

Jananayak Chandrashekhar University, Ballia

Department of Sociology

Post graduate programmes



About the Department:

The department of Sociology started in June 2018. Teaching and research in Sociology was started in JNCU Ballia in the year 2018. This was superseded by two-year master programme in 2018. The department have one permanent Associate Professor and Two Assistant Professor (Guest Faculty). Department organised various programmes and guest lectures in a way to develop professional skills in the students. We are looking forward to organize many more programmes, workshops and lectures for enriching students' ability and enhancing department strengths to accommodate with new developments in society.

About the Programme:

Sociology is the most contemporary and versatile subject of the Social Sciences. It trains students to grasp social and diversified structure, understand social processes. It can map the dynamics of social change, decipher social interactions and make sense of individual and collective experience is in their social, historical and cultural context. Sociology is at once critical and constructive, conceptual and applied, theoretical and empirical.

It embodies best of enlightenment virtues, inculcate scientific reason, tolerance of diversity humanistic empathy. It is the celebration of Democratic and social ideals it is the science of our time. Sociology in India is more than 100 years old with rich entrenched, ongoing and involving scholarly legacies.

Vision:

The scholarly and institutional foundations of the sociology discipline were laid by eminent Sociologist, late Professor G S Ghurye in University of Mumbai. The department of Sociology, JNCU Ballia, believed to disseminate social, cultural, moral and secular values and trained students with these values as well trained with critical thinking about social phenomena and society. The department of Sociology, JNCU conceived as interdisciplinary and became a school of thought.

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1. A signature that appears to be 'Maj' or similar.
2. A signature that appears to be 'Smita'.
3. A signature that appears to be 'Dingh' or similar.

Mission:

The sociology department at Ballia recognised the importance of disseminating the findings of sociological research and train the next generation of sociologists and decided to introduce undergraduate courses in Sociology quite early on. Interdisciplinary has always been an article of faith for sociology under the auspices of Ballia University and it constantly endeavoured to introduce sub-disciplines and special areas of study in response. You may find how JNCU will find its legacy and this Legacy is lived and vision is equalized in the following pages that elucidate the learning outcome Framework for the under-graduate and post-graduate, Ph.D. curriculum for sociology at University JNCU.

Programme Objectives:

All the courses are designed to impart disciplinary fundamentals of sociology through a curated reading list that draws amply from the rich and diverse tradition of sociological writing - classical as well as contemporary, these courses also feature vibrant illustrative material in the form of case studies meant to make the concept and theories vivid. The learning process engaging and illustrated the discipline in action of empirical investigations. The course is designed to draw micro initiatives across the syllabus to form complex inter-connections.

Program learning outcomes:

The postgraduate program in sociology is perished on an axiom that a graduate is not more product of a system. On the contrary the graduate attributes are the most concrete manifestation of the spirit the entire program. It's operationalisation through Institutions and collective and concerted efforts of all the stake holders. Every other feature of programme is fused into this. Qualification Descriptors and programme learning outcomes may not be described separately since they are innately inter-connected.

Teaching Learning Process:

Multiple pedagogic techniques are used in imparting the knowledge both within and outside the classrooms. Listed below are some such techniques.

- Lectures
- Tutorials
- PowerPoint presentations
- Project work
- Documentary films on relevant topics
- Debates, discussion, quiz
- Talks/ workshop
- Interaction with expert
- Outstation field trips – surveys designs.
- Internships



Assessment Methods: besides the formal system of university exams held at the end of each semester will as mid - semester and class test that are held regularly, the students are also assessed on the basis of the following;

- Written assignment
- Presentations
- Participation in class discussion
- Agility to think critically and creatively to solve problems.
- Reflexive thinking.
- Participation in exitance and co-curriculum activities.
- Critical assessment of Articles book, etc.

Career prospects for sociology post-Graduate-

Students with a P.G. Degree in Sociology have contributed immensely to the Following Field;

- Academics
- Bureaucracy
- NGOs and Development Sector
- Human resources Development.
- Research in contemporary issues of Gender, Development, Health.
- Rural and Urban studies etc.

Title:

The title of the programme shall be masters in Sociology.

Affiliation:

The proposed programme shall be governed by the department of sociology, Jananayak Chandrashekhar University, Ballia, Uttar Pradesh.

Duration:

The total duration of the programme shall be of two years, spread over in four semesters.

Seats:

The total number of students to be admitted to the programme shall be 60. The programme will be conducted on regular basis.

Fee:

As per university law and guidelines



Minimum Eligibility for Admission:

As per University guidelines or a three -four-year bachelors degree or equivalent in any stream discipline awarded by a University or institute established as per law and recognized as equivalent by this university with minimum 45% marks for general and OBC category and 40% marks for SC/ST and person with disability categories or equivalent grade, shall constitute the minimum requirements for admission to the masters in sociology programme.

- Reservation of seats for various categories shall be as per the Uttar Pradesh state government rules and regulations.

Admission procedure:

Admission procedure will take place according to the University norms (Jananayak Chandrashekhar University, Ballia) and guidelines in this regard.

Medium of instructions:

The medium of instructions will be English and Hindi.

Attendance:

As per university norms minimum 75% in theory papers and practical papers.

Structure of the programme:

The main purpose of the masters in sociology programme is to develop and disseminate knowledge skills and values through classroom teaching, field visit and research are necessary for promoting, maintaining and improving the functioning of individuals, groups and communities. The masters in sociology programme are comprised of –

Theory papers

practical

Research/dissertation



Structure of Post Graduate Syllabus
(Art, Social Science, Language, Commerce)

M.A. Ist Semester

Semester	Course code	Course title	Nature of Course	Marks	Credit	Period/time
First	SOC 101	Sociological Concepts	Major/theory	100	5	60 hours 12 pds
	SOC 102	Classical Social Thinkers	Major/theory	100	5	
	SOC 103	Social Anthropology	Major/theory	100	5	
	SOC 104	Sociology of Development	Major/theory	100	5	
	SOC 105	Project 1	Major/practical		4	
	SOC 106	One Minor Elective Paper (for students of other faculty) (I or II Sem)	Minor	100	4	
Total				500	28	

M.A. IInd Semester

Semester	Course code	Course title	Course status	Marks	Credit	Period/time
Second	SOC 201	Social Research and Statistics	Major/theory	100	5	60 hours 12 pds
	SOC 202	Sociology of Environment	Major/theory	100	5	
	SOC 203	Perspective of Indian Sociology	Major/theory	100	5	
	SOC 204	Globalization and Society	Major/theory	100	5	
	SOC 205	Project 2	Major/practical	100 (I and II Sem)	4	
	SOC 206	Elective Paper (I or II Sem)				



Total				500	24	
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M.A. IIIrd Semester

Semester	Course code	Course title	Course status	Marks	Credit	Period/time
Third	SOC 301	Modern Sociological Theories	Major/theory	100	5	60 hours 12 pds
	SOC 302	Social Movement and Change	Major/theory	100	5	
Optional		Specialization- 1 (A, B, C, D, E)	Major/theory/Elective	100		
Optional A	SOC 303 SOC 304	Rural and Urban System				
	SOC 303	Rural sociology			5	
	SOC 304	Urban Sociology			5	
Optional B	SOC 303 SOC 304	Social Demography and Demographic Dimensions of Community Health				
	SOC 303	Social Demography			5	
	SOC 304	Demographic Dimensions of Community Health			5	
Optional C	SOC 303 SOC 304	Women's Studies				
	SOC 303	Women and society			5	
	SOC	Women and			5	



	304	Social Change in India				
Optional D	SOC 303 SOC 304	Industrial Organization and Management				
	SOC 303	Industrial Sociology			5	
	SOC 304	Industrial Management			5	
Optional E	SOC 303 SOC 304	Tribal Studies				
	SOC 303	Development Anthropology and Human Rights			5	
	SOC 304	Tribes in India			5	
	SOC 305	Project 3	Major/practical		4	
Total				400	24	

M.A. IVth Semester

Semester	Course code	Course title	Course status	Marks	Credit	Period/time
Fourth	SOC 401	Advance Sociological Theories	Major/theory	100	5	60 hours 12 pds
	SOC 402	Criminology and Penology	Major/theory	100	5	
Optional		Specialization- 1 (A, B, C, D, E)	Major/theory	100		
Optional A	SOC 403 SOC 404	Rural and Urban System				



	SOC 403	Peasant and Social Change			5	
	SOC 404	Urbanization and Social Change			5	
Optional B	SOC 403 SOC 404	Social Demography and Demographic Dimensions				
	SOC 403	Population Growth and Policies			5	
	SOC 404	Community Health Management			5	
Optional C	SOC 403 SOC 404	Women's Studies				
	SOC 403	Gender and Development			5	
	SOC 404	Gender Mobility and Change			5	
Optional D	SOC 403 SOC 404	Industrial Organization and Management				
	SOC 403	Working Class and Industrial Development			5	
	SOC 404	Industrial Relations and Personnel Management			5	
Optional E	SOC 403 SOC 404	Tribal Studies				
	SOC 403	Tribal Institutions			5	
	SOC 404	Perspectives of Tribal Development			5	
	SOC	Project 4	Major/practical	100	4	

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	405			(III and IV Sem)		
Total				500	24	

Note:

- Non-Faculty Students will choose any minor elective paper from first or second semester.
- Project work in each semester on the basis of continuous evaluation and monitoring under the supervision of a supervisor as nominated by the head of the department.
- There may be a co supervisor from any industry, social organization, or research institutes.
- These projects may be inter-disciplinary or multi-disciplinary, industrial training, internship, survey etc.
- First semester and second semester projects (project 1 and 2) will be evaluated jointly at the end of second semester by the supervisor and external examiner appointed by the university. Similarly, third semester and fourth semester projects (project 3 and 4) will be evaluated jointly at the end of second semester by the supervisor and external examiner appointed by the university.
- If a student publishes a research paper out of his research project in a UGC-CARE listed journal, he may be given up to 25 additional marks, provided the maximum marks of the project will remain 100. Marks of the projects will be converted into grades that will be incorporated in the final calculation of CGPA.
- Total credits = 100 (year 1 and 2)
- Total marks = 1900 (Semester 1+2+3+4)
- The final result of MA Sociology programme will be declared on the basis of CGPA.

The Student of M.A. Sociology will be required to:

Write a critique of contemporary sociological knowledge, writings, projects and researches regarding one of the following areas: Sociological concepts and processes, social thought, social theory, social problems related to Indian society, social movements, issues of development special reference to Indian situation, globalization process, environmental sociology, methodology of social sciences, social statistics, application of computers in sociology and any other issues related society, nation and people.

M.A. SOCIOLOGY – 1st SEMESTER.

COURSE NO- SOC 101

SOCIOLOGICAL CONCEPTS

Course Objectives: -

- To make students enhance their conceptual understanding of society and other related aspects.

- To provide basic understanding of the concepts of sociology.
- To give insights of the society through sociological concept
- To provide students with a strong conceptual grounding that helps in laying a strong foundation in the field of sociology.

Unit-1 Key Concept of Sociology- Society, Community, Social Structure, social Organization, Institution and Association, Status and Role, Culture and Civilization, Norms and Values, Social Group.

Unit- 2 Basic Social Institutions- Family- Classification of family, Functions of family, Marriage – Marriage and its types, new trends in marriage system(live-in), Kinship – Kinship terms, kinship pattern in India.

Unit- 3 Social Process and changes- Social Process- Competition, Conflict and Cooperation, Acculturation, Diffusion and Assimilation, Marginalization,

Socialization – Types and Agencies, Social Change, Social Mobility, Social Control and its agencies.

Unit- 4 Emerging Concepts- Concept of Minority, Religion, Gender, Sexuality, Social justice, Human Rights,

Course Learning Outcomes:

The course is intended to introduce the students to a sociological way of thinking. It provides a critical understanding of the discipline of sociology and sociological perspective. It also provides foundational knowledge of society and its structure, function, institution and processes which will help students to visualize how society works.

