

## PROGRAMME OUTCOMES (POs) OF MASTER IN SOCIOLOGY

On successful completion of this program, the students would be able to:

- **Understand Society and Social Issues:** The sociological knowledge provides learner a scientific outlook and attitude to understand the human behavior, social institutions social issues and society at large. The student develops an understanding of analyzing society from different and various perspectives.
- **Think Critically:** The students demonstrate an ability to develop critical thinking. Students start understanding the oppressed and marginalized voices, spaces and discourses critically.
- **Conduct a Scientific Enquiry:** The Research Skills of the learners develop to the extent that they become capable of studying any social phenomenon in an objective manner. Acquiring sociological knowledge in the forms of theories and methods would make students good social scientists who would be capable of identifying a problem, highlighting the research gaps, preparing a proper methodology and writing report.
- **Qualify Various Exams:** The students would be also able to qualify the UPSC, PSC/UGC-NET/JRF/ and other examination of Social Welfare Departments. Students would be able to get employment opportunities in the Teaching, Research, NGOs, Social Welfare Department, and Health Department and in many others.
- **Communicate Effectively:** It would enable the learners to develop appropriate communication skills both verbal and non-verbal which may help them to have undistorted communication and express through writing reports and dissertations.
- **Do Scientific and Analytical Reasoning:** It would make student rational, logical and critical about the social events and contemporary issues and also enhance their skills and capabilities. It would enable the learners to develop the ability to apply scientific logic and reasoning on social phenomenon which will be based on empirical facts and evidences.
- **Comprehend *Bhartiya Samaj*:** It would make students understand *Bhartiya Samaj* in its true sense. The peculiar and indigenous features of the Indian society could be explored, studied, deconstructed and comprehended by the learners.
- **Participate in policy making:** It would enable Students to study various social sections and groups and to understand the significance of social policies to be initiated and implemented.

## **PROGRAMME SPECIFIC OUTCOMES (PSOs) OF MASTER OF SOCIAL WORK**

- To develop a cluster of sociologists who have the right knowledge to deal with and to understand various social issues and problems.
- To enable students to have in depth knowledge of Indian traditions, society, culture, customs, rituals and Indian villages.
- To sensitize students regarding those categories of the society who are at the peripheries and margins including: Women, Scheduled Castes, Scheduled Tribes, OBCs and others.
- To train students for objective and scientific researches using appropriate methodologies and approaches.
- To develop in students social and human skills to make them apt for various life situations.
- To develop leadership qualities in students so that they may be able to take appropriate step in their lives for their own well being and for the society at large.
- To make them capable of qualifying various other exams.

## **Ist Semester**

**Course Code: SOC 401**

**Course Credit: 02**

**Course Name: Social Structure**

**Teacher:-.....**

**Credits Equivalent: 02 Credits** (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** The course is designed to:

- Understand the basic concepts of sociology
- Understand various sociological perspectives
- Make student familiar with various institutions

**Course Outcomes:** The course is intended to introduce some important concepts of sociology. For a student of Sociology, it is very important to understand the structure of society. Therefore, this course enables the learner to understand the emergence of discipline, various perspectives, institutions and structure of society in totality.

**Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

- Mid Term Examination: 20%
- End Term Examination: 60%
- Continuous Internal Assessment: 20%

**Course Contents:**

**Unit I: Sociology: Discipline and Perspective**

**(4 Hours)**

- Emergence of the Discipline & its scope
- Understanding Sociological Perspective
- Relationship of Sociology with other Social Sciences
- Sociology as a Scientific Discipline

**Unit II: Sociological Concepts**

**(4 Hours)**

- Norms and Values,
- Culture, Socialization, Institution, Association, Community
- Social Stratification and Social Organization

**Unit III: Social Institutions**

**(4 Hours)**

- Marriage, family, Education, Economy, Polity, Religion
- Functions and characteristics of Social Institutions
- Impact of Social Institutions on Society

**Unit IV Social Control and Change**

**(4 Hours)**

- Concept and Sources of Social change
- Theories and Types of Social Change
- Concept and Types of Social Control

**UNIT V: Social Structure**

**(4 Hours)**

- Structure and Function
- Characteristics of Social Structure
- Status and Role, Role Conflict

**Suggested Readings:**

Oxford Dictionary of Sociology (4th revised edition), by John Scott and Gordon Marshall, OUP. New Delhi.

The Sage Dictionary of Sociology (2006), by Steve Bruce and Steven Yearley, Sage Publication. New Delhi.

Giddens, Anthony and Philip W. Sutton (2001), Sociology (4th Edition), Polity Press. Cambridge, UK.

Giddens, Anthony and Philip W. Sutton (2014), Essential Concepts in Sociology, Polity Press. Cambridge, UK.

Haralambos and Holborn (2013), Sociology: Themes and Perspective, Harper and Collins.

London.

Bottomore, T.B. (1962), *Sociology: A Guide to Problem and Literature*, George Allen and Uniwin. London.

Hunt, Chester L. and Paul B. Horton (2004), *Sociology*, McGraw Hill Education. New Delhi.

Gupta, ML AND Dr. DD Sharma. *Sahitya Bhawan Samajshastra*.

SD Infomedia Pvt. Ltd, *Samaj kaa Adyayan*. IGNOU.

**Course Code: SOC 402**

**Course Credit: 04**

**Course Name: Society and Culture in India**

**Teacher.....**

**Credits Equivalent: 04 Credits** (*One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.*)

**Course Objectives:** The course is designed:

- To familiarize students with Indian Society and Indian Culture
- To understand the rich past and heritage of Indian Society
- To study the diversity and plurality in Indian Society

**Course Outcomes:** Indian society is a pluralistic society with a complex social order characterized by a multitude of ethnic, linguistic, religious, and caste divisions. It comprises people living in rural, urban, tribal settings and all these sections carry the ethos of Indianness. So, the paper enables the students to learn Theoretical Perspectives on Indian Society.

**Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course.

A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination

**Evaluation Criteria:**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment (CIA): 20%

**Course Contents:**

**Unit I: Indian Society and Culture**

**(8 Hours)**

- Meaning and concepts of Culture

- Culture Related Terms
- Traditional and Modern concepts of Culture-Notions of Culture in textual tradition, anthropological archaeological and sociological understanding of the term culture. Elements of Culture, concept of Indianness and value system

**Unit II: Indian Culture (8 Hours)**

- Meaning and concepts of Culture
- Concept of Indianness and value system.
- Historiography and approaches to the study of Indian Culture  
Stereotypes
- Heritage of India and the world's debt to Indian Culture.

**UNIT III: History of Indian Society And Culture (8 Hours)**

- Stone age cultures- paleolithic, Mesolithic and Neolithic
- Harappan Culture- current debates on nomenclature and scripts.
- Town planning and architecture, art, social, religious and economic Life
- Evolution of India's main language families.

**UNIT IV: Vedic and post-Vedic Period of Indian Society (8 Hours)**

- Early Vedic and later Vedic ideas and institutions:
- Post Vedic– Religious Movements and emergence of states
- Shramana traditions- Buddhism, Jainism, Ajivikas and other sects.
- Education system and centers– Taxila and Kashi

**UNIT V: Mauryan and Post-Mauryan period of Indian Society (8 Hours)**

- Ideas and Institutions: Social, Religious, Economic and Political.
- Ashoka's Dhamma. Scripts- Brahmi and Kharosthi.
- Impact of Foreign Invasions.
- Art and Architecture. Literature- Arthasashtra, Manusmriti, Natyashastra, Panchatantra, Buddhacharit and Saundarananda.

**Prescribed Readings:**

Ahuja, Ram. 1993. Indian Social System. Jaipur: Rawat Publications.

Ahuja, Ram. 2000. Social Problems in India. Jaipur: Rawat Publications. Atal, Yogesh. 1993. Understanding Indian Society. Delhi: Har Anand Publishers. Atal, Yogesh. 2006. Changing Indian Society. Jaipur: Rawat Publications. Dahiwal, S.M. 2005. Understanding Indian Society: The Non- Brahmanic Perspective. Jaipur: Rawat Publications.

Deb, Sibnath. 2005. Contemporary Social Problems in India. New Delhi: Anmol Publications.

Dube, S.C. 1990. Indian Society. New Delhi: National Book Trust.

Jogan, Shankar. 1992. Social Problems and Welfare in India. US:South Asia Books. Kar, P.K. 2003. Indian Society. New Delhi: Kalyani publishers.

Madan, G. R. 2009. Indian Social Problems. Vol. I and II. New Delhi: Allied publishers.

SD Infomedia Pvt. Ltd, Bharat mein Samajik Samasyayein . IGNOU.

**Course Code: SOC 403**

**Course Credit: 04**

**Course Name: Classical Sociological Thinkers**

**Teacher**.....

**Credits Equivalent: 04 Credits** (*One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.*)

**Course Objectives:** The course is designed:

- To make student understand the contribution of Classical Sociologists.
- To provide theoretical and methodological inputs to the learners.
- To enrich the theoretical understanding of the subject

**Course Outcomes:** This course enriches the sociological knowledge of the students by understanding the works and theories of the classical thinkers. Emile Durkheim Durkheim, Max Weber, Marx, are indispensable for understanding the sociological enterprise. They are among the chief founders of the discipline, and their work can stimulate students to reflect on their own identities and worldviews.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment (CIA): 20%

**Course Contents:**

**Unit I: Development of Sociology**

**(8 Hours)**

- Social Forces and Intellectual Forces and the Rise of Sociological Theory
- The Development of French Sociology
- The Development of British and German Sociology

## **Unit II: Auguste Comte (8Hours)**

- Law of three stages
- Stages in social organization and Progress
- Hierarchy of Sciences
- Theory of Positivism
- Critical Views of Comte's Ideas

## **Unit III: Emile Durkheim (8 Hours)**

- Theory of Division of Labor
- Theory of Suicide
- Social Facts
- Rules of Sociological Method.
- Theory of Religion

## **Unit IV: Max Weber (8 Hours)**

- The Protestant Ethic and the spirit of Capitalism
- Power and Authority
- Theory of Bureaucracy
- Ideal Types and Social Action
- Critique of Weber's Social Action Theory

## **Unit V: Karl Marx (8 Hours)**

- Dialectical Materialism
- Capitalism
- Alienation
- Theory of Class Struggle
- Critical remarks on Marx

### **Prescribed Readings: -**

1. Abel, Theodore. 1980. The Foundations of Sociological Theory. Jaipur: Rawat Publication
2. Abraham, Francis M. and John Henry Morgan. 1985. Sociological Thought. Chennai: Macmillan India.
2. Aron, Raymond. 1965. Main Currents in Sociological Thought, Vol.I and II. Middlesex: Penguin Books.
3. Bogardus, Emory S. 1969. The Development of Social Theory. Mumbai: Vakils, Feffa and Simons
4. Jayapalan, J.2001. Sociological Theory. New Delhi: Atlantic Publishers and Distributors.
6. Ritzer, George.1998. Sociological Theory, Second edition. New York: McGraw-Hill.
7. Ritzer, George. 2007. Sociological Theory. New York: McGraw-Hill.
  
