the main structures, processes and existing contradictions

**Course Description-:** To examine contemporary society and social issues through the application of sociological perspectives.

**Course Content-:**

**Unit – I :Karl Marx**

Biography Of Karl Marx

Marx's Concept of History and Society

Class and Class Consciousness –The Inevitable Doom of Capitalism

Alienation

## **Unit – II: Vilfredo Pareto**

Life Sketch of Vilfredo Pareto

Sociology as Logico-Experimental Science

Logical and Non Logical Action

The Circulation of Elites.

## **Unit – III: George Simmel**

Method of Interaction & Individuality

Forms of Interaction and Individuality

Social Types

Modern Culture

## **Unit – IV : Pitrim A. Sorokin**

Biography of Pitrim Sorokin

Theory of Social Stratification

Theory of Social mobility

Theory of Social Change.

## **Course Learning Outcomes CLOs**

**CLO1:**To get an understanding of the relationship between Society & Law, Religion .

**CLO2:**To understand case-study approach in exploring the various theories given by sources of Sociology.

**CLO3:**To develop a critical thinking approach in understanding the Social Processes.

## **Suggested Readings:**

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

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

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

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

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

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

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

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

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

**Online Links for Study and Reference Materials:**

<https://www.britsoc.co.uk/what-is-sociology/sociology-links/>

[www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

**Components**

**Assessment-1**

**Assessment-3 (Mid-Sem)**

**Assessment-2**

**External Assessment**

**Weightage (%)**

**10**

**20**

**10**

**60**

**Social Stratification & Mobility**

**Course Code: SOM-202**

**Course Name: Social Stratification & Mobility**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hr**

**Course Objective-:**To explore the basic concepts of social mobility and status attainment

**Couse Description-:**To bring to light about theoretical perspectives on stratification and mobility.

**Unit-I` :Introduction**

Meaning of Stratification

Characteristics of Stratification

Process of stratification

Examples of Stratification

**Unit-II :Forms of stratification**

Caste: Features and changing Pattern

Class: Problems of Identity class

Determinants of Class

Ascribed Status& Achieved Status

### **Unit-III: Social Mobility**

Meaning & Definition of social Mobility

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& Modernization.

Meaning of Sanskritization or Brahmanization

Social Movements as trends of mobility.



**Suggested Readings:**

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

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

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

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

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

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

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

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

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

Tumin Melvin (1967) Social Stratification: The forms and functions of inequality, Englewood Cliffs, New Jersey.

## **Course Learning Outcomes CLOs**

**CLO1:**To get an understanding of the relationship between Society & Law, Religion .

**CLO2:**To understand case-study approach in exploring the various theories given by sources of Sociology.

**CLO3:**To develop a critical thinking approach in understanding the Social Processes.

Online Links for Study and Reference Materials:

<https://www.britsoc.co.uk/what-is-sociology/sociology-links/>

[www.byjus.com](http://www.byjus.com)

Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)

Components

Assessment-1

Assessment-3 (Mid-Sem)

Assessment-2

External Assessment

Weightage (%)

10

20

10

60

## **INTRODUCTION TO INDIAN SOCIAL INSTITUTIONS**

Course Code: SOM-203

Course Name:-Introduction to Indian Social Institutions

Course Credit Hours: 4hrs

Total Contact Hours: 60hr

**Course 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

**Course Description-** To 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.

### **Course Content**

**Unit –I Indian Social Institutions –**  
Meaning and Characteristic of Social Institution  
Essential Elements of Institution  
Functions of Institution.  
Marriage& Family as an example of Institution

## **Unit – II Institution of Caste**

Meaning and Characteristic of Caste

Meaning of Varna

Difference between Varna and Caste

Causes of Casteism

## **Unit- III Institution of Family**

Meaning & Concept Of Family

Characteristics of Family

Types of Family

Nature of Family

## **Unit –IV Institution of Religion**

Meaning & Concept of Religion

Characteristic of Religion

Religious Beliefs

Function and Dis-function of Religion

## **Course Learning Outcomes CLOs**

**CLO1:**To get an understanding of the relationship between Society & Law, Religion .

**CLO2:**To understand case-study approach in exploring the various theories given by sources of Sociology.

**CLO3:**To develop a critical thinking approach in understanding the Social Processes.

## **Suggested Readings:**

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

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

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

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

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

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

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

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

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

**Online Links for Study and Reference Materials:**

<https://www.britisoc.co.uk/what-is-sociology/sociology-links/>

- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

**POLITICAL SOCIOLOGY**

**Course Code: SOM-204**

**Course Name-: Political Sociology**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hr**

**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

**Course Description** -: 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
- Scope 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**

- Indian Political Scenario
- Region 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

### **Suggested 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 Development 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, Harmondsworth Ball, Alan 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.