Teaching Methodology:

Chalk and talk, presentation and group discussion, practical and field based, interactive based discussion.

Assignment- students will submit assignment in their own words. The topics are listed below—

1. Marriage as a special institution is universal in nature. Give your own Comment.
2. What do you understand by socialization? mention the various agencies of socialization.
3. Define social group? Explain types of social groups?
4. Explain social process of cooperation, competition and conflict.

Essential Readings:

- Atal, Yogesh (2014) *Studying the Social Sphere: Introduction to Sociology* Pearson
- Bottomore, T.B. 1972. *Sociology: A guide to problems and literature*. Bombay: George Allen and Unwin (India).
- Giddens, Anthony Mitchell Duneier, Richard P. Appelbaum. 2007. *Introduction to Sociology*, Sixth Edition, New York: W.W Norton

- Jayaram, N. 1988. *Introductory Sociology*. Madras: Macmillan India
- Merton, R.K. 1957. *Social Theory and Social Structure*. London: Free Press
- Schaefer, Richard T. and Robert P.Lamm. 1999. *Sociology*. New Delhi: Tata-McGraw-Hill.
- Johnson, Harry M. 1995. *Sociology: A systematic introduction*. New Delhi: Allied Publishers.
- Davis, Kingsley. 1949. *Human Society* New York: Macmillan Co.
- Rosenberg Michael. 1983. *An Introduction to Sociology* Methuen Publications
- Haralambos, M. 1998. *Sociology: Themes and Perspectives*. New Delhi: Oxford University Press
- Mac Iver R.M and Charles H Page. 1981. *Society: An Introductory Analysis* New York: Macmillan
- Wallerstein, Immanuel 2009. *Open the Social Sciences* New Delhi: Sage/Vistaar
- Worsley, Peter. 1970. *Introducing Sociology* Harmondsworth: Penguin Books
- Inkeles, Alex 1964. *What is Sociology? An Introduction to the Discipline and Profession* New Delhi: Prentice Hall
- Browne Ken 2005. *An Introduction to Sociology* London: Polity
- Moor, Wilbert and Robert Cook. 1967. *Social Change*. New Delhi: Prentice-Hall

COURSE NO- SOC 102

CLASSICAL SOCIAL THINKERS

Course Objectives:

- This course provides an introduction to the History of social Theory.
- To provide the basic knowledge and understanding of classical sociological Thinkers.
- To make students understand different thinking style, thinkers and their knowledge domain.
- This course provides students the basic knowledge about early sociological thinking and development of sociological theory till today.
- To make understand basic reasons of evolvement of sociological thinking

Unit- 1 Classical Thinker- I- Emergence of Sociology, August Comte – Positivism, Hierarchy of Science, Law of Three Stages, Herbert Spencer – Social Evolution, Organism Analogy.

Unit- 2 Classical Thinker- II- Emile Durkheim – Social fact, Division of Labour, Religion, Theory of Suicide, Karl Marx – Dialectics, Materialistic Conception of History, Surplus Values, Class and Class Conflict, Alienation.

Unit-3 Classical Thinker- III - Max Weber – Verstehen, Social Action and its types, Ideal types, The Protestant Ethic and the Spirit of Capitalism, Power and Authority, Vilfredo Pareto- Circulation of Elites.



Unit- 4 Classical Thinker- III- Malinowski- Functionalism, Radcliffe Brown – Structural Functionalism.

Course Learning Outcomes:

After going through this course students will be able to understand the history and development of sociological Theories. Students will critically analyse social, economic and political changes of different course of time and their impact on sociological theories. It will help students to develop basic understanding of different thoughts given by different thinkers and their context.

Teaching Methodology:

Chalk and talk, presentation and group discussion, practical and field based, interactive based discussion.

Assignments: students will submit assignment in their own words. The topics are listed below—

1. Organic solidarity is the characteristics of modern society: Discuss
2. Briefly explain the intellectual contribution of Karl Marx in Sociology.
3. Discuss Max Weber contribution in Sociology.
4. Describe the characteristic feature of "bureaucracy".
5. Describe functionalism given by Malinowski and Brown.

Essential Readings:

- Ritzer George (2012), classical Sociological Theory, Rawat publication. India.
- Giddens. Anthony (2009) Sociology, 6th ed. Polity, Press, London.
- Turner, Jonathon (1991) The Structure of sociological Theory,
- गुप्ता, एम. एल. शर्मा. डी. डी. (2012) समकालीन समाजशास्त्रीय सहान्त, साहित्य भवन
- मुखर्जी, आर. एल. (2015) समाजशास्त्र का सैधान्तिक परिपेक्ष्य, विवेक प्रकाशन, दिल्ली
- दोषी, एस.एल., त्रिवेदी, एम. एस. (2016) उच्चतर समाजशास्त्रीय सिद्धांत रावत पबलिकेसन।
- Eric Hobsbawm: The Age of Revolution, 1769-1848.
- Habakkuk and Poston : (Eds.) The Industrial Revolution and After.
- Sorokin: Contemporary Sociological Theories.

COURSE NO- SOC 103

SOCIAL ANTHROPOLOGY

Course Objectives:



- The course aims to study the basic concept of anthropology and the primary social Institutions in primitive societies.
- The course provides the knowledge about cultural theories as it applies to all forms of human life and indicates pattern of growth.
- The course studies the power and social structure in tribal societies.
- The course aims to provide the knowledge of socio - culture dimensions of tribals.
- To make students understand tribal law, justice pattern and their religious believes.

Unit – 1 Social Anthropology- Meaning, Scope, branches of anthropology, nature and its relation with sociology, psychology, economics, political science and history.

Unit – 2 Theories of Cultural growth and religion- concept of Culture , Theories of Cultural Growth- Evolutionism- Taylor and Morgan, functionalist- Malinowski and R Brown, diffusionist- Clark Wissler and W H Rivers, Neo – Evolutionism. Theories of religion- animism, naturism, functional theory and sociological theory.

Unit – 3 Institutions in Primitive Society - Primitive Social Organization with special reference to Tribes, Marriage and family system among Indian Tribes, Kinship pattern, Youth Organization among primitive societies.

Unit – 4 Primitive Law & Justice, Economy & Religion- Nature and sections of Law, Laws and customs, Justice in Primitive societies, Punishment and Governance in primitive Societies, Economic Organization, Magic and Totemism, taboo

Course Learning Outcomes:

After going through this course, the students will be able to understand tribal culture and social pattern and can identify its uniqueness. students can use the basic concepts like groups, institutions, organization and community in understanding of society and culture as well as tribal structure. They will be able to appreciate the significance of Sociology and Social Anthropology and its contemporary role in the society as well as its importance to understand society.

Teaching methodology:

Chalk and talk, presentation and group discussion, practical and field based, interactive based discussion.

Assignments: students will submit assignment in their own words. The topics are listed below—

1. Discuss the historical background of the development of social and cultural anthropology.
2. Describe family. Discuss the functions of family.
3. Why Sociology and social Anthropology is considered as "sister discipline"?
4. Discuss primitive economy and primitive law.

Essential Readings:

- Atal, Yogesh. 2012. Sociology: A Study of the Social Sphere, Noida, Pearson
- Barnard, Alan. 2000. History and Theory in Anthropology. Cambridge, U.K.: Cambridge University Press.
- Beals, R.L. et al, 1977. An Introduction to Anthropology. New York: Macmillan Publishing
- Bottomore, T.B. 1972. Sociology-A Guide to Literature and Problems, New Delhi, Allen and Unwin.
- Ember, C.R., Melvin Ember, Peter N. Peregrine. 2007. Anthropology. Pearson Education, Inc.
- Giddens A. 1989. Sociology, Cambridge: Polity Press.
- Harlamboos J. 1988. Introduction to Sociology, New Delhi: Oxford University Press.
- Emile Durkheim: The Elementary Forms of Religious Life.
- Robert K. Merton: Social Theory and Social Structure.
- Milton Singer: Religion and Struggle for Power.
- Max Weber: The Protestant Ethics and Spirit of Capitalism.

COURSE NO - SOC 104

SOCIOLOGY OF DEVELOPMENT

Course Objectives:

- The course offers a broad overview of the conceptualization of development and basic concepts in development.
- To make students understand the different perspectives of development that emerged in specific historical and political conditions.
- To make Students understand the concept of development in sociological perspective.
- The debates on development will provide the better understanding of the recent issues in the area.
- To provide knowledge about social and economic organization and present world scenario.

Unit - 1 introduction to Sociology of Development- Meaning, Nature and Scope of Sociology of Development, perspectives on development, Nation of Development and Developing Societies, concepts of Growth, economic development, social development and Human Development.

Unit - 2 Organizations and ideology- Capitalism, Imperialism & socialism. Institutional and Cultural barriers of Development, national and international organizations- WTO, WHO, UNISEF, UNESCO, One district one product for promoting local product (Ballia Specific).



Unit - 3 Changing pattern of Development- conventional development approach, Social development in India, Relationship between change and Development, concept of sustainable development, world convention on sustainable development, dimensions and challenges of sustainable development.

Unit - 4 Sociological Aspects and theory of development- Role of Diaspora in India's development, theory of modernization, dependency, world system and globalization. Thoughts of Development - B.F. Hoselitz, W.W. Rostow, W.A. Lewis.

Course Learning Outcomes:

Having gone through this course, students would not only be able to understand various complex and contentious issues as well as developmental issues. Students will be able to understand sociology of development and its impact on society. Student can assess developmental policies of any country and can evaluate in terms of welfare of people. Students can not only differentiate between development and underdevelopment but will also be able to pursue professional careers as development academics, planners, managers, policymakers etc.

Teaching methodology:

Chalk and talk, presentation and group discussion, practical and field based, interactive based discussion.

Assignments: students will submit assignment in their own words. The topics are listed below—

1. Explain Gandhian concept of development with special reference to Khadi and village industries.
2. Discuss Paradigm shift in development discourse.
3. Describe the various barriers of development.
4. Critically evaluate the liberal theory of development.

Essential Readings:

- Alatas Syed Hussein 1974. The Captive Mind and Creative Development, International Social Science Journal, 26 (4).
- Alavi, Hamza and T Shanin Ed.1984. Introduction to the Sociology of Developing Societies. London: Palgrave
- Amin, Samir. 1979. Unequal Development. New Delhi: OUP
- Deb Debal 2009. Beyond Developmentalist: Constructing Inclusive Freedom and Sustainability, Earthscan Publications
- Escobar, A 1995. Encountering Development: The Making and Unmaking of the Third World. Princeton: Princeton University Press
- Frank, Andre Gunder 1971. Capitalism and Underdevelopment in Latin America, Penguin Books.
- Gusfield, Joseph R. 1967. 'Tradition and Modernity: Misplaced Polarities in the Study of Social Change' American Journal of Sociology Vol. 72. No.4 pp 351-362



- Haq, Mahbub Ul. 1991. Reflections on Human Development. New Delhi, OUP
- Myrdal, Gunnar. 1972. Asian Drama: An Inquiry into the Poverty of Nations. Pantheon
- Schumacher, E. F 1973. Small is Beautiful: Economics as if People Mattered Blond & Briggs
- Schuurman, Frans J. 2001. Globalization and Development Studies, New Delhi: Vistaar Publications
- Sen Amartya 1999. Development as Freedom New Delhi, OUP
- Wallerstein, Immanuel. 1974. The Modern World System. New York: OUP
- Webster, Andrew, 1984. Introduction to the Sociology of Development; London,
- Weber, Max 1958. The Protestant Ethic and the Spirit of Capitalism (T Parsons translated) Gloucester MA: Peter Smith
- K.C. Alexander, 1994. The Process of Development of Societies, New Delhi: Sage.

M.A. IInd Semester

COURSE NO - SOC 201

SOCIAL RESEARCH AND STATISTICS

Course Objectives:

- To acquire knowledge about social phenomenon, events, issue, etc in terms of research.
- To provide understanding of various perspective and methods used in social research.
- To equip students with the knowledge of research tool and research design for data collection and development of research.
- To enable students to undertake independent social research.
- To provide the knowledge of statistical tools for analysing their research topic and give accurate results.