5. Uchchtar Samajshastriya Sidhant (Advanced Sociological Theories) by S.L. Doshi And M.S. Trivedi Paperback.
6. (Introduction of Sociology) by Prof. M.L. Gupta (Author), Dr. D.D. Sharma (Author)
7. SD infomedia Pvt . Ltd, Samakshastriye Sidhant. IGNOU.

**Course Code: SOC 421**

**Course Credit: 04**

**Course Name: Gender Development Approaches and Analysis**

**Teacher.....**

**Credits Equivalent: 04**

*(One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)*

**Course Objectives:** The course is designed:

- To understand the gender issues
- To highlight various approaches related to gender
- To study gender roles and stereotypes

**Course Outcomes:** This course enables the students to have in depth understanding of the gender related issues and approaches. It also sensitizes them regarding the cultural construction of femininity and masculinity.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment (CIA): 20%

**Course Contents:**

**Unit I: Introduction**

**(8 Hours)**

- Sex and Gender; Types of Gender

- Gender Roles and Gender Division of Labor
- Gender Stereotyping and Gender Discrimination
- The Other and Objectification · Male Gaze and Objectivity

## **UNIT II: Gender Perspectives of Body (8 Hours)**

- Biological, Phenomenological and Socio-Cultural Perspectives of body
- Body as a Site and Articulation of Power Relations
- Cultural Meaning of Female Body and Women's Lived Experiences
- Gender and Sexual Culture –Richard Freiherr von Krafft-Ebing , Henry Havelock Ellis, and Sigmund Freud

### **Unit 3:- Social Construction of Femininity and Feminist Thinkers (8 Hours)**

- Gender as Attributional Fact.
- Essentialism in the Construction of Femininity
- Challenging Cultural Notions of Femininity – Butler, Douglas, Foucault and Haraway

### **Unit 4:- Feminist Theory and Key Thinkers (8Hours)**

- Simone de Beauvoir
- Betty Friedan
- Julia Kristeva
- Mary Wollstonecraft

### **Unit 5:- Social Construction of Masculinity (8Hours)**

- Definition and Understanding of Masculinities
- Sociology of Masculinity
- Social Organization of Masculinity and Privileged Position of Masculinity · Politics of Masculinity and Power
- Media and Masculine Identities

#### **Suggested Readings: -**

Cornell R W (1995) Gender. Cambridge, Polity Press.

Gatens M (1991) A Critique of the Sex/Gender Distinction in S. Gunew (ed.) A Reader in Feminist Knowledge. London: Routledge.

Holmes M (2007) What is Gender. New Delhi, Sage Publications.

Jackson S and Scott S (2002) Gender: A Sociological Reader. New York: Routledge. Kessler S J  
And McKenna W (1978) Gender: An Ethnomethodological Approach. Chicago: University of  
Chicago Press.

Kimmel S Michael (2004) The Gendered Society; Reader. Oxford: Oxford University Press.  
Lipman- Blumen J (1984) Gender Roles and Power. New Jersey: Prentice Hall. Oakley A (1985)  
Sex, Gender and Society. London: Temple Smith.

Stanley L and Wise S. (1983) Breaking out Again: Feminist Methodology and Epistemology. Ling -  
Vyavastha ( Gender System ) Ramkanwar Mann (Author)

**Course Code: SOC 422**

**Course Credit: 04**

**Course Name: Family, Marriage and Kinship**

**Teacher.....**

**Credits Equivalent: 04 Credits** (*One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.*)

**Course Objectives:** The course is designed:

- To aware the students about the importance of Family & Kinship structure
- To familiarize them about the diversity associated with Family, Marriage and Kinship

**Course Outcomes:** Kin relationships are traditionally defined as ties based on blood and marriage. They include lineal generational bonds (children, parents, grandparents, and great-grandparents), collateral bonds (siblings, cousins, nieces and nephews, and aunts and uncles), and ties with in-laws. The course would enhance the knowledge base of the learner regarding the kinship system in general and about marriage, family and kinship pattern existing in India, in particular.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

- Mid Term Examination: 20%
- End Term Examination: 60%
- Continuous Internal Assessment (CIA): 20%

**Course Contents:**

**Unit I: Understanding Kinship**

**(8 Hours)**

- Defining Kinship, Incest taboo, Descent groups
- Descent Theory, Kinship Usages & Kinship terminology.

- Patterns of Residence
- Importance of Kinship
- Main Approaches to the study of Kinship System in India

### **Unit II: Marriage**

- Marriage: Meaning and Evolution, Alliance Theory: Symmetrical and Asymmetrical exchange, **(8 Hours)**
- Marriage transactions, Rules of Residence.
- Division of Household Labor
- Marriage and Courtship Patterns
- Marital customs and laws

### **Unit III: Kinship**

**(8 Hours)**

- Family Definition, Structure and Function, Theoretical perspectives on study of family
- Types of Family
- Variation in Family Life
- Challenges Families Face
- Residence and Lines of Descent

### **Unit IV: Family**

**(8 Hours)**

- Changing family structure
- Development cycle
- Alternatives to family institution

### **Unit V: Kinship Studies in India.**

**(8Hours)**

- Kinship Studies in India.
- Forms of marriage among different communities in India
- Joint-Nuclear family debate
- Household Dimension of family: A.M. Shah.

### **Prescribed Readings:-**

1. Dube, Leela, Women and Kinship: Comparative Perspectives on Gender in South and South East Asia, New Delhi: Sage Publications, 1997.
2. Dube, L., Anthropological Explorations in Gender, Sage Pub., New Delhi, 2001.
3. International Encyclopedia of Social Science, 1968.
4. Kapadia, K. M., Marriage & Family in India
5. Karve, Kinship Organization in India.
6. Shah A.M., the Household Dimension of Family in India, New Delhi
7. Orient Longman, Berkeley University of California Press, 1974.
10. Uberoi, Patricia, Family, Kinship and Marriage in India. New Delhi, Oxford University Press, 1993
11. Madan, T.N., Family and Kinship in Rural Kashmir, Oxford University Press, 2002.

12. SD Infomedia Pvt. Ltd. Bharat mein Samaj. IGNOU.

**Course Code: SOC 451**

**Course Credit: 04**

**Course Name: Indian Constitution and Society**

**Teacher Name.....**

**Category: Vocational/skill**

**Credits Equivalent: 04 Credits** (*One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.*)

**Course Objectives:** The course is designed:

- To make students aware of their fundamental rights and duties
- To provide an interdisciplinary perspective to all students
- To understand the political system of the country

**Course Outcomes:** The course Supplement students' knowledge beyond the sociological field. The Constitution of India is the supreme law of India. The document lays down the framework that demarcates fundamental political code, structure, procedures, powers, and duties of government institutions and sets out fundamental rights, directive principles, and the duties of citizens. Through the course, Students are made aware of the fundamental rights that are enforceable by law and the role of the state and the judiciary in its protection.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

- Mid Term Examination: 20%
- End Term Examination: 60%
- Continuous Internal Assessment (CIA): 20%

**Course Contents:**

**UNIT I: Constitution – Structure and Principles**

**(8 Hours)**

- Historical Background
- Meaning and importance of the Constitution.
- Preamble of the Constitution

**UNIT II: Fundamental Rights and Directive Principles of State Policy (8 Hours)**

- Fundamental Rights
- Fundamental Duties
- Directive Principles of State Policy
- Amendment of the Constitution

**UNIT III: Government of Union (8 Hours)**

- President of India – Election and Powers.
- Prime Minister and Council of Ministers.
- Making of Parliament

**Unit IV: System of Government (8 Hours)**

- Parliamentary system
- Centre-state relations
- Emergency Provisions

**UNIT V: Constitutional and Non- Constitutional Bodies (8 Hours)**

- Niti Aayog
- Election Commission
- Finance Commission

**Suggested Readings: -**

1. Durga Das Basu, Introduction to the Constitution of India, Gurgaon; LexisNexis, 2018 (23rd edn.)

2) M. V. Pylee, India's Constitution, New Delhi; S. Chand Pub., 2017 (16th edn.) 3) J.N. Pandey, The Constitutional Law of India, Allahabad; Central Law Agency, 2018 (55th edn.)

4) Constitution of India (Full Text), India. Gov. in., National Portal of India, [https://www.india.gov.in/sites/upload\\_files/npi/files/coi\\_part\\_full.pdf](https://www.india.gov.in/sites/upload_files/npi/files/coi_part_full.pdf) 5) Durga Das Basu, Bharatada Samvidhana Parichaya, Gurgaon; Lexis Nexis Butter worths Wadhawa, 2015.

6) Kb Merunandan, Bharatada Samvidhana Ondu Parichaya, Bangalore, Meragu Publications, 2015.



**Course Code: SOC 481**

**Course Credit: 02**

**Course Name: Indian Knowledge System: University Wide**

**Teacher.....**

**Credits Equivalent: 02 Credits** (One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial /teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** The course is designed:

- To introduce students to project planning, formulation and implementation.
- To train learners in developing the skills for writing a good proposal.
- To orient learners about the nature of project management methods & techniques.
- To equip learners with the skill of maintaining records & generating reliable reports.

**Course Outcomes:** In the age of AI, ML and Blockchain, the study of the Indian Knowledge System (IKS) may at first glance seem like an old wives' tale, but technical institutes are going all out to embrace traditional learning systems through elective credit courses. Therefore, the course would enable the students to know about the indigenous knowledge system.

**Attendance Requirement:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination

**Evaluation Criteria:**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment (CIA): 20%

**COURSE CONTENTS:**

The Content of the Course will be designed and developed by a University Level Committee (Which is Uniform for all Courses)

## II<sup>nd</sup> Semester

**Course Code: SOC 404**

**Course Credit: 04**

**Course Name: History of Social Thought**

**Teacher.....**

**Credits Equivalent: 04 Credits** (*One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.*)

**Course Objectives:** The course is designed:

- To study the history of social thought
- To understand the core of social thought
- To highlight the Indian social thought as well

**Course Outcomes:** This course is about the history of social thought, or the reflections of various people at various times and in a variety of contexts on the nature and structure of human social life. The examination of the history of social thought is not a visit to the skeleton closet of ideas, however. It is, rather, a very contemporary pursuit, reflecting contemporary ideologies, evidence, and social conditions. Therefore, the course would make students clear about the social thought and its history.

**Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20% marks

## **Course Contents:**

### **Unit 1: The Rise of Social Science**

**(8 hours)**

- · Social Darwinism And Racial Determinism
- · The Counter Revolution Of Social Science
- · The Disciplines Of Social Science
- · Anti-Marxist Social Scientific Paradigms

### **Unit 2: Bourgeois Eclecticism**

**(8 hours)**

- · Rationalism
- · Functionalism
- · Idealism
- · Empiricism
- · New Radical Paradigms

### **Unit 3: Structuralism**

**(8 hours)**

- The Development Of Structuralism: Saussure
- The Problem Of Agency And Structure: Structuration Theory

### **Unit 4: Modernity, Industrialization And Sociological Theory**

**(8 hours)**

- Industrialism And Modernity
- The Theory Of Post-Industrial Society
- Modernity And Post-Modernity

### **Unit 5: Indian Social Thought**

**(8 hours)**

- Gautam Budha And Mahavir
- Kautilyas's State Craft
- Manu And Vaisnava Teachers
- Sikhism- Guru Nanak Dev
- Kabir- A Saint Of The Bhakti Tradition

## **Suggested Readings: -**

1. Abel, Theodore. 1980. The Foundations of Sociological Theory. Jaipur: Rawat Publication
2. Abraham, Francis M. and John Henry Morgan. 1985. Sociological Thought. Chennai: Macmillan India.
3. Aron, Raymond. 1965. Main Currents in Sociological Thought, Vol.I and II. Middlesex: Penguin Books.

4. Boguardus, Emory S. 1969. The Development of Social Theory. Mumbai: Vakils, Feffa and Simons

5. Jayapalan, J.2001. Sociological Theory. New Delhi: Atlantic Publishers and Distributors. 6. Ritzer, George.1998. Sociological Theory, Second edition. New York: McGraw-Hill. 7. Ritzer, George. 2007. Sociological Theory. New York: McGraw-Hill.

8. Bharat me Udyog Avam Samaj (Industry and Society in India) by R.K. Rastogi (Author) 9. Madhyekalin Bhartiye Sahitye Samaj Our Sanskriti Kavita Saini (Author)

10. Adhunik Bhartiye Sahitye Navjagran Our Rashtriye Aandolan

Anita Verma (Author)

**Course Code: SOC 405**

**Course Credit: 04**

**Course Name: Modern Sociological Thinkers**

**Teacher.....**

**Credits Equivalent: 04 Credits** (*One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.*)

**Course Objectives:** The course is designed:

- To appreciate the relevance and limits of the contemporary theories or theoretical approaches to make sense of social reality.
- To Understand the basic methodological approaches of the thinkers, through some original texts and their role in building sociological knowledge

**Course Outcomes:** Modern Sociological Theory gives a lucid overview of: the core concepts that sociological theory must address. This course would enable the learner to understand the contemporary or advanced theories and theoretical perspectives.

**Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment (CIA): 20%

**Course Contents:**

**Unit I: Symbolic Interactionism**

**(8 Hours)**

· Meaning and Historical Background

· Erving Goffman (1922-1982)-The Presentation of Self in Everyday Life · GH Mead (1863-1931)- Language and Mind, Roles, the self, and the Generalized other · Herbert Blumer

**Unit II: Phenomenology and Ethnomethodology**

**(8 Hours)**

- Alfred Schultz (1899-1959)
- Peter Berger
- Harold Garfinkel

**Unit III: Critical Theory**

**(8 Hours)**

- Roots of the Frankfurt School
- Critical Theory and the Critique of ideology
- Critique of Western Civilization

**Unit IV: Critical Thinkers**

**(8 Hours)**

- Herbert Marcuse
- Theodor W. Adorno
- Jürgen Habermas

**Unit V: Post-modernism**

**(8 Hours)**

- Meaning and Historical Roots
- Michael Foucault
- Jacques Derrida
- Pierre Bourdieu

**Suggested Readings:**

- Abraham, M.F. 1990, Modern Sociological Theory: An Introduction
- Turner, J.H. 1995, the Structure of Sociological Theories.
- Parsons, T. 1951. (New edition first published 1991) The Social System. London: Routledge. Ch. 1 & 2. Pp. 1-44.
- Mead, G.H. 1934 (Fourteenth Impression 1967) Mind Self and Society. Chicago: University of Chicago Press. Part III, pp 135-226
- Goffman, E. 1956. The Presentation of Self in Everyday Life. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 1-9, 132- 151, 152- 162.

**Course Code: SOC 406**

**Course Credit: 04**

**Course Name: Indian Sociological Thinkers**

**Teacher.....**

**Credits Equivalent: 04 Credits** (*One credit is equivalent to 10 hours of lectures / organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.*)

**Course Objectives:** The course is designed:

- To introduce the students to the substantive, theoretical and methodological issues which have shaped Indian sociological thinking in the latter half of the 20th century
- To analyze the various sociological concepts and theories developed by the Indian Sociological thinkers.
- To examine the theoretical relevance and analytical utility of the premises, methodology and conclusion of these diverse perspectives in understanding society and change.

**Course Outcomes:** The course would acquaint the students to the changing nature of social problems in India and to enable students to analyze social issues and problems using different sociological perspectives as it intends to introduce the students to different social issues and problems and also.

**Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination

**Evaluation Criteria:**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment (CIA): 20%

## **Course Contents:**

### **Unit I: Understanding Indian society (8 Hours)**

- Social Reform Movements: Arya Samaj- Dayanand Saraswati
- Prathna Samaj- Atmaram Pandurang
- Ramakrishana Movement- Swami Vivekanand
- Integral Humanism- Pandit Deendayal Upadhyaya
- Bal Gangadhar Tilak and Shri Aurobindo Ghosh contribution in Indian Society

### **UNIT II: Indological and Subaltern Perspective (8 hours)**

- Indological/Textual Perspective: G.S. Ghurye, Louis Dumont
- Subaltern Perspective: B.R. Ambedkar, David Hardiman

### **UNIT III: Functional Perspective (8 Hours)**

Structural Functional Perspective:

- M.N. Srinivas
- S.C. Dube

### **UNIT IV: Civilizational Perspective (8 Hours)**

- N.K. Bose
- Surjit Sinha

### **UNIT V: Current Issues in Indian Society (8 Hours)**

- Indigenization of Sociology
- Secularism, Communalism, Migration
- Marginalization of Communities, Feminism, Urbanization.

## **Prescribed Readings:**

Ahuja, Ram. 1993. Indian Social System. Jaipur: Rawat Publications.

Ahuja, Ram. 2000. Social Problems in India. Jaipur: Rawat Publications. Atal, Yogesh. 1993.

Understanding Indian Society. Delhi: Har Anand Publishers. Atal, Yogesh. 2006. Changing

Indian Society. Jaipur: Rawat Publications. Dahiwal, S.M. 2005. Understanding Indian Society:

The Non- Brahmanic Perspective. Jaipur: Rawat Publications.

Deb, Sibnath. 2005. Contemporary Social Problems in India. New Delhi: Anmol Publications.

Dube, S.C. 1990. Indian Society. New Delhi: National Book Trust.

Jogan, Shankar. 1992. Social Problems and Welfare in India. US:South Asia Books. Kar, P.K.

2003. Indian Society. New Delhi: Kalyani publishers.

Madan, G. R. 2009. Indian Social Problems. Vol. I and II. New Delhi: Allied publishers. Madan, G.R. 2000. Western Thinkers on Indian Society. New Delhi: Anamika Publishers and Disrtibuters.

**Course Code: SOC 423**

**Course Credit: 04**

**Course Name: Environmental Crisis and Sustainable Development**

**Category: Minor Course**

**Credits Equivalent: 04 Credits** (One credit is equivalent to 10 hours of lectures /organised classroom activity/contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** The course is designed:

- To understand the nature and pattern of ecological crisis
- To analyse the important causes of environmental degradation – biotic and abiotic
- To understand various theoretical perspectives of ecology and natural ecosystems
- To rediscover the various indigenous cultural traditions of management of the ecology

**Course Outcomes:** Understand core concepts and methods from ecological and physical sciences and their application in environmental problem-solving. Appreciate key concepts from economic, political, and social analysis as they pertain to the design and evaluation of environmental policies and institutions.

**Attendance Requirement:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%

**Course Contents:**

**Unit-1: Ecology and Functions of an Ecosystem (8Hours)**

- History of Ecology
- Environment and its Components
- Levels of Organization
- Energy Flow and Food Web
- Pollutants and Tropical Level

## **Unit 2:- Aquatic Ecosystem and the Lens of Environmental Sociology (8Hours)**

- Aquatic and Wetland Ecosystem
- Neo-Marxist theories on Environment- Metabolic Rift and Treadmill of Production. · World System Theory and Risk Society
- Ecological Modernization
- Neo-Ecological Paradigm

## **Unit 3:- Cultural Traditions of Nature Conservation in India**

- The Indian Tradition and Sacred Groves
- Sacred Plants and Animals
- Nature In Indian Art and scripture
- Cultural environment – human environment
- Cultural environment is a resource

## **Unit 4:- Environment and Indian Culture**

- Environment Protection in Vedas
- Environment protection in Bhagawat Geeta
- Environment protection in Buddhism
- Environment protection in Jainism

## **Unit 5:- Environment and Traditional Knowledge for Sustainable Development**

- Traditional Indian life style practices
- Redefining the meaning of Development for India
- The Link Between Culture and Environment
- our culture is part of our environment
- our culture affects the environment

### **Suggested Readings:-**

- Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner. b) Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad – 380 013, India, Email:mapin@icenet.net (R) c) Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p d) Clark R.S., Marine Pollution, Clanderson Press Oxford (TB) e) Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumabai, 1196p f) De A.K., Environmental Chemistry, Wiley Eastern Ltd.
- g) Down to Earth, Centre for Science and Environment (R)
- h) Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford Univ. Press. 473p i) Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
- j) Heywood, V.H & Waston, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.
- k) Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Paryavaran Paristithiki (Environmental Ecology) by Dr. Tushar Ghorpade

**Course Code: SOC 424**

**Course Credit: 04**

**Course Name: International Institutions and Globalization**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures /organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objectives:**

- Understand the key concepts of globalization
- Understand the role played by multinational organization in globalization
- Understand the impact of globalization on nation states, society, the economy and environment

**Course Outcomes:**

- Students will be able to understand the important dynamics of Globalization and the phenomena of the emergence of a global community.
- Learners will be able to link globalization with other issues like gender, terrorism etc.

**Attendance requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendances is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria: (Total Marks: 200)**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%

**COURSE CONTENTS:**

**Unit I:**

**(8Hours)**

- Understanding Globalization

- Conceptualizing Globalization; Globalization and International Institutions; Globalization: Myth and Reality; Power Dynamics of Globalization, the advent of Globalization.

**Unit II :** **(8Hours)**

- Globalization theories: The hyperglobalist Approach, The skeptical approach, The transformational approach
- New International Division of Labor
- Ecological Imperialism, Globalization and Diseases.