### **Course Learning Outcomes CLOs**

**CLO1:**To get an understanding of the relationship between Society & Politics

**CLO2:**To sensitize society towards selection of right Candidate

**CLO3:**To develop an awareness towards crimes in Political Area.

### **Online Links for Study and Reference Materials:**

<https://www.britsoc.co.uk/what-is-sociology/sociology-links/>

- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60



## **Contemporary Sociological Theories**

**Course Code: SOM-301**

**Course Name-: Contemporary Sociological Theories**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hr**

**Course 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 20th century, and which continue to concern the practitioners of sociology today.

**Course Description-:** 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-Strauss

Robert K Merton: Middle Range Theory

Manifest and Latent Functions.

Talcott Parsons: Social System-Pattern Variables

### **Unit – II Structurism 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

### **Suggested Readings:**

- Abraham, M.Francis (2001): Modern Sociological Theory: An Introduction, Kolkata, Oxford University Press.
- Aron, Raymond (1965), Main Currents in Sociological Thought, Vol.-I & II, New York; Basic Books.Bottomore.
- Tom & Nisbet, Robert (2004), A History of Sociological Analysis, Jaipur, Rawat Publications.
- Cohen. Percy S. (1968), Modern Social Theory, New York, Basic Books.
- Giddens, Anthony (1996), Capitalism & Modern Social Theory Cambridge, Cambridge University Press.
- Lemert, Charles (2004), Social Theory: The Multicultural and classic readings, Jaipur, Rawat Publications.
- Polity, (1994), The Polity Reader in Social Theory, Cambridge, Polity Press.
- Ritzer George (2000), Modern Sociological Theory, New York, McGraw-Hill.
- Turner, Jonathan H. (2001), The Structure of Social Theory, Jaipur, Rawat Publications.
- Ritzer, George (2000), Classical Sociological Theory, New York McGraw –Hill Higher Education.
- Zeitlin, Irving M, (2001), Rethinking Sociology: A Critique of Contemporary Theory, Jaipur, Rawat Publications.

### **Course Learning Outcomes**

- To get an understanding of the relationship between Society & Theories
- To understand case-study approach in exploring the various theories given by sources of Sociology.
- To develop a critical thinking approach in understanding the Social Processes.

Online Links for Study and Reference Materials:

<https://www.britsoc.co.uk/what-is-sociology/sociology-links/>

- [www.byjus.com](http://www.byjus.com)

Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

Rural Development in India

Course Code: SOM-302

Course Name-: Rural Development in India

Course Credit Hours: 4hrs

Total Contact Hours: 60hr

**Course 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.

**Course Description:-**

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

Firka 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

**Suggested Readings:**

Ahuja, Ram: Social Problem, Rawat Publication, Jaipur; 2006.

Beteille, A.: Studies in Agrarian social Structure, Oxford University Press, New Delhi; 1975

Desai, A.R.: Rural Sociology in India, Popular Prakashan, Bombay; 1996

Desai, A.R.: Rural India in Transition, Popular Prakashan, Bombay; 1979

Dhanagre, D.N.: Peasant Movement, Oxford University Press, New Delhi;

Duby S.C.: India's changing Village: Human Factor in Community Development, Himalayan Publishing House, Bombay; 1988

Fernandes, Leela : India' s New Middle Class, Oxford Univ. Press; 2006

Lewis, Oscar: The Stigma of Poverty

Maheshwari, S.R.: Rural Development In India, Sage Publication, New Delhi; 1985

Pradhan, P.K.: Land, Labour and Rural Poverty, Himalayan Publishing House Ltd., Bombay; 1988

Ranbir, D.T.: Bharat Mein Jati aur Varg, Popular Prakashan, Bombay; 1966

Sidhqui, M.H. : Agrarian Unrest in North India, Vikas Publishing House; 1978

Vidhyarthi, L .P. : Leadership in India, Asia Publishing House, Bombay; 1967

**Course Learning Outcomes CLOs**

**CLO1:**To get an understanding of the relationship between Society & Theories

**CLO2:**To understand case-study approach in exploring the various theories given by sources of Sociology.

**CLO3:**To develop a critical thinking approach in understanding the Social Processes.

**Online Links for Study and Reference Materials:**

<https://www.britsoc.co.uk/what-is-sociology/sociology-links/>

- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

Course Code: SOM-303

Course Name-: Social Demography

Course Credit Hours: 4hrs

Total Contact Hours: 60hr

**Course Objective-:** The course introduces the student to understand Population as a social phenomenon. It acquaints the students to the demographic features and trends of Indian Society vis-à-vis World Population. It also reviews population control measures and their implementation.

.

**Course Description-:**

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.

