SYLLABUS AND SCHEME OF EXAMINATION

For

B.A. Sociology Honours

BERHAMPUR UNIVERSITY
Bhanjabor, Berhampur-7

Under

Choice Based Credit System (CBCS)

(Applicable for the Academic Session 2016-17 onwards)
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course(14)</th>
<th>100X14=1400</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>Ability Enhancement Compulsory Course(AECC)(2) 50X2=100</td>
<td>Skill Enhancement Course(SEC)(2) 50X2=100</td>
</tr>
<tr>
<td>Elective: Discipline Specific DSC(4) (related to core subject) 100X4=400</td>
<td></td>
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</tr>
<tr>
<td>Generic Elective (GE)(4) (Not related to core courses; 2 different subjects OF 2 papers of each) 100X4=400</td>
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</tbody>
</table>

| I | C1 | AECC-I (Environmental Science) (50 marks) | GE-1 (100 Marks) |
|   | C2 | Language-I |
| II | C3 | AECC-II (English/MIL Communication) (50 marks) | GE-2 (100 Marks) |
|    | C4 | Language-II |
| III | C5 | SEC-1 (English language skill) (50 marks) | GE-3 (Paper-I) |
|    | C6 |   |
|    | C7 |   |
| IV | C8 | SEC-2 (Course specific skill course) (50 Marks) | GE-4 (Paper-II) |
|    | C9 |   |
|    | C10 |   |
| V | C11 | DSC-1 |
|   | C12 | DSC-2 |
| VI | C13 | DSC-3 |
|    | C14 | DSC-4 Project |

For Commerce, all the 14 core papers should be general commerce course; DSC level 3 papers will be Banking/Finance/Accounting...etc. alternatives to be given against each paper.
Course Structure for B.A. (Honours) Sociology

1st Semester

<table>
<thead>
<tr>
<th>Sl.No. of Paper</th>
<th>Name of the paper</th>
<th>Total Marks</th>
<th>Total Credit</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC-CORE-1</td>
<td>Introduction to Sociology</td>
<td>100</td>
<td>06</td>
<td>50 Teaching hours+10 Tutorial hours</td>
</tr>
<tr>
<td>SOC-CORE-2</td>
<td>Indian Society</td>
<td>100</td>
<td>06</td>
<td>50 Teaching hours+10 Tutorial hours</td>
</tr>
<tr>
<td>Ability Enhancement Compulsory Course-(AECC)1</td>
<td>Environment Studies</td>
<td>50</td>
<td>02</td>
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<tr>
<td>GENERIC ELECTIVE COURSE -1</td>
<td>Introduction to Sociology</td>
<td>100</td>
<td>06</td>
<td>50 hours +10 Tutorial hours</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>Four papers</td>
<td><strong>350</strong></td>
<td><strong>20 credits</strong></td>
<td>200 hours</td>
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2nd Semester

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<tr>
<th>Sl.No. of Paper</th>
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<th>Total Marks</th>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>SOC-CORE-3</td>
<td>Sociological Thought</td>
<td>100</td>
<td>06</td>
<td>50 Teaching hours+10 Tutorial hours</td>
</tr>
<tr>
<td>SOC-CORE-4</td>
<td>Social Change and Development</td>
<td>100</td>
<td>06</td>
<td>50 Teaching hours+10 Tutorial hours</td>
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<tr>
<td>Ability Enhancement Compulsory Course-(AECC)-2</td>
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<td>50</td>
<td>02</td>
<td>20 Teaching hours</td>
</tr>
<tr>
<td>GENERIC ELECTIVE COURSE -2</td>
<td>Indian Society</td>
<td>100</td>
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<tr>
<td><strong>Total</strong></td>
<td>Four papers</td>
<td><strong>350</strong></td>
<td><strong>20 credits</strong></td>
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### 3<sup>rd</sup> Semester

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<tr>
<th>Sl.No. of Paper</th>
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<th>Total Marks</th>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>SOC-CORE-5</td>
<td>Research Methodology</td>
<td>100</td>
<td>06</td>
<td>50 Teaching hours+10 Tutorial hours</td>
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<tr>
<td>SOC-CORE-6</td>
<td>Gender and Society</td>
<td>100</td>
<td>06</td>
<td>50 Teaching hours+10 Tutorial hours</td>
</tr>
<tr>
<td>SOC-CORE-7</td>
<td>Rural Sociology</td>
<td>100</td>
<td>06</td>
<td>50 Teaching hours+10 Tutorial hours</td>
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<tr>
<td>Skill Enhancement Course-1</td>
<td></td>
<td>50</td>
<td>02</td>
<td>20 Teachinghours</td>
</tr>
<tr>
<td>Generic Elective-3</td>
<td>Social Change and Development</td>
<td>100</td>
<td>06</td>
<td>50 Teaching hours+10 Tutorial hours</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>Five Papers</strong></td>
<td><strong>450</strong></td>
<td><strong>26</strong></td>
<td><strong>260 Hours</strong></td>
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### 4<sup>th</sup> Semester