**UNIT III: Globalization issues** **(8Hours)**

- Climate Justice, Fair Trade, Forced Migration, Global Dimming, Human Overpopulation, Human Trafficking, Illicit Financial Flows, Invasive Species, Global Digital Divide, Water issues in Developing Countries, World Hunger and Malnutrition

**Unit IV:** **(8Hours)**

- Environmental Concerns and Globalization
- Emergence of Environment Issue at Global Stage; Climate Change: A Global Security Threat;
- International Arrangements Concerning Environment.

**Unit V: Terrorism and Globalization** **(8Hours)**

- A brief History of Terrorism
- The league of Nations and terrorism
- United Nations designated terrorist groups and targeted sanctions
- Terrorism victimization: victims of Terrorism

**Prescribed Readings:**

Baylis, J., Steve Smith and Patricia Owens. 2014. The Globalization of World Politics: An Introduction to International Relations. Oxford: OUP.

Gills, B (ed.). 2002. Globalization and the Politics of Resistance. Basingstoke: Palgrave Macmillan.

Gilpin, R. 2001. Global political Economy. Princeton: Princeton University Press.

Hass, Peter M. and John A Hird (eds.). 2013. Controversies in Globalization: Contending Approaches to International Relations. New Delhi: Sage.

Holton, R.J. 2005. Making Globalization. Basingstoke: Palgrave Macmillan.

Juergensmeyer, M. 2000. *Terror in the Mind of God: The Global Rise of Religious Violence*.

Berkeley: University of California Press.

Kiely, R. 2006. *The New Political Economy of Development: Globalization, Imperialism and Hegemony*. Basingstoke: Palgrave Macmillan.

**Course Code: SOC 452**

**Course Credit: 02**

**Category: Vocational/skills**

**Course Name: Human Values and Professional Ethics**

**Credits Equivalent: 02 Credits** (One credit is equivalent to 10 hours of lectures /organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** The course is designed:

- Introduce learners to the basic concepts of values, morality, ethics and human rights
- Introduce learners to the various Indian traditions of values, morality and ethics
- Develop an understanding of values and ethics in the context of family, society and modern organizations.
- To Human values are the virtues that guide us to take into account the human element when we interact with other human beings. Human values are, for example, respect, acceptance, consideration, appreciation, listening, openness, affection, empathy and love towards other human beings

**Learning Outcomes:**

- To let the students know about the various exponents of the Human values to provide the basic premises and approach of the professional Ethics
- To provide the human values –lessons from the lives and the teaching of Great Leaders and Reformers.

**Attendance requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendances is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria: (Total Marks: 100)**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%

**COURSE CONTENTS:**

### **Unit I: Human Values and Ethics (4 Hours)**

- Human Values – Lessons from the lives and teachings of Great Leaders and Reformers ·
- Traditionalist Indian Thinkers on Values and Ethics
- Contemporary Indian Thinkers on Values and Ethics
- Universal or Core Ethical Values
- The Features of Indian Ethics
- Vratas- Fundamentals Principle of Morality

### **Unit II: Contribution of Moral Thinkers and Philosophers (4 Hours)**

- Morality in the Indian Philosophical Framework
- The conception of Dharma with reference to Rta, Rna & Purushartha
- The Theory of Nishkama Karma in the Bhagwat Geeta.
- Theories of Western Thinkers and Philosophers

### **Unit III: Philosophy of Ethics (4 Hours)**

- Jaina Ethics
- Buddhist Ethics
- The Charvaka Ethics
- Alternative Ethical Theories

### **Unit IV: Family Values and Ethics (4 Hours)**

- Family's role in inculcating values
- Parents as Role Models
- Moral Progress in Family and Society
- Emotional Intelligence

### **Unit V: Other Related Concepts (4 Hours)**

- Essential Ethical Traits
- Morality of Self Interest
- Corporate Social; Responsibility
- Universal Declaration of Human Rights

**Suggested Readings: -**

1. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.
2. PL Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
3. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991
4. Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and HarperCollins, USA
5. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, limits to Growth, Club of Rome's Report, Universe Books.
6. Subhas Palekar, 2000, How to practice Natural Farming, Pracheen(Vaidik) Krishi Tantra Shodh, Amravati.
7. Neetishastra Satyanishtha avam Abhiruchi Book CHRONICLE BOOKS (Author)

**Course Code: SOC 482**

**Course Credit: 04**

**Category: IKS: Departmental**

**Course Name: Indian Knowledge system: sociology**

**Credits Equivalent: 02 Credits** (One credit is equivalent to 10 hours of lectures /organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** The course is designed:

- To acquaint learners of the importance and values embedded in indigenous knowledge systems which have evolved over generations.
- To make the learners understand about all forms of knowledge, know-how, skills, practices and beliefs that enable a community to achieve stable livelihoods in their environment.

**Course Outcomes:**

- Learners will have adequate knowledge or information about traditional & indigenous Indian Knowledge Systems
- Learners will develop an appreciation for IKS and shall make efforts to unearth hidden or lesser known indigenous knowledge to find solutions to contemporary social problems and people's concerns.

**Attendance requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendances is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria: (Total Marks: 100)**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%

## **COURSE CONTENTS:**

### **UNIT I: Unity and Diversity: (4 Hours)**

- Meaning of Unity and Diversity
- Sources of Diversity in India
- Factors Contributing to the Unity of India

### **UNIT II: The Caste System: (4 Hours)**

- Origin and Structure of Caste and Gotra
- Meaning and Definition of Caste and Gotra
- Characteristics of Caste and Gotra
- Functions and Dysfunctions of Caste and Gotra System
- Recent Changes in the Caste System

### **UNIT III: Processes of Social Change (4 Hours)**

- Sanskritization meaning and definition
- Models of Sanskritization
- The concept of Westernization
- Indian Knowledge Systems on the Eve of Colonialism

### **UNIT IV: Knowledge Traditions and Practices of India (4 Hours)**

- Protection of Traditional Knowledge in India
- Cultural, social or spiritual identity.
- Various local communities and Traditional Knowledge
- Ecological and medicinal knowledge.

### **UNIT V: Traditional Knowledge (4 Hours)**

- Role of Indigenous Knowledge
- Special features of indigenous Knowledge
- Is Indigenous Knowledge accurate?
- Challenges of Indigenous Knowledge

**Prescribed Readings: -**

Pant, R (2008) Protection and Empowerment of Indigenous Plant Breeder Communities in India. PhD Thesis. Jawaharlal Nehru University, New Delhi.

Sahai, S, Kumar, U and Ahmed, W (2005) Indigenous Knowledge: Issues for Developing Countries. Gene Campaign. Delhi.

Gervais, D (2008) The TRIPS Agreement: Drafting History and Analysis.

## IIIrd Semester

**Course Code: SOC 411**

**Course Credit: 04**

**Category: Elective Specialization**

**Course Name: Sociology of Health**

**Credits Equivalent: 04 Credits** (One credit is equivalent to 10 hours of lectures /organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objectives:**

The sociology of health and illness, sociology of health and wellness, or health sociology examines the interaction between society and health. As a field of study it is interested in all aspects of life, including contemporary as well as historical influences, that impact and alter our health and wellbeing.

**Course Outcomes:** Upon successful completion, students will have the knowledge and skills to:

- apply key sociological concepts to explain the social distribution of health, healthcare, and disease
- analyse disease and illness experiences using a variety of social theories;
- evaluate the impact of biomedicine on identity and embodiment;
- communicate the sociological analysis of health and illness to non-sociological audiences; and
- reflect on their learning in relation to the content of the course.

**Attendance requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria: (Total Marks: 200)**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%

## **COURSE CONTENTS:**

### **UNIT I: Sociology of Health: An Introduction (8Hours)**

- What is Sociological Health and understanding society
- The social basis of health and Health Inequalities
- The social Distribution of Health and Lifestyle factors
- Health: Rights and Responsibility

### **UNIT II: Health Problems as Social Problems (8Hours)**

- Modernization and Industrialization marked the of Unprecedented social Alteration
- Industrial Revolution, Urbanization and Health Problems
- Change in Social System and Emerging Social Problems
- Unemployment, Poverty, Child Labor, Gender Discrimination, Crime and Health Problems.

### **UNITIII: Social Determinants of Health (8Hours)**

- Safe housing, transportation and neighborhoods
- Racism, discrimination and violence
- Education, job opportunities and Income
- Access Nutritious foods and physical activity opportunities

### **UNIT IV: Science, Values, emotion and tradition (8Hours)**

- Health care and the role of emotions
- Health and the role of traditional beliefs

### **Unit V: Illness and Sociology of Health (8Hours)**

- Illness and its social setting
- Illness and deviance- Talcott Parsons
- Illness and stigma- Erving Goffman

## **Prescribed Readings: -**

1. Planning Commission, Government of India: Five Year Plans.

Planningcommission.nic.in.

Retrieved on 2012- 03- 17.

2. L. N. Dash (2000). World bank and economic development of India. APH Publishing.

3. Agrawal, A N (1995). Indian Economy: Problems of development and planning. pune: Wishwa Prakashan.

4. [www.who.int/hpr/NPH/docs/declaration\\_almaata.pdf](http://www.who.int/hpr/NPH/docs/declaration_almaata.pdf)

5. Tejada de Rivero D. Alma- Ata revisited. Persp Health 2003.

**Course Code: SOC 413**

**Course Credit: 04**

**Category: Elective Specialization**

**Course Name: Sociology of Law**

**Credits Equivalent: 04 Credits** (One credit is equivalent to 10 hours of lectures /organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objectives:-**

- The course on Sociology of law shall groom learners on the scientific bases and the study of social preconditions of law and the justice system, and their effects on society.

**Course Outcomes:** On the successful completion of the course, the students would be able to:

- Have a critical understanding of instrumental approaches to understanding the relationship between law and society
- Understand the lack of fit between legal institutions and social mores
- Learn how legal pluralism is central to understand the relationship of law and society

**Attendance requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendances is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria: (Total Marks: 200)**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%

**COURSE CONTENTS:**

**UNIT I: Theoretical foundations of the Sociology of law (8Hours)**

- Law and the rise of social sciences
- Max Weber on the rationalization of Law

- Emile Durkheim on Law and Social Solidarity

## **UNIT II: Sociological dimensions of Law (8Hours)**

- Law and Economy: the regulation of the Market
- Law and Politics: the role of Democratic law
- Law and Integration: the legal profession
- Law and culture: the balance of values through norms

## **UNIT III: Development and variations of the sociology of Law (8Hours)**

- The theoretical move towards the sociological study of the Law
- From Sociological Jurisprudence to sociology of Law
- Sociology of law and the antinomies of modern thought

## **UNIT IV: Special Problems of law (8Hours)**

- Social Control: the enforcement of law
- The globalization of law

## **UNIT V Major legal traditions (8Hours)**

- Common law
- Civic law
- Islamic
- Talmudic
- Hindu

### **Prescribed Readings: -**

Wilkinson, Philip J. 1981. "The Potential of Functionalism for the Sociological Analysis of Law." Pp. 67–90 in Sociological Approaches

to Law, ed. A. Podgo'recki and C. J. Whelan. New York: St. Martin's Press.