Unit - 1 Social Research:- Meaning, characteristics and its importance, perspectives in social research, Objectivity and Subjectivity, Hypothesis, Research Methodology.

Unit - 2 Research Design and Type of Social Research- Research Design - Exploratory, Descriptive and Experimental, explanatory, Types of Research - Qualitative, Quantitative, applied, pure, deductive and inductive.

Unit - 3 Tools and Methods- - Survey, experiments Questionnaire, Schedule, Sampling and its types, Interview, Observation, Life History, Case study, content Analysis.

Unit - 4 Statistical Analysis in Social Research- Measures of central Tendency: Mean, Median and Mode, Tests of correlations, regression analysis, Measures of Dispersion: Mean Deviation, Standard Deviation.

Course Learning Outcomes:



After going through this course students will understand the epistemology of research. Students can understand the basis of different theories and different disciplines, and the way that disciplines are defined by their methods. Students will be able to use different research methods in accordance with research topics and issues. The emphasis of this course on practical application of research and appreciation for the underlying logic and rational methods used for research.

Teaching methodology:

Chalk and talk, presentation and group discussion, practical and field based, interactive based discussion.

Assignments: Students will submit assignment in their own words. The topics are listed below—

1. What is observation method in social research? Give some reason to explain why this method would be most appropriate as a tool for data collection?
2. What is survey? Explain the advantages and disadvantages of the survey method?
3. Case study method is one of the important techniques of Social Science Research. Elaborate.
4. Define social research and its types.
5. Define statistics and measures of central tendency.

Essential Readings:

- Bell, Michael Mayerfeld, (2004). An Invitation to Environmental Sociology', Sage Publications, New Delhi.
- Malik, S.L. & Bhattacharya, D.K., (1986) Aspects of Human Ecology , Northern Book Centre, New Delhi.
- McIntosh, Robert, P., (1985) The Background of Ecology: Concept & Theory', Cambridge University Press, New York.
- Giddens, Anthony, Global Problems and Ecological Crisis in Introduction to Sociology (2nd Edit), W.W. Norton & co., New York.
- Morse, Stephen & Stocking, Michael (Ed.), 1995, People and Environment, UCL Press Limited, London.
- Good W.J. & Hart P.K. (1952). Method in social research. New York Mc. Graw hill.
- Mukherji, Partha Nath ed. (2000), Methodology in social Research : Dilemmas and Perspectives New Delhi : Sage Publications.
- त्रिपाठी, रमाशंकर (2010): सामाजिक शोध एवं सांख्यिकीय तार्किकता, विजय प्रकाशन मन्दिर, वाराणसी।
- महाजन ,धर्मतीर :महाजन ,कमलेश : (2016) सामाजिक अनुसंधान का प्रणाली विज्ञान विवेक प्रकाशन दिल्ली।
- मुखर्जी, आर.एन : (2012) : .सामाजिक अनुसंधान एवं सर्वेक्षण ,अग्रवाल पालिकेन्स।



COURSE NO - SOC 202

SOCIOLOGY OF ENVIRONMENT

Course Objectives:

- To make students familiar with major environmental issues
- To make students familiar with environmental sociological theories
- To provide knowledge about social environment and social ecology
- To provide knowledge of basic environmental problems and their solution
- To give insight of the concept of sustainable development and its

Unit - 1 Environmental Sociology- Meaning, Nature and Importance, Total Environment, Concept of Heritage- Natural and social, eco feminism, eco criticism, bio diversity, bio diversity of Ballia dist.

Unit - 2 Environment and Ecology- Social Ecology, Impact of Ecology on Social Life, climate change and adaptation, ecological practices, environmental attitudes

Unit - 3 Issues Concerning Environment and Development- Pollution, Desertification, Water Depletion, Environment Discourse and Movements, E – Waste, sustainable environment.

Unit - 4 Environmental problems and issues- Global Warming, Green House Effect, Acid Rain, Energy Crises in India and the Management, Environment and Sustainable development.

Course Learning Outcomes:

After going through this course students will be able to acquire knowledge of fundamental concepts and ideas in environmental sociology. Students can try to demonstrate critical thinking in evaluating arguments in environmental sociology. Will be able to analyse major assertions, background and assumptions in environmental issues. Students can explain how environmental sociology can be used to analyse contemporary issues and to develop policies for social change as well for environment protection.

Teaching methodology:

Chalk and talk, presentation and group discussion, practical and field based, interactive based discussion.

Assignments: students will submit assignment in their own words. The topics are listed below—

1. What do you understand by the term "Ecology"? Describe it in your own words
2. What do you understand by sustainability? Discuss it with examples.
3. Describe the concept of environment environmental issues.
4. Discuss the environmental problems and give suggestions to solve these problems.

Essential Readings:



- Bell, Michael Mayerfeld, (2004). An Invitation to Environmental Sociology', Sage Publications, New Delhi.
- Malik, S.L. & Bhattacharya, D.K., (1986) Aspects of Human Ecology, Northern Book Centre, New Delhi.
- McIntosh, Robert, P., (1985) The Background of Ecology: Concept & Theory', Cambridge University Press, New York.
- Giddens, Anthony, Global Problems and Ecological Crisis in Introduction to Sociology (2nd Edit), W.W. Norton & co., New York.
- Morse, Stephen & Stocking, Michael (Ed.), 1995, People and Environment, UCL Press Limited, London.
- Gadgil, Madhan and Guha, Ramchandra; Ecology and Equity: The Use and Abuse of Nature in Contemporary India, New Delhi.
- RedKliffe, Michael; Development and the Environment Crisis, Machen Co. Ltd. New York.
- Schaumberg, Allan; The Environment, Oxford University Press, New York.
- Rao, M.S. Social Movements and Social Transformation, Macmillan, Madras.
- Krishna, Sumi, 1996, Environmental Politics, People's lives and Development Choices, Sage Publication, New Delhi.
- Agrawal, Anil, Darryl D Monte and Ujjwala Samarth, (Eds.), 1987, The Fight for Survival: Peoples Action for Environment, CSE, New Delhi.
- Fernandes, Walter and Enakshi Ganguli Thakral (Eds.), 1989, Development, Displacement and Rehabilitation: Issues for a National Debate, Indian Social Institute, New Delhi.

COURSE NO - SOC 203

PERSPECTIVES OF INDIAN SOCIOLOGY

Course Objectives:

- This course aimed to familiarize students with different perspectives on Indian society
- This course aimed to provide knowledge of sociological thought and theory in terms of Indian society.
- This course is designed to provide theoretical understanding of the development of Indian sociology and sociological understanding of Indian society.
- This course is designed to make students understand contemporary issues of Indian society.

Unit - 1 Development of Sociology in India: Pre - Independence Period, Post- Independence Period, Indological Perspective: G.S. Ghurye, Louis Dumont, Irawati Kurve.

Unit - 2 Structural Functional Perspective: M.N. Srinivas, S.C. Dubey, A.M. Shah, Stratificational and Cultural perspective- Andre Beteille, Yogendra Singh



Unit - 3 Subaltern Perspective: B.R. Ambedkar, David Hardiman. Historical perspective- DD Kosambi

Unit - 4 Civilizational Perspective: N.K. Bose, Surjeet Sinha, Marxist Perspective- D.P. Mukherjee, A.R. Desai.

Course Learning Outcomes:

After going through this course students will be able to acquaint with continuities and contradictions in Indian society through centuries and to explain the history of ideas related to the analysis of Indian society. It will also help to familiarise the students with the different perspectives on Indian Society. Students can critically think and evaluate various perspectives and various issues prevalent in Indian societies. And can be able to use specific perspective to study specific issues.

Teaching methodology:

Chalk and talk, presentation and group discussion, practical and field based, interactive based discussion.

Assignments: Students will submit assignment in their own words. The topics are listed below—

1. Explain G.S. Ghurye's view on caste?
2. What is dialectical approach? Discuss A R Desai's view on social background of Indian Nationalism.
3. Give a brief explanation of M.N. Srinivas's thoughts.
4. What is subaltern perspective? Discuss views of Ambedkar and Hardiman.

Essential Readings:

- Singh, Y., 1986: Indian Sociology: Social Conditioning and Emerging Concerns, Del.
- Bose, N.K., 1967: culture and Society in India: Bombay, Asia Publishing House.
- Dube, S.C. 1909: Society in India, New Delhi, National Book Trust.
- Karve, Irawati, Hindu Society: An Interpretation, Poona, Deccan College.
- Chauhan, B. R. A Rajasthan Village, 1967. New Delhi: Associated Publishing House.
- Desai, A.R. 1966. Social Background of Indian Nationalism, Bombay: Popular Prakashan.
- Dhanagre, D. N. 1993. Themes and Perspective in Indian Sociology, Jaipur: Rawat.
- Dube, S.C. 1955. Indian Village, London: Routledge and Kegan Paul. 1955. India's Changing Villages, London: Routledge and Kegan Paul.
- Dumont, L. 1970. Homo Hierarchus: The Caste System and Its Implications, London: Weidenfeld and Nicolson.
- Ghurye, G.S. 1969. Caste and Race, Bombay: Popular Prakashan,
- Gore, M.S. 1993. The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb Ambedkar, New Delhi: Sage.



COURSE NO – SOC 204

GLOBALIZATION AND SOCIETY

Course Objectives:

- To provide basic knowledge about the concept of globalization and globalism
- To make students understand about different ideology related to globalization
- To equip students with fundamentalism, liberalism and ethnicity as a approach
- To equip students with the role of governments in national interest and the process of globalization
- To give insight about various problems emerged in the process of globalization

Unit I: Introduction to Globalization: Definition, Characteristics & Dimensions of globalization, Background of Globalization. Capitalism and Globalization, Role of Information Technology and Mass-Communication. Main Agencies of Globalization- Multinational Corporations, World Bank, International Monetary Fund, WTO. Nation-State and Globalization.

Unit II: Globalization and Theoretical Debates- Theoretical debates with special reference to Martin Albrow, R. Robertson, Anthony Giddens, Wallerstein, Manuel Castells and Samir Amin

Unit III: Globalization and Contemporary Issues- Resurgence of Religion, Globalization and Culture, Consumerism and Globalization, Ethnicity and Globalization. Global Tourism, Individualism and Globalization and Globalization and Poverty.

Unit IV: Globalization and Social Movements- Anti- Globalization Movement, World Social Forum, Challenges for People's Movement, Marginal section and Marginalization, Neo-Liberalism.

Course Learning outcomes:

After going through this course students will be able to analyse globalization as a process and its connection with development. Students will be able to think critically about different ideology such as liberalism, neo liberalism, religious fundamentalism etc. students can correlate globalization process and national interest. And will be able to understand the functions and structure of multinational corporations.

Teaching Methodology:

Chalk and talk, presentation and group discussion, practical and field based, interactive based discussion.

Assignments: students will submit assignment in their own words. The topics are listed below—



1. What is meant by World Trade Organization? Discuss its structure and functions.
2. What do you mean by Globalization? Write different theories of globalization.
3. What is religious fundamentalism describing it with current examples.
4. Describe various characteristics and types of globalization also describe various ideologies brought by globalization.

Essential Readings:

- पाण्डेय ,रवि प्रकाश .(2014) : वैश्वीकरण और समाज ,विजय प्रकाशन मन्दिर
- Singh YogendraCulture .(2000) change in India: Identity and Globalization.Raw at Publications.
- Agarwal Babita, Agarwal Anil. (2009), Globalization and India Society, A.B.D. Publishers
- Sharma. Upasana (2016) Globalization and society. EBH Publishers.
- Albrow Martin: The Global Age: State and Society Beyond Modernity.
- Drezem Jean and Amartya: Indian Economy in Development and Social Opportunity.
- Kiely, Ray and Phil: Globalization and the Third world.
- Waters, Macklam: Globalization, London Routledge
- Giddens, Anthony: The Consequence of Modernity.
- Giddens, Anthony: Modernity and self-Identity: Self and society in the late Modern Age.
- Giri, Ananta K.: Global Transformation: Post modernity and Beyond.
- Robertson, R.: Globalization: Social Theory and Global Culture.
- Singh. Yogendra: Culture Change in India.
- Srivastava, Rajeev Kumar: Globalization and India.