## **Course Content-**

### **Unit – I**

#### **Introduction**

Meaning, Scope of Social Demography

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

Modern Theory of Population

Demographic Transition Theory

### **Unit – III**

#### **Components of population change**

Fertility: Meaning, trends and Fertility Differentials

Mortality: Meaning Trends and Mortality Differentials

Migration: Definition & Causes

Causes of Migration

### **Unit – IV**

Population Growth

World Population Growth

Population Growth in India: Causes and Consequences

## Composition of India's Population: Age, Sex and Education

### **Suggested Readings:**

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

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

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

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

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

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

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

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

.Malthus, T.R. (1986). An Essay on the Principle of Population, London: William Pickering. National Family and Health Survey (NFHS) (2005-2006) Bombay: IIPS.

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

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

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

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

## Course Learning Outcomes CLOs

**CLO1:**To get an understanding of the relationship between Society & Population

**CLO2:**To understand case-study approach in exploring the various theories given by sources of Sociology.

**CLO3:**To develop a critical thinking approach in understanding the population factors like fertility, Mortality & Migration

## Online Links for Study and Reference Materials:

<https://www.britsoc.co.uk/what-is-sociology/sociology-links/>

- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

## Course Content-

### Unit – I

#### Introduction

Meaning, Scope of Social Demography

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  
Modern Theory of Population  
Demographic Transition Theory

### **Unit – III**

#### **Components of population change**

Fertility: Meaning, Trends and Fertility Differentials  
Mortality: Meaning Trends and Mortality Differentials  
Migration: Definition & Causes  
Causes of Migration

### **Unit – IV**

Population Growth  
World Population Growth  
Population Growth in India: Causes and Consequences  
Composition of India's Population: Age, Sex and Education

#### **Suggested Readings:**

Agarwal, S.N. (1977) India's Population Problems, New Delhi:  
Ahlawat, Neerja(2009) "Missing Brides in Rural Haryana: A Study of Adverse Sex Ratio, Poverty and Addiction" Social Change, March 2009, New Delhi. Pg 46-63  
Ahlawat, Neerja (2013) "Dispensable Daughters and Indispensable Sons: Discrete Family Choices" Social Change, 43(3) pg 365-376.  
Banerjee, D(1971), Family Planning in India: A Critique, New Delhi : People's Publishing House.

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

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

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

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

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

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

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

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

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

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

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

### **Course Learning Outcomes CLOs**

**CLO1:**To get an understanding of the relationship between Society & Population

**CLO2:**To understand case-study approach in exploring the various theories given by sources of Sociology.

**CLO3:**To develop a critical thinking approach in understanding the population factors like fertility, Mortality & Migration

### **Online Links for Study and Reference Materials:**

<https://www.britsoc.co.uk/what-is-sociology/sociology-links/>

- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-	Assessment-2	External Assessment

		<b>Sem)</b>		<b>nt</b>
<b>Weightage (%)</b>	10	20	10	60

## **Research Methods & Techniques**

**Course Code: SOM-304**

**Course Name-: Research Methods & Techniques**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hr**

**Course 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.

**Course Description:-**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.

**Course Content:-**

**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

Interview Method

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

### **Suggested Readings:**

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

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

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

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

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

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

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

Moser, S.C. and G. Kalton (1971), Survey

Methods in Social Investigation, London:

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

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

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

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

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

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

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

## Course Learning Outcomes CLOs

**CLO1:**To get an understanding of the relationship between Society & Population

**CLO2:**To understand case-study approach in exploring the various theories given by sources of Sociology.

**CLO3:**To develop a critical thinking approach in understanding the population factors like fertility, Mortality & Migration

## Online Links for Study and Reference Materials:

<https://www.britsoc.co.uk/what-is-sociology/sociology-links/>

- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

**Course Code: SOM-401**

**Course Name-: Social Problems& Social Welfare**

**Course Credit Hours: 4hrs**

**Total Contact Hours: 60hr**

**Course 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.

**Course Description:-**

To acquaint the students with contemporary social problems and to enable them to make a critical analysis.

**Course Content:-**

Unit-I: Introduction

Meaning of Social Problems

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

Displacement

Terrorism

Communalism

Regionalism

Unit-IV

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

### **Suggested Readings:**

Ahuja Ram (1992), Social Problems in India, Rawat Publications, Jaipur  
Bardhan, P. (1984), Land, Labour and Rural Poverty. New Delhi: OUP.  
Beteille, Andre. (1974), Social Inequality, New Delhi: OUP.  
Beteille, Andre. (1992), Backward Classes in Contemporary India. New Delhi: OUP  
Berreman, GD (1979), Caste and Other Inequalities: Essays in Inequality, Meerut: Folklore Institute.  
Ghurye, G.S. (1968), Social Tensions in India, Bombay: Popular Parkashan.  
Gill, S.S. (1998), The Pathology of Corruption, New Delhi: Harper Collin Publisher  
Inden, Ronald. (1990), Imaging India, Oxford: BrasilBlackward.  
Lewis, Oscar. (1966), “Culture of Poverty”. Scientific American Vol. II & V, No.4.  
Merton R.K.(1972), Social Theory and Social Structure, New DelhiEmrind Publishing Company.  
Mamoria, C.B. (1981), Social Problems in India, KitabMehal, Allahabad.  
Madan, G.K. (1973), Social Problems, Allied Publications, Bombay.