Wilson, James Q., and Richard J. Herrnstein. 1985. Crime and Human Nature. New York: Simon and Schuster.

Wimberley, Howard. 1973. "Legal Evolution: One Further Step."

American Journal of Sociology 79(1): 78–83.

Wolff, Kurt H. 1964. The Sociology of Georg Simmel. New York: The Free

Press.

Wong, Kam C. 1995. "Black's Theory on the Behavior of Law Revisited." *International Journal of the Sociology of Law* 23(3): 189–232.

Woodiwiss, Anthony. 1990. *Rights v. Conspiracy: A Sociological Essay on the History of Labour Law in the United States*. New York: Berg.

Yang, Kun. 1989. "Law and Society Studies in Korea: Beyond the Hahn Theses." *Law and Society Review* 23(5): 891–902.

Yang, Kun. 2001. "The Sociology of Law in Korea" *The American Sociologist* 32(2): 78–84.

Young, Gary. 1979. "Marx on Bourgeois Law." Pp. 133–167, in *Research in Law and Sociology*, Vol. II, ed. S. Spitzer. Greenwich, CT: JAI Press.

Zeigler, Sara L. 1996. "Wifely Duties: Marriage, Labor, and the Common Law in Nineteenth-Century America." *Social Science History* 20(1): 63–96.

**Course Code: SOC 415**

**Course Credit: 04**

**Category: Elective specialization**

**Course Name: Rural Sociology**

**Credits Equivalent: 04 Credits** (One credit is equivalent to 10 hours of lectures /organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objectives:-**

- Learners shall be oriented to the understanding and study rural villages or village society.
- It shall help students explore the multidimensional relations of the people who live in the villages.

**Course Outcomes:**

- Learners will acquire empirical knowledge and skill to comprehend rural society of India
- Learners will develop a critical understanding about the factors and trends of rural change in the present scenario.
- Learners will develop an understanding of social, economic and political dimensions of rural society and the dynamic aspects.

**Attendance requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendances is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria: (Total Marks: 200)**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%

**COURSE CONTENTS:**

**Unit I: Approaches to the study of Rural Society**

**(8Hours)**

- Origin and Development of Rural Sociology in India

- Approaches to study Rural Society
- Indian Village Communities
- Rural-Urban differences & Continuum
- Rurbanism and rural Social Life

## **Unit II: Rural Institution**

**(8Hours)**

- Rural Social Institution- Family, Caste, Jajmani relations
- Rural Economy- Landownership and its type
- Rural Politics- Rural leadership and factionalism
- Tribes in transition
- Rural Community needs

## **Unit III: Social Issues & Strategies and Development Policies**

**(8Hours)**

- Urban Perceptions and Environment issues
- Farm Structure and Policy Targets
- Labor Market Reorganization
- Technology and Environment

## **Unit IV: Rural Leadership**

**(8Hours)**

- Rural Leadership: Concept Characteristics and Types
- Emerging Patterns of Rural Leadership
- Major Peasant Movements in India: Champran movement, kheda satyagrah, bardoli
- satyagrah and Naxalbari Movement

## **Unit V: Rural Change**

**(8Hours)**

- Process of change in rural society- Green Revolution, Migration, Mobility
- Factors of change in rural society
- Trends of changes in rural society
- Processes of change: Migration – Rural to Urban and Rural to Rural Mobility

## **References:**

1. Andre Bettle 1974 Six Essays in Comparative Sociology, OUP, New Delhi.

2. Berch, Berberogue, Ed. 1992 :Class, State and Development in India 1, 2, 3 and 4 Chapters. Sage, New Delhi
3. Desai A. R. 1977. Rural Sociology in India, Popular Prakashan, Bombay.
4. Desai, A.R. 1979. Rural India in Transition, Popular Prakashan, Bombay.
5. Dhanagare D N 1988: Peasant Movements in India, OUP, New Delhi.
6. Dube, S.C. 1958. India's Changing Villages (London : Routledge and Kegan Paul)
7. Mencher J.P., 1983 : Social Anthropology of Peasantry Part III, OUP
8. P. Radhakrishnan, 1989: Peasant Struggles: Land reforms and Social Change in Malabar 1836 –1982. Sage Publications: New Delhi.
9. Thorner, Daniel and Thorner Alice 1962 Land and Labour in India , Asia Publications, Bombay.
10. Gourav, Gireesh. Bihar ke Teen Gaon

**Course Code: SOC 425**

**Course Credit: 04**

**Category: Minor Course**

**Course Name: Research Methodology**

**Credits Equivalent: 04 Credits** (One credit is equivalent to 10 hours of lectures /organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objective:**

- To give learners a basic understanding of how to conduct a scientific study and research
- Understand the methodology of undertaking research in social sciences and the specific procedures or techniques that are used to identify, select, process, and analyze information about a topic.
- Have a grip over the basic steps involved in social research and the types of social research with their applicability,
- Develop an insight into the need and types of research design and the use of sampling methods for attending objectivity and scientific study.

**Learning Outcomes:**

- Learners shall develop the skills in undertaking a scientific research.
- Learners shall develop the skills of writing a proper research proposal for undertaking a sociological research.
- Learners shall develop the competency to develop various types of tools of data collection.
- Learners can demonstrate the ability to analyze data collected from various sources and prepare a scientific research report.

**Attendance requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendances is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria: (Total Marks: 200)**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%

**COURSE CONTENTS:**

**Unit I: Introduction to Research Methodology (8Hours)**

1. Research: Definition, Importance and Characteristics
2. Purpose of Research: Exploration, Description and Explanation
3. Ethics of Social Science Research
4. Nature and scope of Research
5. Process of social Research

**Unit II: Fundamental Aspects of Research (8Hours)**

1. Formulation of Research Problem: its significance
2. Theoretical Framework
3. Hypothesis: Formulation of Hypothesis, Functions and Types
4. Variables: Types and concepts of variables
5. The Role of Social Science Research: Problems of social science research in India

**Unit III: Research Design (8Hours)**

1. Formulation of Research Design
2. Features of good research design, Concepts relating to research design
3. Types of Research Design: Quantitative and Qualitative
4. Different research designs in quantitative study: Experimental, Cross-section and Longitudinal.

**Unit IV: Qualitative research methods and Interpretation (8Hours)**

1. Collecting data from primary sources: questionnaire, Interview method, Interview schedule
2. Collecting data from secondary sources
3. Book view vs. field view
4. Interpretation of data
5. Observation, survey method and case study

## **Unit V: Quantitative Methods and Analysis**

**(8Hours)**

1. Data collection in Quantitative Research and Issues of Validity and Reliability
2. Sampling: Meaning, Importance, Types and Purpose of Sampling
3. Tabulation, Editing and Cross Tabulation, Different Scales of Measurement
4. Bibliography /References and Report Writing

### **Prescribed Readings:-**

1. Babbie, Earl. (2014). The Basic of Social Research. Delhi: Cengage Learning India Private Limited.
2. Barnes, J.A. (1977). Ethics of Inquiry in Social Sciences. New Delhi: OUP.
3. Beteille, Andre. (2009). Sociology: Essays and Methods. New Delhi: OUP.
4. Bose, Pradip Kumar. (1995). Research Methodology. New Delhi: ICSSR.
5. Bryman, Alan. (2012). Social Research Methods (4 th Edition). New Delhi: OUP.
6. Cargan, Leonard. (2008).Doing Social Research. Jaipur: Rawat Publications.
7. Durkheim, Emile. (1982). The Rules of Sociological Method. Michigan: Free Press.
8. Gupta, Santosh. (2007). Research Methodology and Statistical Techniques. New Delhi: Deep & Deep Publications.
9. Henn, Matt. Weinstein, Mark. Foard, Nick. (2006). A Critical Introduction to Social Research. New Delhi: Sage.
10. Hekkman, Susan, J. (1986).Hermeneutics and the Society of Knowledge. Notre-dame: University of Notre-Dame Press.
11. Kumar, Ranjit. (1999).Research Methodology: A step by step for the beginners. New Delhi: Sage.
12. Sjoberg, Gideon and Nett, Roger. (1992). A Methodology for Social Research. Jaipur: Rawat Publications.
13. Premi, G. S., 2019, Shodh Pravidhi, sahitya sarowar, India

**Course Code: SOC 453**

**Course Credit:-04**

**Category: Vocational/skills**

**Course Name: Software based data analysis**

**Credits Equivalent: 04 Credits** (One credit is equivalent to 10 hours of lectures /organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objectives:**

- Understanding about the various types of software used for quantitative and qualitative data analysis
- Develop skills in the use of various software for data analysis – both quantitative and qualitative.
- Ability to use large sets of data for statistical, qualitative, or predictive analysis.

**Course Outcomes:** The course is designed to

- Develop an understanding about the use of computers in social research
- To gain an understanding of the various software used in quantitative data analysis
- To gain an understanding of the various software used in qualitative data analysis

**Attendance requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendances is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria: (Total Marks: 200)**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%

**COURSE CONTENTS:**

**UNIT - I: Introduction to Computer and Software (8 Hours)**

- Computer Literacy and Social Sciences
- Basics of Computer Hardware, Configurations, and Peripherals
- Basics of Computer Software and Operating System
- Internet and Open-Source Resources
- Cyber Security and Cyber Laws

**UNIT - II: Application of Word Processors (8 Hours)**

- Composing and Editing Documents
- Document Formatting and Printing
- References and Bibliography
- Reviewing Documents

**UNIT - III: Application of Spreadsheets (8 Hours)**

- Data Entry and Data Management
- Data Storage
- Data Retrieval

**UNIT - IV: Quantitative and Qualitative (8 Hours)**

- Use of Computers for Quantitative Research: SPSS
- Use of Computers for Qualitative Research: Atlas.ti
- Use of Open-Source Software

**UNIT - V: Internet Based Tools and Other Software (8 Hours)**

- Internet based design of research tools, data storage and analysis
- Software for social work research and practice: GIS Tools, Client Data Management Software

**Prescribed Text Books:**

1. Kumar, Ranjeet (2011) Research Methodology: a step-by-step guide for beginners, New Delhi, Sage Publications India Pvt Ltd.
2. Taylor, Bill; Sinha, G. & Ghosal, T. (2006, Eastern Economy Edition) Research Methodology: A Guide for Researchers in Management & Social Sciences, New Delhi, PHI Learning Pvt. Ltd

3. Krishnaswamy, O. R. (1993) *Methodology for Research in Social Science*, Bombay, Himalaya Publications.

Suggested Extra Readings:

1. Bhandarkar, P.L., & Wilkinson, T. S. (2009) *Methodology and Techniques of Social Research*, Bombay, Himalaya.

**Course Code: SOC 471**

**Course Credit: 08**

**Category: Review of literature, Research proposal**

**Course Name: Review of literature, Research proposal**

**Credits Equivalent: 08 Credits** (One credit is equivalent to 10 hours of lectures /organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Credit Division: - 50% theory and 50% practical as per NEP-2020 guidelines of the University.**

**Course Objectives :-**

- To inculcate in learners the art of undertaking a literature review to identify work done in a particular domain of knowledge
- To facilitate learners the nuances of searching relevant literature on a specific topic and their valid sources.
- To develop critical capacities in identifying gaps in existing research.
- To develop skills in preparation of a proper research proposal.