M.A. IIIrd SEMESTER

COMPULSORY PAPER

COURSE NO - SOC 301

MODERN SOCIAL THEORIES

Course Objectives:

- To introduce students to the modern sociological theories
- To train students to understand theories and their uses in analysing social phenomena
- To make students able to interpret sociological theory and generate sociological knowledge about social phenomena
- To make students understand the difference of various theoretical orientation.

Unit - 1 functional perspective- Talcott Parsons- Social action, Social system, AGIL model, pattern variables, RK Merton- middle range theory, dysfunction, manifest function and latent functions, functional alternatives.

Unit - 2 Neo Functionalism and Neo Marxism- Neo functionalism- Jeffery C Alexander, Niklas Luhmann, Neo Marxism- Louis Althusser, Jurgen Habermas.

Unit – 3 Conflict theory- Marxist- class and the economic base of conflict, historical materialism and alienation, Lewis Coser, Ralf Dahrendorf.

Unit - 4 Critical theory- The Frankfurt school, C Wright Mills- the alienation and bureaucracy, the power elite, Pierre Bourdieu- reproduction and habitus.

Course Learning Outcomes:

After going through this course students will be able to describe modern sociological theories and its contemporary situation. Students can compare the major theoretical paradigms and can establish contrast paradigms. And also, be able to interpret different sociological theorist, thoughts and their frame of time.

Teaching methodology:

Chalk and talk, presentation and group discussion, practical and field based, interactive based discussion.

Assignments:

1. Define different types of sociological theory and describe it's nature and elements.
2. Describe Conflict theory of Dahrendorf and Coser.
3. Describe the theory of mills and Bourdieu
4. Describe the theory of Althusser and Habermas.

Essential Readings:



- J. Alexander C. 1987, Twenty lectures: Sociological theory since world war II. New York: Colombia university press.
- Althusser, Louis. 1969. For Marx, Harmon's worth, Middlesex : penguin.
- Bordieu, pierre, 1977, Outline of a theory of practice, London: Cambridge university.
- Collins, Randal, 1997, (Indian Edition). Sociological theory, Jaipur and New Delhi, Rawat.
- Coser Lewis. 1956. The punctions of social conflict, New York: the Free press.
- Dahrendorf, Ralf, 1958, "toward a theory social conflict." The journal of conflict Resolution, Vol. 2, N. 2, PP 170-183.
- Dahrendorf, ralf, 1959, Class and Class conflict in industrial society, California; Standard university press.
- Derrida, Jacques 1978, writing and difference, chicogo; Chicogo university
- Habermas, Jurgon, 1984, the theory of communicative and Vol. 1 Bostani, Beacon press.
- Mills, C wright, 1959, the sociological imagination. New York: Oxford University Press.
- Ritzer, George 1992 (3rd ed.), Sociological theory, New York: McGraw Hill.
- Turner, Jonathan H. 1995 (4th ed.) the structure of sociological theory Jaipur Rawat.

COURSE NO - SOC 302

SOCIAL MOVEMENT AND SOCIAL CHANGE

Course Objectives:

- To introduce various social movements
- To make students understand social movement and change brought by movements
- To make students understand social movement in India and reforms brought by movement in Indian society
- To introduce new social movements and their quest for change and reforms in social structure, norms, tradition, custom and values.

Unit - 1 Social Movements: Definition, Characteristics, Reasons and Types of Social Movement, Emergence of Social Movement. Relative Deprivation, Structural-Functional, Weberian, Marxist, Post - Marxist and Contemporary debates of Social Movement.

Unit - 2 Social Movements and Social Change in India- Theories Social Change: Linear, Cyclical, Conflict and Curvilinear, Factors of Social Change, Social Movement and Social Change, New Social Movements: Definition, Characteristics and Reasons.

Unit - 3 Social Movement in India – Social Movements related to Social Reforms, Peasant, Dalit, Tribal, Backward Class, Nationality, Anti-Corruption movements, Atma Nirbhar Bharat.



Unit - 4 New Social Movement in India- Women's Movement, Environmental Movement, Civil Right Movement, Middle-class Movements, LGBTQ Movements, Animal Rights Movement, Anti-Nuclear and War Movement.

Course Learning Outcomes:

After going through this course students will be able to describe state, national and global level social movements as well can distinguish between different types of social movements. Students can identify stages of social movements and impact on society. And can describe reasons and social situation responsible for the emergence of social movement.

Teaching Methodology:

Chalk and talk, presentation and group discussion, practical and field based, interactive based discussion.

Assignments:

1. Define social movements and describe its characteristics and types
2. Describe social changes in India brought by social movements.
3. Describe Environmental movements and Women's movement
4. Describe new social movements and contemporary issues.

Essential Readings:

- Desai, A.R. (Ed.) 1979. peasant struggles in India. Delhi; oxford university Press.
- Desai A.R. 1966 Social Background of Indian Nationalism Bombay. popular prakashan
- Guha, R. 1989. the unquiet woods; Ecological change and peasant Resistance in Himalaya New Delhi oxford university Press.
- Mukherji, P. N. 1977, "the Social Movement and Social Change; Towards A conceptual classification and theoretical framework," Sociological Bulletin vol. 26, No. 1, March.
- Rao, M.S.A. (Ed.) 1978. Social Movements in India, New Delhi Manohar book.
- Shah, G-1990. Social Movements in India; A Review of literature, New Delhi; Sage.

OPTIONAL PAPER

GROUP A

RURAL AND URBAN SYSTEM

COURSE NO - SOC 303

RURAL SOCIOLOGY

Course Objectives:



- The objective of the course is to make understand the student aware of the basic sociological issues of rural society
- to learn and to understand the processes of change
- to learn development of the rural society in India.
- To describe caste and class structure in rural sociology.
- To know Jajmani system.

Unit - I - Rural sociology: meaning, Definition, nature, scope and significance of rural sociology, emergence of rural sociology as an discipline. Rural problems: poverty, unemployment, educational backwardness, farmer's suicide.

Unit - II - Approaches to Study of Rural Society: approaches to study of rural society, Rural Urban Differences, Peasant Studies, peasants' movement, Caste and Class Structure, Casteism

Unit - III - Agrarian Institutions : Patterns of Land Ownership, Agrarian Relations and Mode of Production Debates, new trends in agrarian institution, Jajmani System and Jajmani Relations, changing rural economy.

Unit - IV - Little and Great Tradition : concept of little and great tradition, Universalization and Parochalization. Rural development program, changing pattern of rural leadership, changing pattern of rural tradition.

Course Learning Outcomes:

Student will receive knowledge and understanding of rural society. They will be able to Accomplish critical thinking through and written formats, Assess the complexity of rural society and rural issues and apply sociological theories and methodologies to the study of rural society.

Teaching methodology:

Chalk and talk, presentation and group discussion, practical and field based, interactive based discussion.

Assignments:

1. Define Rural Sociology and describe its nature and changes taking place in it.
2. Describe difference between rural and urban society.
3. Describe agrarian institutions and their functions.
4. Describe some development programs in rural society of India.

Essential Readings:

- Jain and Doshi, (2014) Rural sociology Rawat publication Jaipur.
- Sharma, prakash. V. (1999) Gramin Shamaj shastra; panchshil prakashan Jaipur.
- Agrawal, G.k. Rural sociology sahitya Bhawan. publican Agra.
- Desai, A. R. (2009.) Rural Sociology. in India. Rawat publication, Jaipur, New Delhi.
- Singh Shivam (2020) Rural Culture in Hindi Cinema Rawat publication Jaipur.

- Sharma, kumar Rajendra, (1 October 2011.) Atlantic publishers and Distributors (p) ltd.
- Weber, M. 1966, the city, London; free press
- Zukin, s. 1995. culture of cities, oxford, Blackwell
- *Robert Redfield : The Little community : Peasant Society & Culture.*
- *A.R. Desai (ed.) Rural Sociology in India.*
- *S.C. Dube Indian Village*
- *M.N. Srinivas India's Villages, Social Change in Modern India.*
- *Adhunik Bharat Mein Samajic Parivartan (Nemichandra Jain)*
- *R.K. Mukherjee Dynamics of Rural Society.*
- *Mckim Marriot Village India.*
- *S.C. Dube : Indian Changing Village.*
- *Jai Kant Tiwari : Rural Transformation in India, Reliance Publications, New Delhi, 1994.*

COURSE NO- SOC 304

URBAN SOCIOLOGY

Course Objectives:

- To describe the nature and scope of urban society.
- To provide the knowledge of ecological concept.
- To make student understand the various type of cities.
- To make student understand the concept of rural urban continuum.

Unit - I - Urban Sociology : Definition, Nature, Scope and Approaches to study of urban society- Weber, Mumford, Park and Patrick Geddes, David Harvey.

Unit - II - Concept of City : Ecological, Sociological, Origin and development of city, types of cities, city and town, neighbourhood,, metropolitan city and global cities.

Unit - III - Origin and Growth of Urban Centres- urbanization, Urbanism As a way of life,- Louis Wirth, Urbanity, Rural-Urban continuum- Robert Redfield. Social consciousness, urban growth in India,

Unit - IV – Problems of Indian Cities:- Urban slums, housing problems ,migration and social mobility, Poverty, Unemployment, Urban ecological crisis.

Course Learning Outcomes:

This course will provide the recipe to the students in order to learn the theoretical framework regarding urban studies and apply the theoretical knowledge for doing empirical action research on urban problems.

Teaching methodology:



Chalk and talk, presentation and group discussion, practical and field based, interactive based discussion.

Assignments:

1. Define urban sociology and describe its nature and scope.
2. Describe Urbanism, Urbanization, Urbanity.
3. Describe rural-urban continuum given by Robert Redfield.
4. Describe changes taking place in urban society of India as well in urban sociology.

Essential Readings:

- Anderson, N. and Lindeman, E. C. 1922. urban sociology, New York free press.
- Bose, A. 1973. studies in Indian urbanization 1901-1971 Bombay's Toba Mc Grow, Hill
- Hansen, T. B. 2001. urban violence in India; Identity, politics, Delhi; permanent black. . . .
- Patel, S, and Deb, k, 2006. urban Studies, New Delhi oxford university Press.
- Rao, M.S.A, 1974. urban Sociology; A Reader, New Delhi; Tata McGraw-Hill.
- Shivrama krishanan, K.C. Kundu, A. And singh B.N. 2005 Handbook of urbanization in India Nee Delhi.
- Choudhary Devolata ,12 December 2020 women and society oxford university process; Edition.

GROUP- B

SOCIAL DEMOGRAPHY AND DEMOGRAPHIC DIMENSIONS OF COMMUNITY

HEALTH

COURSE NO - SOC 303

SOCIAL DEMOGRAPHY

Course Objectives:

- To provide the knowledge of demographic factors.
- To Describe the Malthusian views.
- To provide the knowledge of biological theory of population.
- To give knowledge of Dumont theory of population.
- To provide the knowledge of cultural theory of population.

Unit-1 Social Demography: Definition, meaning, nature, subject matter and scope of demography, importance of demography, relation between demography and sociology, interface between population and society, sources of Demographic data.

Unit-2 Population theories-Malthus theory of population, Optimum theory of population, demographic transition theory.



Unit-3 Population dynamics- fertility, mortality, morbidity and migration, causes and consequences of population growth in India. Methods of calculation-CBR, GFR, ASFR, TFR, CDR, ASDR. social determinants of fertility and Mortality

Unit-4 population profile of India- Census of India and NSSO, trends in population growth and distribution, demographic dividend, sex ratio, birth ratio, population ratio, population policies in India, emergency challenges (infiltration, encroachment and illegal migrants).