**Criminology& Penology**  
**Course Code: SOM-402**  
**Course Name-: Criminology& Penology**

**Course Credit Hours: 4hrs**



**Total Contact Hours: 60hr**

**Course 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.

**Course Description:-** It explores the interface between deviance, social problems and crimes further it seeks to familiarize students regarding penological and correctional while dealing with deviance.

**Course Content:-**

**Unit – I** Principles of Criminology and Penology

Meaning and Definition

Nature of Criminology

Scope & Importance Of Criminology

Objectives Of Criminology

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

Meaning and Definitions

Characteristics of Crime

Classification (Ancient & Pioneers )

Reasons Of Crime

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

Meaning, Definitions & Concept of Punishment

The Deterrent Theory

The Retributive Theory

The Reformatory Theory

**Unit – IV: The Prison System**

Meaning& Definition Of Prison

Types Of Prison

The Indian Prison System

Reforms in Prison System

**Suggested Readings:**

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

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

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

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

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

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.

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

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

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

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

### **Course Learning Outcomes CLOs**

**CLO1:**To get an understanding of the relationship between Society & environment

**CLO2:**To understand case-study approach in exploring the various theories given by sources of Sociology.

**CLO3:**To develop a critical thinking approach in understanding the causative factors

### **Online Links for Study and Reference Materials:**

<https://www.britsoc.co.uk/what-is-sociology/sociology-links/>

- [www.byjus.com](http://www.byjus.com)

**Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)**

<b>Components</b>	<b>Assessment-1</b>	<b>Assessment-3 (Mid-Sem)</b>	<b>Assessment-2</b>	<b>External Assessment</b>
<b>Weightage (%)</b>	10	20	10	60

### **Gender & Society**

**Course Code: SOM-403**

**Course Name-: Gender & Society**

**Course Credit Hours: 4hrs**

**Total Contact Hours:** 60hr

**Course Objectives-:** 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.

**Course Description -:**To describe how various gender-based movements envision “the good society” and to describe the variety of sexual identities based in sexual practices.

### **Course Content**

#### **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

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

**Suggested Readings:**

Bhasin Kamala, Understanding Gender, Kali for Women, New Delhi, 2000.  
BasuAparna, Women's Education in India in Ray and Basu (edt): From Independence Towards Freedom, OUP, 1999.  
ChodhuriMaitreyee, Feminism in India, Women Unlimited, New Delhi, 2004.  
Chakravarty Uma, Gendering caste through a feminist Lense, Stree, Calcutta, 2003.  
Davis Kathy, Evans Mary, Lorber, J (edt), Handbook of Gender and Women's Studies, Sage Publication, UK, 2006.  
Delamont Sara, Feminist Sociology, Sage Publications Ltd, 2003.  
Feminist Concepts, Contribution to Women's Studies Series, Part-I, II, III, RCWS, Mumbai.  
Freedman Jane, Feminism, Viva Books, New Delhi, 2002.  
Geetha V, Patriarchy, Stree, Calcutta, 2007.  
Geetha V, Gender, Stree, Calcutta, 2002.  
Kimmel Michael, The Gendered Society, Oxford, NY, 2008.  
Radha Kumar, History of Doing, Kali for Women, New Delhi, 1992.  
RegeSharmila, Sociology of Gender, Sage Publications, New Delhi, 2003.  
Uberoi Patricia, Family, Kinship and Marriage in India, Oxford, New Delhi, 1994.  
Wharton A. S, Sociology of Gender, Blackwell, 2005.

### Course Learning Outcomes CLOs

To get an understanding of the relationship between Society & environment & women  
To sensitize society towards Women & problems faced by her.  
To develop an awareness towards crimes against women

### Online Links for Study and Reference Materials:

<https://www.britsoc.co.uk/what-is-sociology/sociology-links/>

- [www.byjus.com](http://www.byjus.com)

Assessment Method: (Internal Assessment=40, External Assessment=60, Total=100)

Components	Assessment-1	Assessment-3 (Mid-Sem)	Assessment-2	External Assessment
Weightage (%)	10	20	10	60

### **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 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**