**Course Outcomes:** Upon successful completion of this course, learners will be able to:

- articulate a specific purpose and a clear set of objectives to guide the writing of their literature review;
- demonstrate an in-depth understanding of the importance and various roles of the literature review in research;
- demonstrate the ability to apply a broad range of strategies for developing a literature review to a specific body of knowledge or practice and evaluate critically complex ideas at an abstract level;
- able to demonstrate advanced critical skills to investigate, analyse and synthesize complex literature, problems, concepts and theories in a professional context; and

- able to select, evaluate and synthesise appropriate literature for their chosen topic area and develop this into a review which critically explores the issues in their chosen topic area in depth and with balance.

**Attendance requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendances is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%

**Unit I: Review of Literature (16Hours)**

- Review of literature: Definition and importance
- Process of literature review and sources of review of literature.
- Importance of Literature review
- Literature review as research methodology

**Unit II: Literature Review Format (16Hours)**

- Find and read the literature
- Organize the summaries
- Introduction, Body, Conclusion.
- Use of computer in referencing

**Unit III: Types of Literature Review (16Hours)**

- Quantitative literature review
- Qualitative literature review
- Systematic review
- Critical review
- Conceptual review

**Unit IV: References (16Hours)**

- Importance of references
- Citing and referencing academic sources
- References styles (MLA AND APA)

- Difference between literature review and references.
- In text and end text referencing ( APA)

## **Unit V: Research proposal**

**(16Hours)**

- Importance of research proposal
- Research proposal plan and ethics
- Definition and types of research proposal
- Research question and objectives in research proposal
- Ethics of Writing Research proposal.

### **References:**

1. Ridley, D. 2008, The literature review: a step by step guide for students, London, sage publisher.
2. Fink, A., 2010, Conducting Literature review: from Internet to paper, los Angeles, sage publisher.
3. Hart, C., Doing a literature review, London, sage Publication.
4. Kumar, R., 2011, research methodology : a step by step for beginners, New Delhi, sage Publication
5. sai premi, Ganga. Shodh Pravidhi : anusandhan and Pravidhi, Sahitya sarovar

## IV<sup>th</sup> Semester

**Course Code: SOC 412**

**Course Credit: 04**

**Category: Elective Specialization**

**Course Name: Sociology of media**

**Credits Equivalent: 04 Credits** (One credit is equivalent to 10 hours of lectures /organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

### **Course Objectives:**

- To introduce the students to certain major themes of outlining the interconnections between media and society.
- To familiarize students with important theories in the sociology of media.
- To understand the process of production, control and reception of media and its representations critically from a sociological perspective.

### **Course Outcomes:**

- Demonstrate an understanding of debates about communication media and how they shape social life
- An appreciation of mediatized character of social existence and its history.
- An acquaintance with history, concepts and various theoretical strands in sociology of media.
- An understanding of social, political, economic and cultural processes that underpin the operations of our mediatized ecosystem and their effects.
- Utilise research skills through the planning and construction of a major essay in the sociology of the media.

### **Attendance requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A

a minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria: (Total Marks: 200)**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%

**COURSE CONTENTS:**

**UNIT I: Mass Society and Mass Media (8 Hours)**

- Traditional Media- Folk Arts, Music Theaters and Drama and Fairs and Festivals.
- Print Media – Newspapers, Periodicals and Journals
- Electronic Broadcasting Media- Film, Television and Radio
- Outdoor Media- Posters, Banners and Wall space
- Transit Media- Bus Advertising, Taxi Advertising and Rail Advertising

**UNIT II: Theoretical Approaches (8 Hours)**

- Neo-Marxist
- Feminist
- Semiotic
- Interactionist

**UNIT III: Media Processes (8 Hours)**

- Production, Control, Challenges by New Media
- Media Representation
- Audience Reception

**UNIT IV: Social Impacts of Media (8 Hours)**

- Induced fear and phobias
- Reality vs Fantasy
- Impact of High exposure on behavior and mental Health

**UNIT V: Sociological theories on Media (8 Hours)**

- The cultivation theory
- Agenda setting theory

- Uses and Gratification theory
- Social learning theory
- Play theory

**Prescribed Readings: -**

Grossman, L. (2006, December 13) "Time's Person of the Year: You." Time, Available at [time.com/time/magazine/article/0,9171,1570810,00.html](http://time.com/time/magazine/article/0,9171,1570810,00.html).

Habermas, J. (1971) Knowledge and Human Interests. Boston: Beacon Press.

Habermas, J. (1987a) Toward a Rational Society. Cambridge, UK.: Polity.

Habermas, J. (1987b) The Theory of Communicative Action (vol. 2): Lifeworld and System. Boston: Beacon Press.

Habermas, J. (1989 [1962]) The Structural Transformation of the Public Sphere, trans. Thomas Burger. Cambridge, MA: The MIT Press.

Habermas, J. (1996) Between Facts and Norms: Contributions to a Discourse Theory of Law and Democracy. Cambridge, MA: The MIT Press.

Habermas, J. (2006) "Political communication in media society: does democracy still enjoy an epistemic dimension? The impact of theory on empirical research." Communication Theory 16: 411-26.

Haim, R. (2009) "Power feminism mediated: girl power and the commercial politics of change." Women's Studies in Communication 32(1): 89-113.

Haim, R. (2012) Growing Up with Girl Power: Girlhood on Screen and in Everyday Life. New York: Peter Lang.

**Course Code: SOC 414**

**Category: Elective specialization**

**Course Credit: 04**

**Course Name: Sociology of Education**

**Credits Equivalent: 04 Credits** (One credit is equivalent to 10 hours of lectures /organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objectives:**

The sociology of education refers to how individuals' experiences shape the way they interact with schooling. More specifically, the sociology of education examines the ways in which individuals' experiences affect their educational achievement and outcomes.

**Course Outcomes:**

- Ability to explain basic concepts in sociology of education and the historical development of the field
- Develop competencies to assess social functions of education and schools
- Ability to employ sociological perspectives to understand schools and education systems

**Attendance requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria: (Total Marks: 200)**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%

**COURSE CONTENTS:**

**UNIT 1: Introduction**

**(8Hours)**

- Conceptual clarity,
- Relationship between society,
- Education and Development.

**UNIT II: Socialization and Education: (8Hours)**

- Relations between socialization and Education,
- Agencies of socialization and Education: Family, Peer Groups, School and Media

**UNIT III: Education, Inequalities and Social Justice (8Hours)**

- Concept of Equality of Educational Opportunity,
- Education and Disparities: Caste, Class, tribe,
- gender, rural-urban, Education and social mobility

**UNIT IV: Emerging Trends in Education in India:**

- School education: Existing scenario, Higher Education in India, Governance of Higher Education: Institutional programmes, National Educational policy 1986.

**UNIT V: NEED TO STUDY SOCIOLOGY OF EDUCATION (8Hours)**

- Relationship between Education and Sociology
- Function of Education in Society
- Theoretical Approaches to Sociology of Education

**Prescribed Readings: -**

1. Ballantine, J.H. (1997) The Sociology of Education: A Systematic Analysis, New Jersey : Prentice Hall Inc.
2. Brook over, W.B. and Erickson, E.L. (1973) Sociology of Education, Illinois : Theory Dorsey Press.
3. Chesler, M.A. and Cave, W.M. (1981) Sociology of Education, New York : Macmillan Publishing Co, Inc
4. Coffey, A. (2001) Education and Social Change, Buckingham : Open University Press.
5. Hallinan, M.T. (ed.) (1987) Social Organization of Schools, New York Premium Press.
6. Hallinan, M.T. (ed.) (2000) Handbook of the Sociology of Education, USA : Springer,
7. Hunt, M.P. (1973) Foundations of Education Social and Cultural Perspectives, New York: Halt, Rinehart and Winston.
8. Lucas, C.J. (1984) Foundations of Education, New Jersey: Prentice –Hall Inc

**Course Code: SOC 416**

**Course Credit: 04**

**Category: Elective specialization**

**Course Name: Urban Sociology**

**Credits Equivalent: 04 Credits** (One credit is equivalent to 10 hours of lectures /organized classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objectives:**

- Knowledge and understanding about the theoretical perspectives and interpretations on urban society and issues.
- Knowledge about the history of urbanization in India since ancient period.
- Knowledge about the differential forces that led to urbanization and urban decline in different historical periods.
- Knowledge about the urban problems.
- Application of knowledge to understand the causes and nature of urban problems.

**Course Outcomes:**

- Demonstrate the understanding of trends in urbanization in Indian context
- Demonstrate skills in urban planning and development.

**Attendance requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendances is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria: (Total Marks: 200)**

1. Mid Term Examination: 20%
2. End Term Examination: 60%
3. Continuous Internal Assessment: 20%

## **COURSE CONTENTS:**

### **UNIT I: Development of Urban Sociology (8Hours)**

- Basic concepts in Urban Sociology:  
Urban, Urbanism, Urbanization
- Traditional Theories: Wirth, Burgess, Park
- Contemporary Theories: Castells, David Harvey

### **UNIT II: Urban Sociology in India (8Hours)**

- Development of Urban Sociology in India
- Urban Social Structures

### **UNIT III: History of Urban Sociology in India (8Hours)**

- Ancient and Medieval period
- Colonial period
- Post-independence period

### **UNIT IV: Trends in Urban Growth (8Hours)**

- Migration
- Megacity, Global city
- Suburbanization, Satellite cities
- Rural-urban fringe, peri urbanization

### **UNIT- V: Issues of Urbanization (8Hours)**

- Dualistic labor system
- Slums, Profile of an India slum
- Urban violence

#### **Prescribed Readings: -**

Nallathiga R, 2005, Institutional Innovations of Urban Governance: Some examples of Indian Cities in Urban India Vol XXV, No.2

Sharma R, (ed), 2009, Urban Governance in India- Major issues and challenges.

Shrey S, Kandoi S, Srivastav Soumil, Urban Planning in India, available at [home.iitk.ac.in](http://home.iitk.ac.in)

Gourav,2005, Nagriya samaj kee swasthya Samasyaen,Jnaki parkashak.