Course Learning Outcomes:

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 is also reviewing population control measures and their implementation.

Teaching methodology:

Chalk and talk, presentation and group discussion, practical and field based, interactive based discussion.

Assignments:

1. Define social demography and describe its nature and scope
2. Describe demographic data and various methods to collect demographic data.
3. Critically evaluate Malthusian theory of population
4. Critically evaluate optimum theory of population.

Essential Readings:

- Bose, Ashish, 1991; Demographic Diversity of India, Delhi; B.R, Publishing corporation.
- Chandrashekhar, S. (Ed.). 1974 infant mortality, Population growth and family planning in India. London, George Allen and Unwin Ltd.
- Hans, Raj. 2001, Fundamentals of Demography, New Delhi, Surjeet Publication.
- Jhigam, M.L. 2016, Demography, New Delhi, Vrindan Publication.
- Sharma, Rajendra, 2007, Demography and population New Delhi, Atlantic Publication.

COURSE NO- SOC 304

DEMOGRAPHIC DIMENSIONS OF COMMUNITY HEALTH

Course Objectives:

- To provide the knowledge of population fertility behavior.
- To make the students understand mortality profile and trends.
- To describe the causes of populations growth.



- To provide the knowledge of Community Health and health Care of women.
- To know the primary health Care of women.

Unit-1 population behaviour- Population, Fertility, Morbidity & Mortality Profile- Dimensions and indicators of health, Social Epidemiology: approaches.

Unit-2 Health and Disease and Poverty- Health and Disease and Poverty Family and health care: the elderly and gender approach to health, family welfare programmes.

Unit-3 population and community-Environment and population and Community Health, Health differences: Rural and urban society.

Unit-4 Ethnomedicine, Primary Health care and Health for All- maternal and child health, public and epidemiological health, reproductive health, HIV, RTI, drugs policies and patents, sanitation.

Course Learning Outcomes:

The student understanding the basics of demography community health. Use demographic tools in understanding public health issue Knowledge attitude and practices. Discuss global demographic regimes and impact a public health.

Teaching methodology:

Chalk and talk, presentation and group discussion, practical and field based, interactive based discussion.

Assignments:

1. Define the concept of Fertility, Morbidity and Mortality.
2. Describe health, diseases and poverty as a problem.
3. Describe the concept of environment, population and community health
4. Discuss various welfare programmes in India.

Essential Readings:

- Pearce. J. written k. Bartie p (May 2006). "Neighbourhood and health ; a Gis Approach to Measuring : Community resource accessibility.
- peters DH, Garg A. Blcom G walke DG. Brieger W.R. Rahman MH (2008-07-25) "poverty and access to health care in developing Countries" Annals of the New York academy of science: 1136 (1); • 161-71
- Gupta, Monica. (December 2005). "public health in India, Dangerous Neglect"
- economic and political weekly, 40<49 Balarajan, yarlini
- peters, David (Lunari 2002) Better Health Systems for India's poor; finding Analysis and action world bank publication.

GROUP- C

WOMEN'S STUDIES

COURSE NO- SOC 303

WOMEN AND SOCIETY

Course Objectives:

- To provide the knowledge of Indian women. Literate and illiterate
- To describe the women power empowerment
- To provide the knowledge of women work.
- To prepare the knowledge of women democracy.

Unit-1 Women Studies: Nature and Scope of women studies, status of women in India (from Vedic to 21st century), women in rural and urban society.

Unit-2 Visibility and Invisibility of Women: women in Family, Work, Power, Polity and Authority, women empowerment, women and law, gender based division of labour, masculinity and femineity.

Unit-3 Role of Women -role of women in society, Economy and Polity, education and health, Social Structure and women.

Unit-4 contemporary issues- Women in Developed and Developing Societies, Women and Democracy, women reservation in India, structure and function of national commission for women.

Course Learning Outcomes:

Students able to understand fender and women's studies as an academic field of study, be Familiar with its major concept, History assumptions and recognize its epistemological and methodological diversity and character.

Teaching methodology:

Chalk and talk, presentation and group discussion, practical and field based, interactive based discussion.

Assignments:

1. Describe education and health status of Indian women
2. Describe role of women in economy, polity and social structure.
3. Describe Women in developed and developing society
4. Describe power structure in society.

Essential Readings:

- D.H-J. 1986. "Gender", in R. Burgess (ed.) key variables in social investigation, London; Routledge and Kegan Paul.



- Eichler, M. 1991. Nonsexist Research methods, A practical Guide, London: Routledge and Kegan Paul.
- Haralambos, M. and Holborn, M. 2000, Sociology; themes and perspectives. (5th ed.) London: Collins.
- Oakley, Ann. 1974, Sociology of Housework, Oxford; Martin Robertson.
- Powson, R. 1992. Feminist Methodology" in M. Haralambos (ed.) Developments in Sociology, vol.8. Arms Kirk, Causeway Press.
- Motilal. Kolaskar.s. Ashok 2016 women and Society KIIT University, Bhubaneswar, edit.
- Gupta and Sharma D.D. (Ed) Indian Rural sociology language Hindi, publisher: Sahitya Bhawan Publication. Agra.
- *Engels : Origin at Family, Private Property and State.*
- *Oppone Christine : A Symposium at Seven Roles and Status of Women (ILO).*
- *Maria Mies : Towards the Methodology at Women's Studies.*
- *Leela Dube : Review of Studies on Women in Southeast Asia.*

COURSE NO- SOC 304

WOMEN AND SOCIAL CHANGE IN INDIA

Course Objectives:

- To know the Indian women perspective.
- To describe the right of women.
- To understand the division of labour within women status of Indian society.
- To clear the new position of women.
- To provide the knowledge of Technological involvement for women.

Unit-1 Methodology for Women's Studies- Practical survey-based work, local survey about the condition of women, current status of women in India, women and mass media, any study related to women.

Unit-2 An Indian Perspective for Women's Studies- Critical Issues, problems of Unmarried Women, Divorces and Widows, female poverty, problems of exploitation and harassment.

Unit-3 Women and Change- Women and Change in Social organizations, Type of Family, Lines of Decent, Property Rights and Gender, Division of Labour: Regional Variations, Demographic profile.

Unit-4 Changing Position of Women- Impact of Development, Technology, Education, Political Processes in India, Economic, socio and political rights of women.

Course Learning Outcomes:

The students able to prepare the tradition attitude for assessment of equal behaviour with women to traditional and modern society in India.



Teaching methodology:

Chalk and talk, presentation and group discussion, practical and field based, interactive based discussion.

Assignments:

1. Describe problems faced by Unmarried, divorced and widow women in Indian society.
2. Describe role of women in development process.
3. Discuss women position in different social organization.
4. Describe various rights of women as well as human rights.

Essential Readings:

- Moghadam. M. Valentine, "2003. Women and modernisation in India XI world congress of sociology New Delhi.
- Ommen T.K. (1972) charisma, stability and change Thompson press.
- Ommen. T.K. (1985.) from mobilization to Institunlization, the Dynamics of agrarian Movement in Kerala Sangram.
- Srinivas, M. N. '1995' Social Change in modern India Orient black Swan India.
- sen, Amrtay, 1999. Development of Sociology new Delhi oxford Universitstark press.

S. Altekar : Position of Women in Hindu Civilization.

N. Desai : Women in Modern India.

GROUP- D

INDUSTRIAL ORGANIZATION AND MANAGEMENT

COURSE NO- SOC 303

INDUSTRIAL SOCIOLOGY

Course Objectives:

- Trace the origins of industrial sociology
- Explore the different facts of relation between workers and management and the state.
- Understand the changing aspects of industrial relations.
- Understand the different kinds of organization and the related management theory.

Unit-1 introduction to industrial sociology- Definition, Nature and Scope of Industrial Sociology, dimensions, human relations in Industry, industrial fatigue and monotony. WORKS AND ECONOMIC LIFE: Social organization and work in



different type of societies: slave, feudal, industrial/capitalist formal and informal organization of work, labour and society.

Unit- 2 Evolution of Industrial Society- Nature and Process of Industrialization in World System. Indian Social Structure and Industrialization. INDUSTRIALIZATION AND URBANIZATION IN INDIA: Evolution of modern industrial societies, growth of urban settlement, working class: structure, growth and class mobilization, informal sector, slums and deprivation in urban India, Bureaucratic organization in industrial society.

Unit- 3 Formal and informal organization: structure and function, Theory of management- industrial relations, industrial dispute, cause and methods of disposal, mediation, arbitration settlement.

Unit 4- contemporary industrial society- Problems of Automation, trade union, origin and development of trade union in India, labour migration, labour participation in management.

Course Learning Outcomes:

Outcomes explain the main concepts and theories in sociology of work and industry.it will define the concept of work and describes the development of the concept in historical period, explain the classical and contemporary theories of work towards the sociological analysis of work and industry relations. explain the changes and transformations in working life that industrialization gave rise to. explain the main dynamics of the conflict and cooperation in working life and industrial relations

Teaching methodology:

Chalk and talk, presentation and group discussion, practical and field based, interactive based discussion.

Assignments:

1. Define Industrial sociology and describe its nature and scope
2. Describe nature and process of Industrialization in World system
3. Describe formal and informal organization
4. Describe origin and development of Trade Union in India

Essential Readings:

- Singh,Narendra.(2012): Industrial Sociology, McGraw Hill Education
- Miller,Delbert C.and Form,William H.(1980) : *Industrial Sociology. Work in Organizational Life: 1980 (third edition; 1951, first edition; 1964, second edition)*, Bussum, The Netherlands, Harper and Row Europe.
- Vincent and Mayers : *New Foundation for Industrial Sociology.*
- David Brown and Michael Hanison : *A Sociology of Industrialization.*



COURSE NO- SOC 304

INDUSTRIAL MANAGEMENT

Course Objectives:

- To gain knowledge about the concept of industrial management
- To understand the nature and type of organization
- To know about the different levels of management and the management practices
- To get an overview of industrial and post industrial society.

Unit- 1 Concept of Management : Industrial Management, its importance and function, fundamentals of industrial sociology, rules and regulations of Indian industrial management.

Unit-2 modern organization-Nature and types of modern organization, modern organization its structure and function, formal and informal organization, Industrial bureaucracy.

Unit-3 management-The levels of management top, middle and front line, staff and line management, business and management in India.

Unit-4 industrial society-Post industrial society and industrial society, industrial society in India, gender division in Indian industrial management.

Course Learning Outcomes:

after completion of the course student shall be able to gain knowledge about industrial management, nature and types of organization prevalent in industries now a days, also get knowledge about management hierarchy and an overview of industrial and post industrial society.

Teaching methodology:

Chalk and talk, presentation and group discussion, practical and field based, interactive based discussion.

Assignments:

1. Describe concept of management, its importance and function
2. Describe nature and types of modern organization
3. Describe the process of industrialization and management system in India
4. Describe basic features of Industrial society and post-industrial society

Essential Readings:

- Dasgupta : *Business and Management in India.*
- Miller and Form : *Industrial Sociology.*
- Vincent and Mayers : *New Foundation of Industrial Sociology.*
- Daniel Bell : *The Coming of Post-Industrial Society.*
- Schmeider: *Industrial Sociology.*



- *P. Gisbert: Fundamentals of Industrial Sociology.*

GROUP- E

TRIBAL STUDIES

COURSE NO- SOC 303

DEVELOPMENT ANTHROPOLOGY AND HUMAN RIGHTS

Course Objectives:

- To gain knowledge about development
- Planning and different levels of planning
- To gain knowledge about panchayati raj and their implications.
- To aware students about human rights

UNIT I Development Anthropology- Concept & Meaning of Development and Modernization, Sustainable Development Human Resource Development (HRD) Poverty and Development: Poverty alleviation programmes in India Social cultural factors in development with case studies.