**Course Code: SOC 426**

**Course Credit: 02**

**Course Name: Academic Writings**

**Teacher.....**

**Credits Equivalent: 02 Credits** (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** The course is designed:

- To comprehend the importance of academic writing
- To improve the skills of academic writing among learners.

**Course Outcomes:** Academic writing is a formal style of writing used in universities and scholarly publications. The course would enable the learner to write research papers and articles in journals and books on academic issues and dissertations in academic style.

**Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

- Mid Term Examination: 20%
- End Term Examination: 60%
- Continuous Internal Assessment: 20%

**Course Contents:**

**UNIT I: Academic Writing (4 hours)**

- Academic Writing: Characteristics and Skills

- Abstracting, Paraphrasing and Summarising
- Drafting and Revising

**UNIT II: Types of Academic Writing (4 hours)**

- Case Studies, Book Review, Chapter in Edited Book
- Research Reports: Structuring, Writing and Formatting

**UNIT III: Research Article (4 hours)**

- Components of research article
- Quality of Research: Impact Factor, UGC List of Journals
- Communicating Research Findings

**UNIT IV: Journal Publication (4 hours)**

- Authorship in Journal Articles: First Author, Corresponding Author, Co-Author
- Peer Review

**UNIT V: Academic Integrity and Plagiarism (4 hours)**

- Plagiarism: Meaning and types
- HEI (UGC) Plagiarism Regulations, 2018

**Suggested Books:**

1. Gupta, R. (2017). *A Course in Academic Writing*. Delhi: The Orient Blackswan.
2. Jesson, J; Matheson, L, and Lacey, F.M. (2011). *Doing Your Literature Review: Traditional and Systematic Techniques*. New Delhi: Sage Publishing.
3. Kanwaria, V.K. (2018). *Plagiarism, Citation and Referencing: Issues and Styles*. Delhi: Createspace Independent Pub.  
American Psychological Association. (2019). *Publication Manual of the American Psychological Association*. Washington, DC: American Psychological Association.  
Kanwaria, V.K. (2018). *Academic Writing, Anti-Plagiarism and Citations*. Delhi: Shipra Publications.

4. Pecorari, D. (2018). *Academic Writing and Plagiarism: A Linguistic Analysis*. New Delhi: Bloomsbury Academic India.

**Course Code: SOC 427**

**Course Credit: 02**

**Course Name: Paper Publications/Seminar-Conference Presentation at National Level**

**Credits Equivalent: 2 Credits**

**Course Objectives:** The Course is designed:

- To enable students to take part in conferences and seminars
- To enhance the writing and presentation skills of the students.

**Course Outcomes:** After the completion of course, the student would be able:

- To publish quality research papers in peer reviewed journals
- To present the research findings in seminars and conferences

**Evaluation Criteria: As per University guidelines issued from time to time**

**Course Code: SOC 454**

**Course Credit: 04**

**Course Name: Data Analysis and Data interpretation**

**Teacher.....**

**Credits Equivalent: 4 Credits** (One credit is equivalent to 10 hours of lectures / organised classroom activity / contact hours; 5 hours of laboratory work / practical / field work / Tutorial / teacher-led activity and 15 hours of other workload such as independent individual/ group work; obligatory/ optional work placement; literature survey/ library work; data collection/ field work; writing of papers/ projects/dissertation/thesis; seminars, etc.)

**Course Objectives:** The course is designed to:

- To understand the different types of data collected from concurrent field work
- To enable the students to enter and prepare data set for analysis

**Course Outcomes:** The course would enable the student:

- To tabulate and graphically represent the data
- To analyze data using various computer applications and software

**Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:**

- Mid Term Examination: 20%
- End Term Examination: 60%
- Continuous Internal Assessment: 20%

**Course Contents:**

**Unit –I: Basics Concept of Data**

**(8 hours)**

- Data: Definition and Types
- Classification of Data
- Storage of Data
- Data Entry in Computers

**Unit –II: Data Processing and Tabulation (8 hours)**

- Data Processing & Techniques of Data Processing
- Editing, Coding & Preparing a Master Chart
- Tabulation: Concept and Types
- Use of computer for Tabulation

**Unit –III: Graphical representation of Data (8 hours)**

- Graphic and Diagrammatic Presentation of Data
- Types of Graphs, Charts and Diagrams
- Use of Computer for Graphical Representation of Data
- One-dimensional, Two-dimensional and three-dimensional diagrams

**Unit –IV: Quantitative Analysis (8 hours)**

- Measurement of Central Tendency, Dispersion, Skewness, Kurtosis, Regression and Correlation
- Measurement of Correlation: Karl Pearson's Correlation and Rank Correlation
- Statistical Inference: Point and interval estimates, Parametric and Non-Parametric Test (Chi-Square, Test of Differences, Significance and Freedom).

**Unit –V: Qualitative Analysis (8 hours)**

- Data Analysis using Data Displays; Memoing & Coding; Textual Data Analysis
- Flow Charts, Pareto Charts, Ishikawa Charts, Non-Standard Charts, Logical Framework Analysis,
- In-Depth Analysis, Grounded Theory; Content Analysis, Oral History, Discourse Analysis
- Use of Computers in Qualitative Analysis, Mixed Method, Documentation & Writing Qualitative Research

### **Suggested Books:**

1. Denzin, Norman K. & Lincoln, Yvonna S. (Eds.). (2011), *The Sage Handbook of Qualitative Research*, 4th Edition, Thousand Oaks, CA: Sage.
2. Grinnell, R. M., & Unrau, Y. A. (2018). *Social work research and evaluation: Foundations of evidence-based practice*. New York: Oxford University Press.
3. Krishnaswamy, O. R., and M. Ranganatham. 2010. *Methodology of Research in Social Sciences*. Mumbai: Himalaya Pub. House.
4. Rubin, A., & Babbie, E. R. (2017). *Research methods for social work*. Boston, MA: Cengage Learning

**Course Code: SOC 472**

**Course Credit: 04**

**Course Name: Dissertation, Presentation and Viva-voce**

**Teacher.....**

**Credits Equivalent: 8 Credits**

**Course Objectives:**

A dissertation or thesis is a long piece of academic writing based on original research. It is usually submitted as part of a PhD or master's, and sometimes as part of a bachelor's degree. Dissertation is probably the longest piece of writing one has ever done. The objective of this course is to enable student to understand the research problem, analyse it, develop the methodology and write the report.

**Course Outcomes:**

1. To identify a broad area of research based related to social work
2. To identify a research topic and undertake review of literature on the topic.
3. To formulate research questions and research objectives
4. To design the research methodology
5. To design appropriate research tools and collect primary data
6. To analyze and interpret the data and submit the research report in the form of a dissertation.

**Evaluation Criteria:**

End Term Evaluation: 200 marks

- **Components of Evaluation**
  - Attendance
  - Assessment of Dissertation
  - Evaluations of Presentation
  - Viva-voce

**Dissertation**

Dissertation is an integral part of the sociology curriculum. All students enrolled in the MA Sociology Programme will have to undertake the dissertation under the supervision of a faculty member of the department. This provides students an opportunity to apply their theoretical knowledge on sociological research in practice.



# **SYLLABUS**

## **Value Added Course**

**As per Recommendations of  
National Education Policy: 2020**

## 1. Value Added Courses (VAC):

- The Department of Sociology and Social Anthropology will offer Value Added Courses (VAC) of **20 credits** apart from their discipline-specific courses in each semester.
- These courses will be offered in a blended mode.
- Eligibility: Minimum School leaving certificate obtained after the successful completion of Grade 12 in any discipline.
- This course is also available for the students who are pursuing their Bachelor's and Master's Degree in CUHP.
- For this enrollment, the student has to pay the fee, which will be decided by the university.
- The student will have the option to complete this value-added course within the duration of 3 Years from the date of enrollment in the course.
- After successful completion of the said Value-Added Course, the student will be awarded a Certificate by the university.
- Vocational Courses being offered by one Department will be considered as Value-Added Courses for the students of other Departments.
- The weightage is in the range of 60% for Theory and 40% for Practice.
- This VAC consists of FIVE courses. Each course is of 04 Credits.
- The courses are as follows:

## 2. Course Structure:

S. No.	Name of the Course	Course Code	Credits
1.	Environmental Sociology	SOC 101	04
2.	Medical Sociology	SOC 102	04
3.	Criminology	SOC 103	04
4.	Tradition and Nature	SOC 104	04
5.	Society and Law	SOC 105	04

# VALUE ADDED COURSES

**Course Code: SOC 101**

**Course Credit: 04**

**Course Name: Environmental Sociology**

**Teacher.....**

**Credits Equivalent: 04 Credits**

**Course Objectives:** The course is designed:

- To provide the students with a comprehensive conceptual, theoretical and empirical background to the interaction between social and natural world
- to explore the relationship between human society and the larger natural environment

**Learning Outcomes:** This course would enable students be sensitive towards environment and understand the relationship between man and his environment.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria: -**

**The weightage is in the range of 60% for Theory and 40% for Practice.**

**Course Contents: -**

**UNIT I: (8Hours)**

1. Introductory module to Environmental Sociology Course;
2. Emergence of Environmental Sociology I – Sociology's Response to Environmental Issues;
3. Emergence of Environmental Sociology II – Subject Matter and Recent Trends in Environmental Sociology

**UNIT II: (8Hours)**

1. An Ecological Critique of Sociology
2. Paradigms and Perspectives in Environmental Sociology
3. New Directions in Environmental Sociology

**UNIT III: (8Hours)**

1. Environment in Classical Sociological Tradition
2. Environmental Sociology in India

**UNIT IV:****(8Hours)**

1. Introduction to Theoretical Approaches in Environmental Sociology
2. Realism vs. Constructivism Debate
3. The Environmental Discourse

**UNIT V:****(8Hours)**

1. Eco-Philosophies: Deep, Social and Feminist
2. Treadmill of Production
3. Ecological Modernisation Theory

**Few Relevant Textbooks on Environmental Sociology**

1. Bell, Michael Mayer Feld. 2004. *An Invitation to Environmental Sociology*. Thousand Oaks, California: Pine Forge Press.
2. Gould, Kenneth Alan and Tammy L Lewis. 2009. *Twenty Lessons in Environmental Sociology*. New York: Oxford University Press.
3. Dunlap, R.; Frederick H. Buttel, Peter Dickens and August Gijswijt. (Ed.) 2002. *Sociological Theory and the Environment: Classical Foundations, Contemporary Insights*. Boston: Rowman& Littlefield.
4. Hanningan, John. 1996. *Environmental Sociology*. Oxan: Routledge.
5. Hanningan, John. 2006. *Environmental Sociology: A Social Constructionist Perspective*. Oxan: Routledge.
6. Barry, John. 1999. *Environment and Social Theory*. Oxan: Routledge.

**Course Code: SOC 102**

**Course Credit: 04**

**Course Name: Medical Sociology**

**Teacher.....**

**Credits Equivalent: 04 Credits**

**Course Objectives:** The course is designed:

- To Make students understand the relationship between social factors and health
- To understand the applied part of the sociological theory and research techniques to deal with the questions related to health and the health care system.

**Course Outcomes:** IT enables the students to understand the sociological dimensions of health and illness, disability and stigmatization, as well as sociological aspects of the relationship between the mind and body.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria: -**

**The weightage is in the range of 60% for Theory and 40% for Practice.**

**Course Contents:**

**UNIT I : Medical Sociology – An Introduction: (8Hours)**

- The emerging relationship between Medicine and Sociology.
- The present status of Medical Sociology.
- Contribution of Medical measures.
- The development of Social Epidemiology in complex Societies. The basic variables in epidemiological measures – age, Sex and Social class.
- Health and Society – Occupational health, Disease and Social Structure.

**UNIT II: The Sick Role: (8Hours)**

- Illness as dysfunction.
- The functional approach to sick role
- The criticism of the sick role
- Labelling theory.

- Illness as Social deviance.

**UNIT III: The Organization of Health Services :** **(8Hours)**

- The physician in a changing society.
- The Socialization of the Physician.
- Nursing and the Para medical practioners.
- The Hospital – Doctor – Patient role.
- The rising cost of Hospitalization.
- Technology in Medicine Development
- Diffusion and health policy.

**UNIT IV: Social Legislation in Health care:** **(8Hours)**

- Social Networks and Social Supports in Health care.
- Healthcare in developing countries.
- Sociological Perspectives on ethical issues in medical and health care.
- Quality of Life and Health care interventions.

**UNIT V: Health and Social Problems:** **(8Hours)**

- Mental disorders - Theoretical models.
- Social Epidemiology of Mental Disorders.
- The Social Process of Mental Hospitalization.
- Aging and life cycle - Social Gerontology.
- Theories of aging.
- Death and dying – death and the individual.
- Death and society – Changing attitudes towards death.

**REFERENCE BOOKS:**

1. Freeman, Howard. E & Levuie Sol – (1989) Handbook of Medical Sociology (4th Ed.,) ] N.J. Preutice Hall.
2. Cockerhaw, William. C (1978) Medical Sociology. – N.J. Preutice Hall.
3. Bloom Samuel. W. 1986. Institutional Trends in Medical Sociology. Journal of Health and Social behaviour. 27 265-276.
4. 4.Bir reu, James. F. (1960) The psychology of Aging. Eaglewood cliffs N.J. Preutice Hall.
5. 5.Dorrain Apple (1960) Sociological Studies of Health and Sickness (Ed.,) N.Y. McGrawHill.

6. T.M. Dak (Ed.) (1991) *Sociology of Health in India* New Delhi – Rawat.
7. Giddens S. Anthony (2001) *Sociology* (4th Ed.) U.K. Polity Press.
8. International Public Health (<http://www.idh.org/iphw/>)
9. OECD – International work on aging <http://www.oecd.org/subject/aging>
10. World Health Organization (<http://www.who.int>)
11. Venkata Ratnam, *Medical Sociology in a Indian Society*

**Course Code: SOC 103**  
**Course Credit: 04**  
**Course Name: Sociology and Criminology**  
**Teacher.....**  
**Credits Equivalent: 04 Credits**

**Course Objectives:** The course is designed:

- To understand the sociology of Crime
- To understand empirically and to develop and test theories explaining criminal behavior

**Course Outcomes:** This course would make students to study the making, breaking, and enforcing of criminal laws.

**Attendance Requirements:** Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria:** The weightage is in the range of 60% for Theory and 40% for Practice.

**Course Contents:**

**UNIT I An Introduction (8 Hours)**

- Sociology and the ‘sociological imagination’
- Sociology and the ‘criminological imagination’
- Sociology, social divisions and crime

**UNIT II History of Crime (8 Hours)**

- Men and crime
- Women and crime
- Youth and crime
- The ‘dangerous class’, ‘underclass’, race and crime

**UNIT III Early Sociologies of Crime (8 Hours)**

- The normality of crime  
Problems with functionalism
- The egoism of crime in capitalist society  
Problems with Marxism

**UNIT IV Chicago School and Crime (8 Hours)**

- Cultural transmission, city life and the Chicago School

- The Chicago School and crime
- Crime as learned: differential association theory
- Problems with the Chicago School

#### **UNIT V Anomie and Crime**

**(8 Hours)**

- Anomie and the stresses and strains of crime
- Problems with anomie theory

#### **Prescribed Readings: \_**

Streatfeild, D. (2002) *Cocaine: A Definitive History*, London: Virgin Books.

Strongman, K. (2003) *The Psychology of Emotion: From Everyday Life to Theory*, Chichester: Wiley.

Sumner, C. (1976) 'Marxism and Deviancy Theory', in P. Wiles (ed.) *Sociology of Crime and Delinquency in Britain*, vol. 2, London: Martin Robertson.

Sumner, C. (1994) *The Sociology of Deviance: An Obituary*, Buckingham: Open University Press.

Surette, R. (1998) *Media, Crime and Criminal Justice: Images and Realities*, Belmont, CA: Wadsworth.

Sutherland, E. (1937) *The Professional Thief*, Chicago, IL: University of Chicago Press.

Sutherland, E. (1949) *White Collar Crime*, New York: Holt, Rinehart and Winston.

Sutherland, E. (1950) 'The Diffusion of Sexual Psychopath Laws', *American Journal of Sociology*, 56: 142–8.

Sutherland, E. (1956) *The Sutherland Papers*, ed. A. K. Cohen, A. R. Lindesmith and K. Schlussler, Bloomington: Indiana University Press.

**Course Code: SOC 104**

**Course Credit: 04**

**Course Name: Tradition and Nature**

**Teacher.....**

**Credits Equivalent: 04 Credits**

**Course Objectives:** The course is designed:

- To understand the relationship between the Nature and the tradition.
- To study the relation between communities and wildlife

**Course Outcomes:** The paper enables the student to understand the Indian traditional knowledge base with regard to ancient text.

**Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria: -**

The weightage is in the range of 60% for Theory and 40% for Practice.

**Course Contents: -**

**Unit-1 Indian Traditional Knowledge on Environmental Conservation (8 Hours)**

- Introduction
- Nature- Rig-Veda, Sama-Veda, Yajur-Veda and AtharvaVeda
- Conservation teachings in Buddhism and Jainism

**Unit-2 (8 Hours)**

- Bishnois and conservation and Chipko movement  
Tradition of resistance
- Sacred plants and Animals

**UNIT-3 (8 Hours)**

- Nature in Indian and Scripture

- Nature in Scriptures
- Feminine and Nature in the Indian Texts

#### **UNIT-4**

**(8 Hours)**

- Doctrine of Ahimsa
- Environmental Protection in Vedas
- Environmental Protection in Puranas

#### **UNIT-5**

**(8 Hours)**

- Concept of Para and Aparā
- Community based natural resource management
- Indian Tradition and flora-fauna

#### Prescribed Readings :-

Knut A. Jacobsen (2008). Bron Taylor (ed.). Encyclopedia of Religion and Nature. Bloomsbury Academic.

David Kinsley (1986). Hindu Goddesses: Visions of the Divine Feminine in the Hindu Religious Tradition, University of California Press.

Holdrege, Barbara A. "Dharma." In The Hindu World. Edited by Sushil Mittal and Gene Thursby, 213–248. New York: Routledge, 2004.

Sanidhya Ramaswamy 'Ayurveda An ancient healing system's gives to the modern women', Research Paper submission as part of Ayurvedic Health Practitioner Certification California College of Ayurveda, Grass Valley, CA.[[http:// www.ayurvedacollege.com/sites/ayurvedacollege.com/files/articles/ AyurvedaSandhiyaRamaswamy.pdf](http://www.ayurvedacollege.com/sites/ayurvedacollege.com/files/articles/AyurvedaSandhiyaRamaswamy.pdf)]

The Asvamedha: The Rite and Its Logic, Motilal Banarsidass Publishers, (2002) ISBN 81-208-1877-6 Kapila Vatsyayan (1992). Indian classical dance. Publications Division, Ministry of Information and Broadcasting, Govt. of India. ISBN 978-81-230-0589-8. Pratyabhijnahrdyam:

The Secret of Self-Recognition, by Ksemarāja, 1 translation, Motilal Banarsidass, Delhi, 1977.

Phenomenology of Perception trans. by Colin Smith (New York: Humanities Press, and London: Routledge & Kegan Paul, 1962); trans. revised by Forrest Williams (1981; reprinted, 2002); new trans. by Donald A. Landes (New York: Routledge, 2012)

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**Course Code: SOC 105**

**Course Credit: 04**

**Course Name: Society and Law**

**Teacher.....**

**Credits Equivalent: 04 Credits**

**Course Objectives:** The course is designed:

- To understand the importance of law as an instrument of social change.
- To study the social legislations.

**Learning Outcomes:** After studying this course the learner would be able to:

- To realize that Law is the product of traditions and culture.
- To understand the common law system and institutions in India and its impact on further development of law and legal institutions in India.

**Attendance Requirements:**

Students are expected to attend all lectures in order to be able to fully benefit from the course. A minimum of 75% attendance is a must failing which a student may not be permitted to appear in examination.

**Evaluation Criteria: -**

The weightage is in the range of 60% for Theory and 40% for Practice.

**Course Contents: -**

**Unit 1: Law and Social Change**

**(8 Hours)**

- Law as an instrument of social change
- Law as the product of traditions and culture.
- Criticism and evaluation in the light of colonization and the introduction of the common law system and institutions in India and its impact on further development of law and legal institutions in India.

**UNIT II: Religion and Law**

**(8 Hours)**

- Religion as a divisive factor
- Secularism as a solution to the problem.

- Reform of the law on secular lines: Problems.
- Freedom of religion and non-discrimination on the basis of
- Religious minorities and the law.

**UNIT III: Crimes against women.**

**(8 Hours)**

- Other Crimes against women.
- Gender injustice and its various forms.
- Women's Commission.
- Empowerment of women: Constitutional and other legal Provisions.

**UNIT IV: law and society**

**(8 Hours)**

- Norms, Mores and Folkways
- Function of Law
- Dysfunctions of law
- Perspective on Law and Society

**UNIT V: Law and Integration**

**(8 Hours)**

- Law and Social Integration
- Law and Custom
- Social Control and Law

**Prescribed Readings :-**

1. Malik and Rayal, Law and Social Transformation in India Allahabad law Agency. Delhi2007.
2. P. Ishwar Bhat, Law and Social Transformation in India. Eastern Book Co. Lucknow, 2004.