UNIT II Planning- Concept, meaning and Types (Indicative Planning & Imperative Planning: Micro Planning & Macro Planning) Strategies of development in India: Five Year Plans: concept, aims & objectives, and achievements. Panchayati Raj: History (with 73rd Amendment Act, 1992), aims & objectives; Panchayat Extension to the Scheduled Areas (PESA) Act, 1996. Impact of Panchayati Raj on tribal & rural development.

UNIT III -Rights and Duties-Concept and meaning of Human Rights. Natural Rights, & Fundamental Rights. Universal Declaration of Human Rights (UDHR), Types of Human Rights: (i) Civil and Political Rights, (ii) Economic, Social and Cultural Rights, (iii) Right to Development. Right to Information (RTI)

UNIT IV- Commissions on Human Rights- A Brief Introduction of National Commissions working for the protection of Human Rights of STs, SCs, & OBCs: The National Human Rights Commission (NHRC), The National Commission for Scheduled Castes and Scheduled Tribes (NCSCST), The National Commission for Backward Classes (NCBC). International Organizations working for Human Rights: Amnesty International (AI), Human Rights Watch (HRW), United Nations International Children's Emergency Fund, UNICEF

Course Learning Outcomes: After completion of this course student shall be able to gain in-depth understanding of anthropological perspectives on policy, planning & practice of contemporary international development and human rights. Anthropology has made significant contribution towards the issues related to tribal and rural development, gender studies, human rights, indigenous knowledge, poverty, etc. Anthropology has conceptual



and practical relevance to human rights and can contribute through cross- species and cross- cultural comparisons.

Teaching methodology:

Chalk and talk, presentation and group discussion, practical and field based, interactive based discussion.

Assignments:

1. Describe concept of of Development and Modernization
2. Describe Planning: Concept, meaning and Types
3. Describe the Concept and meaning of Human Rights
4. Create a report on working of national commission.

Essential Readings:

- Biswas,Subir.(2017).Anthropology and Human Rights, Challenges and Opportunities: Challenges and Opportunities in the New Millennium, Rawat Publication;
- Agarwal.H.O.(2014).Manav Adhikar (Human Rights-Hindi), Central Law Publication;
- Vidyarthi.L.P,Sahay.B.N(1980).Applied Anthropology and Development in India, National Publishing House;
- Biswas,Tapan.(2009).Human Rights Gender and Environment, Iva books Publication;
- Bogin B. (1999) Patterns of human growth. Cambridge University Press.
- Frisancho R. (1993) Human Adaptation and Accommodation. University of Michigan Press.
- Cameron N and Bogin B. (2012) Human Growth and Development. Second edition, Academic press

COURSE NO- SOC 304

TRIBES IN INDIA

Course Objectives:

- Trace the establishment of tribal studies in India.
- Describe the characteristics and features of the Indian tribes Analyse the emerging fields of knowledge in tribal studies.
- Explain the anthropological approach to study tribes.
- Describe the emic and etic approach to tribal studies.
- Assess the policy approaches to tribes in detail.

Unit-1 Tribal India : Classification of Indian Tribes, Geographical, Linguistic and Cultural Distribution. The schedule tribes,



Unit-2 Tribal and Folk Medical- Health System in India, folk medical system, Folk Media and Mass Communication in Tribal India.

Unit-3 Tribal process- Acculturation, Assimilation and Isolation in India. Indian Experience Of Five year plans: Sociological Appraisal of Five year plans social consequences of Economic reforms, Social Implication of Infotech and Bio tech Revolution

Unit-4 Trends and processes of Change- process of change In Modern India Sanskritization, Secularisation, Modernization and Urbanisation, Changes In Tribal India- Changes In Tribal Economy, Land Alienation - Changes in Socio-Cultural Spheres and Problems of Rehabilitation

Course Learning Outcomes:

after completion of this course student shall be able to gain in-depth understanding of anthropological perspectives on policy, planning & practice of contemporary international development and human rights. Anthropology has made significant contribution towards the issues related to tribal and rural development, gender studies, human rights, indigenous knowledge, poverty, etc. Anthropology has conceptual and practical relevance to human rights and can contribute through cross- species and cross- cultural comparisons.

Teaching methodology:

Chalk and talk, presentation and group discussion, practical and field based, interactive based discussion.

Assignments:

1. Describe classification of Indian tribes
2. Describe tribal and folk medical health system in India
3. Describe mass communication in Tribal India
4. Describe changes in tribal India

Essential Readings:

- Nicholas D. (2001). Castes of Mind: Colonialism and the Making of Modern India. Princeton University Press.
- Bernard CS. (2000). India: The Social Anthropology of Civilization. Delhi: Oxford University Press.
- Bhasin MK, Watter H and Danker-Hopfe H. (1994). People of India – An Investigation of Biological variability in Ecological, Ethno-economic and Linguistic Groups. Kamla Raj Enterprises, Delhi
- Lopez DS. (1995). Religions of India in Practice. Princeton University Press Gupta D. Social Stratification. Delhi: Oxford University Press.
- Karve I. (1961). Hindu Society: An Interpretation. Poona : Deccan College
- Ghurye, G.S.(1995).The Scheduled Tribes,South Asia Books;



- Mazumdar, D.N., Madan. T.N. (.) An Introduction to Social Anthropology, Mayur Paperbacks;
- Beiley, F.G. (1960). Tribe, Caste and Nation, Manchester University Press; Reprint edition
- Mazumdar, D.N. (1984) : Races and Culture of India, Asia Publishing House; New edition
- Mazumdar, D.N. (2007): Fortunes of Primitive Tribes, Read Books; Illustrated edition
- Mazumdar, D.N., Madan. T.N. An Introduction to Social Anthropology, Mayur Paperbacks;
- Louis Dumont, Pocock, D. (eds.) : Contributions to India Sociology, Vols I to X (Selected portions).

COMPULSORY PAPER

COURSE NO - SOC 401

ADVANCED SOCIOLOGICAL THEORIES

Course objectives:

- To make students understand basic tenets of theory and sociological theory.
- To provide knowledge about various sociological theories and their context.
- To enhance students understanding about structure of sociological theories.
- To enhance student's ability to analyse various sociological theories and differences between the two theories.
- To create ability to think about different sociological theories such as symbolic interactionism, critical theory, post modernization and post structuralism and their contribution in the development of sociology till today.

Unit-1 The Structure of Sociological Theory - Subject matter, Assumptions, Methodology, Objectives.

Unit-2 Theory of Rational Choice and Symbolic Interactionism: Homans; Elementary Social Behaviour, Principles of Rationalist Deprivation, P. Blau; Exchange and Social Integration, Exchange and Power. H. Mead, Blummer,

Unit-3 Phenomenology and Ethnomethodology: Edmund Husserl, Alfred Shutz, Harold Garfinkel. Social Construction of Reality P Berger and T.G. Luckman, Goffman.

Unit-4 Structuration and Post-modernism/Post-structuralism- Anthony Giddens, Foucault, Derrida, The Post- Modernist Critique.

Course Learning outcomes:

After going through this paper students will be able to evaluate sociological theories and their practical aspects. Students can analyse how sociological theories have evolved and their impact on social narration of phenomena. In this rapid growth where changes are taking place in every aspect of society and the paper of advanced sociological theories will help students to critically analyse present social situation and changes in social phenomena and their



impact on people' lives. Advanced sociological theories will broaden students mind to connect the past, present and future in their own view.

Teaching methodology:

Chalk and talk, Presentation and group discussion, Practical and field based, Interactive based discussion.

Assignments:

- How can you define symbolic interactionism? Describe the views of Mead and Blumer as symbolic interactionist.
- Define phenomenology and ethnomethodology as sociological methods to describe social phenomena.
- Describe the view of Husserl and Schutz on phenomenology.
- Describe Garfinkel's views on ethnomethodology.
- What are the basic tenets of post structuralism and post modernism?

Essential Readings:

- Alexander, Jeffrey (ed.) 1995, New functionalism. Beverly Hills, Calif. sage.
- Althusser, Louis, 1969, for Mark. Harmandewrath, Eng, penguin.
- Blumer, Herbert, 1969, Society of cyffie symbolic intersection Englewood Cliffs, N.J. prentic-Hall.
- Collins, Randal, 1997. (Indian Edition), Sociological theory, Jaipur and New Delhi.
- Foucault, M. 1969 the Archaeology of knowledge and the Discourse on languages, New yark.
- Goffman, Erving. 1959. the presentation of self in Everyday life. New York; Doubleday; Books.
- Gramsci, Antonio; 1971, selections from the prison Notebooks. New York International publisher.

COURSE NO- SOC 402

CRIMINOLOGY AND PENOLOGY

Course Objectives:

- To determine the root causes of criminal behaviour.
- To make students understand criminal perspective to study criminal behaviour.
- To give knowledge about theories of crime.
- To make students understand various agencies dealing with crime in society.
- To describe different types of crime prevalent in society.

Unit-1 Criminology: Definition, Scope and Nature. School of Criminology: Classical- Beccaria and Bentham, Neo – Classical- Biological and Constitutional :-Lombroso and Hutton.



Unit-2 Theories of crime- Merton's Theory of Social Structure of Crime. Durkheim's Theory of Anomy. Theory of Cultural Conflict. Cohen's Sub-culture Theory. Sociological Theory of Criminalization Process: Differential. Association Theory of Sutherland, Labelling Theory of Crime.

Unit-3 Special Types of Crime. White-Collar Crime, Juvenile Delinquency. Development of Criminal Organizations. Punishment: Definition, Theory and Types Capital Punishment. Political Crime, Cyber Crime.

Unit-4: System of justice- Police System. Probation and Parole. Wall Less Prison. Victimology.

Course Learning Outcomes:

After going through this course students will be able to understand criminal behaviour and social conditions. This course will help students to analyse functions of criminal law and justice. Students can interpret social and biological causes of crime as well explain the victimization process. Through this course students can explore and understand crime as a social phenomenon convey it through an inclusive exchange of perspectives.

Teaching Methodology:

Chalk and talk, presentation and group discussion, practical ad field based, interactive based discussion.

Assignments:

1. Define Criminology and describe its nature and scope.
2. Describe Lombroso and Hutton's Theory of crime.
3. Discuss Criminal organization and justice system in India.
4. Describe police system in India and juvenile delinquency.

Essential Readings:

- Sharma, K. Rajendra, 2017, Criminology and penology Atlantic publishers and Distributers.
- Bavel, Bashantilal; 2019 Criminology, penology and victim logy India Publishing Company publication division.
- Bavel, B.L. (2013.) Criminology and penology in Hindi publisher Eastern Company.
- Biswas, D.K. (2016) Criminology and penology published vista Education of India.
- Singh, D.N.; 2018 Criminology; M. 4.- 8 Makitalpul New Delhi.
- Tripathi. R.N.; Criminology and Penology. Shivank prakashan New Delhi.
- Ahuja. Ram, (2000). Jaipur; Rawat Publication.
- Sharma, Y.K. 2018, 2009 Criminology publisher Lakshmi Narain Agrawal.

OPTIONAL PAPER



GROUP- A
RURAL AND URBAN SYSTEM
COURSE NO- SOC 403
PEASANT AND SOCIAL CHANGE

Course Objectives:

- To prepare the student social stratification. and power Structural.
- To describe the knowledge of Rural developmental planning and strategies.
- To Clear the students for the concept of peasant society.
- To Know the Agrarian unrest.

Unit-1 Stratification and Power Structure - Stratification system and power structure in Rural India, Dominant Caste, Rural Leadership and its Changing Patterns.

Unit-2 Social Issues and Strategies - Social issues and strategies for Rural Development: Bonded and Migrant Labourers, Pauperization and Depeasantization, Agrarian Unrest and Peasant Movements.

Unit-3 Rural Development Programmes- Rural development programmes, Modernization of rural society in India. Impact of urban society on rural society in terms of Socio, Economic, Political.

Unit-4 Rural Development and social change: Community Development, Green revolution, Land Reform, Factionalism, Empowerment of people, Globalisation and its impact on agriculture. Rural- Urban contrast and continuum, rural Poverty and migration, Social change in rural society, PRIs, Self and Wage Empowerment Programme.

Course Learning Outcomes:

Learning outcomes are statements that describe the knowledge or skills students should acquire by the end of a particular assignments, class, course, program and help student understanding. Why that knowledge and skills will be useful to them.

Teaching Methodology:

Chalk and talk, presentation and group discussion, practical and field based, interactive based discussion.

Assignments:

1. Describe Leadership and its changing pattern in rural society.
2. Define and describe Peasant movements.
3. Define Globalisation and its impact on rural society and agriculture system in India.
4. Describe rural problems such as Poverty, Unemployment, Migration etc

Essential Readings:



- DR. Kumar Ed. 1919-1992. urban sociology publisher Agrawal L.N.
- Dr. kumar Ed.(1992) Rural and urban Sociology publish, Agrawal Lakshmi Narayan
- Singh. Yogendra" (1986). Modernization of India Tradition Penguin books ltd.
- Srinivas, M.N.; (1964-1986) cast in Modern India and other Essay, House, 1962 Asia publishing House.
- Srinivas, M. N. (1966). Social Change in Modern India university of California press.
- Smith; H. thomas; (1947), the sociology of Rural Life . publisher, Harper And brother.
- *Singh, Yogendra, : Modernization of Indian Tradition.*
- *M.N. Srinivas : Caste in Modern India & Other Essays.*
- *Tiwary, J.K. : (a) Rural Development Administration Perspective and Prospects. (b) Rural Transformation in India.*

COURSE NO- SOC 404

URBANIZATION AND SOCIAL CHANGE

Course Objectives:

- To know the status of migration and urbanization theory.
- To describe the concept of urbanisms.
- To provide the knowledge of different type of cities in India.
- To provide the knowledge of urban power structure of urban planning.

Unit-1 Urbanization and Process- Urbanization, Industrialization, Globalization in India, Cities in India, Middle class and Gated Communities.

Unit-2 Urban Institution- Family, Religion, Education, Social and Economic, City planning in India: planning for Socio- Economic development.

Unit-3 Urban Power Structure- Urban Power Structure with special reference to Indian Society, Industry, Service and business, Migrants, Urban political system.

Unit-4 Urban Planning- Urban planning and Restructuring of Indian Cities, Construction of bridge, Floating Population,

Course Learning Outcomes:

The students Explain the causes and effects of population growth and decline. Describe the growing urbanization of the world's" population. Summarize the development of global cities. Discuss major environmental problems and responses to solve them.

Teaching Methodology:



Chalk and talk, presentation and group discussion, practical and field based, interactive based discussion.

Assignments:

1. Define urban Institutions: town, cities and mega cities.
2. Describe urban movement and violence.
3. Describe Urban problems of India such as unemployment, environment, slums.
4. Describe urban politics and how it is different from rural politics.

Essential Readings:

- Ray, Turner: 1963, India's urban future.
- Agarwal, K. Surinder, Nath vishambhar (Ed.) 2007 urbanization, urban Development, and Metropolitan cities in India, Publish Company. pp.13
- Castells the 1977 "urban Question; Cambodge, Mass; mit press. 1977.
- Mukherjee and singh; Social profile of cities.
- Howser, Philip. M, 1909-1994, the study at Urbanization New York, Wiley (1965) Coucal) 57 4663090.

GROUP- B

SOCIAL DEMOGRAPHY AND DEMOGRAPHIC DIMENSIONS

COURSE NO- SOC 403

POPULATION GROWTH AND POLICIES

Course Objectives:

Population policies that are intended to increase a population are sub-population growth rates may use policies such as, higher taxation of married couple who have no, or two view, children, politician imploring the populace to have bigger families. Tax breaks and subsidies for families with children.

- To clear the concept of optimum population.
- To describe the theories of population growth.
- To prepare the student to know of population education.
- To give the description of developing society.

Unit-1 concept of population - Concept of population and Concept of optimum population. Impact of population in terms of Socio, Economical, Educational, Political. Agriculture and medicals problems, characteristics of population. Population education.

Unit-2 Trends of Population Growth - trends of population growth in India and Third World. Population and Globalization. Population and industry, population and relationship in India



Unit-3 Perspective for Population Policies - Perceptive of population policies (with reference to developing and developed economy system), Indian Policies on Population. Population problems in rural and urban society, developing and developed societies.

Unit-4 Population theory - Historical background of population theory, Malthusian theory of Population, Biological theory: Michel Thomas Sadlar, Thomas Doubleday, Socio - cultural theories: Dumont, Fetter Nitti, Theory of population transition.

Course Learning Outcomes:

The students able to population theories and concept to explain past and present population characteristics. Evaluate the use of population theories and concept to understanding contemporary socio - economic issues and current affairs. Asses the relationship between population change and policy.

Teaching Methodology:

Chalk and talk, presentation and group discussion, practical and field based, interactive based discussion.

Assignments:

1. Describe impact of population on Indian society
2. Describe trend of population growth in Third World as well in India
3. Describe population problems and problems created by excessive growth of population in by India.
4. Describe Malthusian theory of population

Essential Readings:

- Landis, 1981 population problem; published by New York of Cincinnati.
- Premi; M.K. (1983). An introduction to social Demography. New Delhi vikash publishing House,
- Malthus, T.R. 1798 An Essay on principle of population. J. Johnson, London.
- Dubey, Grija prashad; (2002) JanShankhay Bridhi Neha publishers and Distributors.
- Dr. Kumar; V. and Gupta; Narayan Shiv. papulation. publisher; SBPD Publishing house.
- Bose, Ashish Desai, P.B. and Jain. S.p. (eds). 1970 Studies in Demography Chapel Hill-University of North Caroline press.

COURSE NO- SOC 404

COMMUNITY AND HEALTH MANAGEMENT

Course Objectives:

- To prepare of doctor patient relationship.
- To describe the problem of ageing.
- To give the knowledge of ageing disease for health.



- To prepare the knowledge of drugs addictions in society.
- To aware the Primary Health care of India.

Unit-1 Management of Doctor - Doctor Patient Relationship in Various Setting. Doctor to doctor relationship, Health, Illness, Sickness, Diseases, Healing, Hygiene; Medical Model Dimensions and indicators of health.

Unit-2 Ageing: Diseases and Problems, system of medicine, Health problems in India: Senior citizens, Women's, children health and diseases, Problems of aging.

Unit-3 health and drug- Social Consequences of System of Drug Addiction and AIDS in Developing Countries, Nutrition planning in India.

Unit-4 Problems in health management- Health Care Institutions: Family and Health care: The elderly, Gender. Hospitals and Health Care: Hospital as a social organization (Doctors, Nurses and Patients); Community Health Care; Rural Health Programme; Commercialization of health care services

Course Learning Outcomes:

The students will be understanding and appreciate the diverse biological, historical, factors that influence health. The students will be understanding and appreciate the diverse historical, environmental and Historical factors that influence health of society.

Teaching methodology:

Chalk and talk, presentation and group discussion, practical and field based, interactive based discussion.

Assignments:

1. Describe Doctor- patient relationship in India .
2. Describe Ageing diseases as well various diseases prevalent in contemporary societies.
3. Describe health structure in India.
4. Describe nutrition planning and family welfare programmes in India.

Essential Readings:

- William, C. Cockerham: Ed. (2014) Medical Sociology publisher by person Thirteenth edition .
- William, C. Cockerham, Ed. Polity; 2 edition Ed. 2012 Social Crises Health and Disease; publisher, polity.
- Sharma, Pankaj; (2017). Community Health Nursing. I Vardhan Publishers and Distributers .
- Park, K.; Ed. (2016) Community Health Science; Publishers; Banarashidas bharat, Jabalpur.
- K. Viswas : Aging in Contemporary India.

GROUP C

WOMEN'S STUDIES

COURSE NO- SOC 403

Course Objectives:

The purpose of the paper is to equip a student of sociology to understand gender in all its dimensions and not merely as women's issues. The students are encouraged to take this course to understand Indian society and development occurring in the context of equality, power and policies.

- To give the knowledge for students in reference of Gender discrimination.
- To describe the women of Role conflict in India.
- To describe the concept patriarchal Society
- To know about Feministic Movement.
- To know about the women politics,

Unit -1 Gender discrimination- Role Conflict and Role Adjustment, The Social Origin of the sexual Division of Labour, Religion and culture - Women as Repositories, Cultural Practices and Traditions Health and Education- Problems women Encounter.

Unit-2 Gender and development - Affirmative politics and community reports, Intersectionality, Developmental policies for women in India.

Unit-2 Women and Patriarchy- Women and patriarchy, Sex and Gender, Position of Women in Society, Feminism and Nationalism in Third World. Women and Law, Patriarchal and Matriarchal society.

Unit-4 Feminist Movement- Liberal Feminist/Radical/Feminist/Socialist Feminist. Constitutional provisions and national Policy on women Empowerment Women welfare Organisations and agencies Violence against women" Domestic Violence, Crime against women in work place, Women's movements- Protection of Environment and anti-liquor.

Course Learning Outcomes:

The students will have specialized knowledge and gender and its related discourse from sociological point of view this will provide the trust to understand the news social movement going on in contemporary Times.

Teaching Methodology:

Chalk and talk, presentation and group discussion, practical and field based, interactive based discussion.

Assignments:

1. Describe Status of Women in India
2. Describe the concept of Women empowerment, women and law
3. Discuss the Problems faced by women in India



4. Describe women movements in India.

Essential Readings:

- Smith, G. Bonnie; (2013). Women's studies; the Basics; Routledge, Rediff books.
- Belkhir, Jean Ait: 2001; Race Gender and class inter sectionality: Race, Gender and class. val. 3 No.3
- Beauvoir, S. De 1983; the second sex, Harmondsworth; penguin. (BookTwo)
- John. E. Mary; (August 2008) Women's Studies in India's publisher, penguin India.
- Ras, Anupama; (ed. 2018). Gender caste and the imagination of Equality; publisher Women unlimited.
- Chakravarti, Lima; (oct. 2018). Gendering caste; publisher, publications pvt. ltd. University of Delhi.

COURSE NO- SOC 404

GENDER MOBILITY AND CHANGE

Course Objectives:

This course purpose of the students of sociology to understanding gender in all its Gender and man with regard to political representation and participation. Gender roles and standards for women and men elimination and participation.

- To know the production process of women.
- To describe the knowledge of myths women.
- To provide the knowledge of student for pre judicious of women.
- To give knowledge the women migration in India.
- To describe the women's Movement in India.

Unit-1 Women's Role in Production Processes - Domestic, Agricultural, Industrial: Women's Work in Formal and Informal Sector.

Unit-2 Myths and Prejudices - Myths and Prejudices Regarding Role Models for Women : The Position of Women in India, Women in politics in India.

Unit-3 Migration and Women- Migration and women, Women and Development, Women refugees and women in insurgency and war situation.

Unit-4 Women's Role in Struggles for Change : Women's Movement in India. Women participation in education and defence (Indian forces). Women's effort for change.

Course Learning Outcomes:

The student to able to identify existing gender-based attitudes and behavior among all genders. Develop gender sensitive pedagogical process in transaction of various disciplines. Use and adopt learning activities that faster gender sensitive classroom environment.

Teaching Methodology:



Chalk and talk, presentation and group discussion, practical and field based, interactive based discussion.

Assignments:

1. Describe women work in formal and informal sector
2. Describe status of women in politics of India
3. Describe changing power structure in Indian society
4. Discuss current situation of women in Indian forces.

Essential Readings:

- Singh, Y. 1973. Modernization of India Tradition. New Delhi Thomson press.
- Srinivas, M.N., 1965. Social Change in modern India Berkeley; university of California press.
- Srinivas, M. N. (January, 1967) Indian social structure; publishing by Hindustan publishing Corporations (India) First Edition; Reprint.
- David E. Newton, (2019.) Contemporary world Issues; Gender Inequality; publisher, Greenwood press; Annotated.

GROUP D

INDUSTRIAL ORGANIZATION AND MANAGEMENT

COURSE NO- SOC 403

WORKING CLASS AND INDUSTRIAL DEVELOPMENT

Course Objectives:

- To gain knowledge about working class.
- Regulations related to labour.
- Different kinds of problems industries faced related to labour.

Unit-1 Rise of Working class- Rise of working class in India and Trade Union Movement, origin and development of trade union in India. **legislation-**Labour Legislation and Development of Industrial Polity in India, labour problems in Indian Industry, labour suicide.

Unit-2 Industrial society -Post-Industrial Society, Current status of industry in India, Relations of workers in India industry.



Unit-3 Industrial Conflicts and Disputes – Strikes, Conciliation, Adjudication and Arbitration; Collective bargaining, Automation, Alienation, Globalisation and industry. Industrial Conflicts and Disputes

Unit-4 Industrial Relations and Trade Union Movement in India - Definition and approaches of industrial relations, Industrial conflict, Trade union movement in India: Meaning, function of trade union movement, Trade union act, Approaches of industrial relations.

Course Learning Outcomes:

After completion of this course student shall be able to get knowledge about the rise of working class in India and Trade Union Movement, Labour Legislation and Development of Industrial Polity in India.

Teaching methodology:

Chalk and talk, presentation and group discussion, practical and field based, interactive based discussion.

Assignments:

1. Describe trade union movement in India.
2. Describe Industrial policy in India .
3. Describe labour problems in Indian Industry.
4. Discuss the relationship between Globalisation and Industry.

Essential Readings:

- Giri, V V.(1973): *Industrial Problems of India*,Asia Publishing House; 3rd Revised edition
- Bell, Daneil (1976): *The Coming of Post-Industrial Society Basic Books; Reissue*
- Aron, Raymond.(1967):*18 Lectures on Industrial Society*,Little Hampton Book Services Ltd
- Mukherjee ,Ramkrishna : *Indian Working Classes*.
- Aron ,Raymond : *18 Lectures on Industrial Society*.
- Mukherjee, Radhakrishana : *Indian Working Classes*.

COURSE NO- SOC 404

INDUSTRIAL RELATIONS AND PERSONNEL MANAGEMENT

Course Objectives:



- To gain knowledge about personnel management and industrial relations in India.
- conflict management and statutory provision for conflict resolution in India.
- workers participation in Management.
- , industrial democracy in India.

Unit-1 Patterns of Management - Pattern and Problems of Management in Public and private sector, Personnel management and industrial relations in India.

Unit-2 Conflict management- Conflict management and Statutory provision for conflict resolution in India, Patterns of Industrial Bureaucracy. Women's participation in management.

Unit-3 Workers participation - Workers participation in Management, Industrial problems in India, Labour migration, Industrial problems of India.

Unit-4 Personnel Management and Research- Personnel management, Industrial democracy in India, Management and industrial relations in India. Personnel Research & Audit. Personnel Research, Purpose & Need, Approaches to Personnel Research. Process of Personnel Research. Personnel Audit. Concept & Need, Process of Personnel Audit & Reporting Recent trends in Personnel function.

Course Learning Outcomes:

After completion of this course student shall be able to learn about personnel management and industrial relations in India, conflict management and statutory provision for conflict resolution in India, industrial problems in India, industrial problems of India, industrial democracy in India.

Teaching methodology:

Chalk and talk, presentation and group discussion, practical and field based, interactive based discussion.

Assignments:

1. Describe problems of management in public and private sector.
2. Describe women participation in management.
3. Describe Industrial democracy in India.
4. Problems of workers in management.

Essential Readings:

- *Giri, V V.(1973): Industrial Problems of India,Asia Publishing House; 3rd Revised edition*
- *Gouldner, A.W.(1964):Patterns of Industrial Bureaucracy,Free Press*
- *Davar, R.S.(2018) Personnel Management and Industrial Relations in India,S Chand; Tenth edition*
- *Gopal .V : (a) Industrial Democracy in India.*

(b) *Workers Participation in Management: A Study of Social Thought.*

➤ *Amitai Etzioni: Modern Organization.*

GROUP- E
TRIBAL STUDIES

COURSE NO- SOC 403

TRIBAL INSTITUTIONS

Course Objectives:

- Develop understanding about component of environment.
- Developing in-depth knowledge about Economic advancement and Health are Promotion.
- Understanding about anthropology knowledge in forest policies.

Unit-1 Anthropology and Knowledge - Application of Anthropological Knowledge in Economic Advancement and Promoting Health Care, Health, Culture and Community.

Unit-2 Anthropology and Environment - Application of Anthropological Knowledge in Forest Policies and other components of Environment, Tribes and environment.

Unit-3 Anthropology and Status of Tribes - Application of Anthropological Knowledge in Displacement and Rehabilitation Management, Status of tribes in India.

Unit-4 Tribal Economy: Agriculture, Labour Forest, Market, Poverty, Indebtedness, Social Change: Education, Reservations, Movements, Migration and Mobility. Religion: Rites -d- Passage, Festivals, Fares, and Magic.

Course Learning Outcomes:

Aafter completion of this course student shall be able to learn about Anthropological Knowledge, Application of Anthropological Knowledge in Forest Policies and other components of Environment, status of tribes in India, Tribal Economy.

Teaching Methodology:

Chalk and talk, presentation and group discussion, practical and field based, interactive based discussion.

Assignments:

1. Describe health, culture and community.
2. Describe the system of co-existence of environment and tribes .
3. Describe application of Anthropological knowledge in displacement and management of any country.
4. Describe application of Anthropological knowledge in economic advancement of any country.



Essential Readings:

- Linton, R. (Editor).(1945). *Science of Man in the World Crisis*. New York: Columbia University Press.
- Mair, L.(1957).. : *Studies in Applied Anthropology*,University of . London : The Athlone Press.
- Mead, M.(1954): *Cultural Patterns and Technological Changes*,New York: Columbia University Press
- Vidyarthi, L.P.(2014).: *Applied Anthropology in India*,Kitab Mahal,er,
- Spicer, Edward H.(1965).*Human Problems in Technological Change*, John Wiley & Sons Inc
- Paul, B.D. (Editor).(1955): *Health, Culture and Community*,Russell Sage Foundation.
- Tax, Sol.(1975): *Action Anthropology*,The University of Chicago Press.

COURSE NO- SOC 404

PERSPECTIVE OF TRIBAL DEVELOPMENT

Course Objectives:

- To train students for working with tribal communities.
- To develop adequate skills to prepare and implement integrated development plan & projects for tribal Communities.
- To develop understanding of good governance in the field of tribal development.
- To develop trainees as competent change agent in the field of tribal development.

Unit -1 Tribal Development- Policies, Programmes and Strategies for Tribal Development in Pre and Post Independent India, Role of Non-Governmental Organizations (NGOs).

Unit-2 Tribal Movements in India- Tribal movement in India with Special reference to Jharkhand Movement. Sustainable Development of Tribal & Backward Areas. Tribal development in India, tribal situation in India.

Unit-3 tribal study - Specific Tribal Study of Any One: Bhil, Santhal, Tharus, Buksa, Khasi, Naga, Nayar.

Unit-4 Tribal Development - Historical perspective tribal development, Demography and Tribal organization, Social Status of Tribal and related problems (exploitation, land alienation, Marketing Problems: unemployment, linguistic difference, Caste barrier, Cultural transformation, Women prostitution);

Course Learning Outcomes:

After completion of this course student shall be able to get a general introduction to tribal society and development. The focus is on studying the nature of different tribal organisation, their backwardness and development policies and programme. It introduces



students to different approaches to understanding development and traces the trajectory of Indian experience with development from an interdisciplinary perspective.

Teaching methodology:

Chalk and talk, presentation and group discussion, practical and field based, interactive based discussion.

Assignments:

1. Describe policies, programmes and strategies for tribal development.
2. Describe tribal movement in India.
3. Describe tribal situation and demographic profile of India.
4. Describe problems faced by tribal specifically in Indian system.

Essential Readings:

- Kohli, Anuj.(1998). *Sustainable Development of Tribal & Backward Areas*, Indus publishing company.
- Gupta. S.K,Sharma,V.P & Sharda,N.K (eds.).(1998) : *Tribal Development : Appraisal & Alternatives*,Indus Publishing
- Mahapatra, L.K.(1994) :*Tribal Development in India : Myth and Reality*,Vikas Publishers.
- Parmar, Shyam (1994) : *Traditional Folk Media in India*, Routledge.
- Hartman, Paul , Patil.B.R and Dighi,Anita(ed.).(1989) *The Mass Media and Village Life : An Indian Study*,SAGE Publications.
- Singh.K. Suresh, (1989).*Tribal Situation in India*,Orient Book Distributors; Reprint edition

M.A. Sociology 3rd Semester

Fifth Paper: SOC-305

Methodology of Social Science

Course Objectives:

- To introduce the learners with the philosophy and methods of understanding the social phenomena.
- To acquaint them with the basic tools and techniques used in social research.

Unit I: Epistemological Issues: Forms and Types of Knowledge; Common Sense, Reason and Science; Validation of Knowledge; Methodological Perspectives in Sociological Theory: Positivism the Critiques of Positivism: Popper, Kuhn, and Fayeraband.



Unit II: Nature of Social Reality and Approaches to it: Verstehen; Hermeneutics; Experiments in Ethno-methodology; Because Of and In Order To Motive in Phenomenological Sociology, The Problem of Objectivity/ Value Neutrality; Ethical Issues in Social Research. Plagiarism and copyrights.

Unit-III: Scientific Method in Social Research: Fact and Theory; Formulation of a Research Problem; Hypothesis – Sources, Types, Features, and Uses; Logic of Inquiry in Social Science Research – Induction and Deduction; Theory Building.

Unit-IV: methodological issues- Ethical Neutrality, Ethnography, Comparative Methods, Historicity; Interdisciplinary Approaches in Social Science Research, Discourse Construction.

Course Outcomes:

To provide exposure to the fundamentals of various research techniques and methods (both Quantitative and qualitative). It tries to build upon the basic assumptions in adopting different methodologies for different kinds of research themes.

READINGS:

रवींद्र नाथ मुखर्जी – सामाजिक शोध और सांख्यिकी

राम आहूजा - सामाजिक सर्वेक्षण एवं अनुसन्धान

लक्ष्मी नारायण कोली - रिसर्च मेथडोलोजी

सी आर कोठारी - शोध पद्धति

लोकेश के प्रसाद - अनुसन्धान पद्धतियाँ

Corbetta, P. 2003. *Social Research: Theory, Methods and Techniques*, London: Sage.

Durkhiem, E. 1912. *The Elementary Forms of Religious Life*, London: Allen and Unwin.

Feyeraband, P. K. 1975. *Against Method*, London: New Left Books.

Giddens, A. (Ed.). 1974. *Positivism and Sociology*, Cambridge: Cambridge University Press.

Gorman, R. A. 1977. *The Dual Vision: Alfred Schutz and the Myth of Phenomenological Social Science*, London: Routledge and Kegan Paul.

Goode, W.J. and Hatt, P. K. 1952. *Methods in Social Research*, New York: McGraw-Hill.

Kuhn, T. S. 1970. *The Structure of Scientific Revolution*, Chicago: Chicago University Press.

Mukherji, P.N. 2000. *Methodology of Social Research: Dilemmas and Perspectives*, New Delhi: Sage.

Myrdal, G. 1970. *Objectivity in Social Research*, London: Gerald Duckworth.

Newton-Smith, W. H. 1981. *The Rationality of Science*, London: Routledge & Kegan Paul.



Popper, K. 1972. *Objective Knowledge*, London: Oxford University Press.

Punch, Kieth. 1996. *Introduction to Social Research*, London: Sage.

Shipman, M. 1988: *The Limitation Social Research*, London: Sage.

Somekh, B. and Lewin, C. 2002. *Research Methods in Social Sciences*, London: Sage.

Srivastava, V. K. (Ed.). 2005. *Methodology and Fieldwork*, New Delhi: Oxford University Press.

May
Smita
Singh