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<tr>
<th>Sl.No. of Paper</th>
<th>Name of the paper</th>
<th>Total Marks</th>
<th>Total Credit</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>SOC-CORE-8</td>
<td>Sociology of Globalization</td>
<td>100</td>
<td>06</td>
<td>50 Teaching hours+10 Tutorial hours</td>
</tr>
<tr>
<td>SOC-CORE-9</td>
<td>Marriage, Family and Kinship</td>
<td>100</td>
<td>06</td>
<td>50 Teaching hours+10 Tutorial hours</td>
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<tr>
<td>SOC-CORE-10</td>
<td>Social Disorganization and Deviance</td>
<td>100</td>
<td>06</td>
<td>50 Teaching hours+10 Tutorial hours</td>
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<td>Skill Enhancement Course-2</td>
<td></td>
<td>50</td>
<td>02</td>
<td>20 Teaching hours</td>
</tr>
<tr>
<td>Generic Elective-4</td>
<td>Gender and Society</td>
<td>100</td>
<td>06</td>
<td>50 Teaching hours+10 Tutorial hours</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Five Papers</strong></td>
<td><strong>450</strong></td>
<td><strong>26</strong></td>
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### 5th Semester

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<tr>
<th>Sl.No. of Paper</th>
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<th>Total Credit</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>SOC-CORE-11</td>
<td>Sociology of Environment</td>
<td>100</td>
<td>06</td>
<td>50 Teaching hours+10 Tutorial hours</td>
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<tr>
<td>SOC-CORE-12</td>
<td>Sociology of Movements</td>
<td>100</td>
<td>06</td>
<td>50 Teaching hours+10 Tutorial hours</td>
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<tr>
<td>Discipline Specific</td>
<td></td>
<td>100</td>
<td>06</td>
<td>50 Teaching hours+10 Tutorial hours</td>
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<tr>
<td>Elective-(DSE)1</td>
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<td>Discipline Specific</td>
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<td>100</td>
<td>06</td>
<td>50 Teaching hours+10 Tutorial hours</td>
</tr>
<tr>
<td>Elective-(DSE)2</td>
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<tr>
<td><strong>Total</strong></td>
<td>Four papers</td>
<td>400</td>
<td>24</td>
<td>240 Hours</td>
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Note: Choose any two DSE from the list of papers given below

- Pioneers of Indian Sociology
- Sociology of Social Institutions
- Political Sociology
- Sociology of Education

### 6th Semester

<table>
<thead>
<tr>
<th>Sl.No. of Paper</th>
<th>Name of the paper</th>
<th>Total Marks</th>
<th>Total Credit</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>SOC-CORE-13</td>
<td>Urban Sociology</td>
<td>100</td>
<td>06</td>
<td>50 Teaching hours+10 Tutorial hours</td>
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<tr>
<td>SOC-CORE-14</td>
<td>Population Studies</td>
<td>100</td>
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<td>Discipline Specific</td>
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<td>100</td>
<td>06</td>
<td>50 Teaching hours+10 Tutorial hours</td>
</tr>
<tr>
<td>Elective(DSE)-3</td>
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<td>Discipline Specific</td>
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<td>100</td>
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<td>50 Teaching hours+10 Tutorial hours</td>
</tr>
<tr>
<td>Elective-(DSE)-4</td>
<td>Project Report (Compulsory)</td>
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<tr>
<td><strong>Total</strong></td>
<td>Four</td>
<td>400</td>
<td>24</td>
<td>240 Hours</td>
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</table>

Note: Choose the DSE from the list of papers given below

- Industrial Sociology
- Sociology of Health
Papers in Detail

Core Papers

SEM.-I, SOC.-CC-I (SOC-1) - Introduction to Sociology

This introductory paper intends to acquaint the students with Sociology as a social science and the basic concepts used in the discipline. It also focuses on the social processes and the social institutions that man encounters as a member of the society.

Objectives: After studying this paper, the student can

- Get to know the convergence and divergence of Sociology with other social science disciplines in terms of the subject matter, nature and scope of the discipline and its approach.
- Develop knowledge about its historicity.
- Get acquainted with the basic concepts used in the subject.
- Generate ideas about the social processes and social institutions man encounters as a member of the society.

Learning Outcomes: This paper is expected to clarify and broaden the student’s notion about the subject, the basic concepts used and some universal societal processes. This will provide a wholesome picture about what the subject is all about.

Unit-1: Sociology: Definition and Subject matter, Nature and Scope, Emergence of Sociology, Sociology and its relationship with Anthropology, Political Science, Economics, and History

Unit-2: Basic Concepts: Society, Culture, Community, Institutions, Association, Social Structure, Status and Role, Norms and Values, Folkways and Mores


**Essential readings:**


**SEM.-I, SOC.-CC-II (SOC-2)- Indian Society**

Every society has its own peculiar structure. There are some institutions universal to every society, but with their unique manifestations in each society. There are some change agents and initiatives that enable the society to change with the passage of time. This paper introduces to the students the structural elements of the Indian society, its institutions and the change agents.

**Objectives:** After studying this paper on Indian society, the student can

- Get an impression about the basic composition of Indian society, its historical moorings, basic philosophical foundations and the institutions.
- Learn about the changing institutions, the processes, the agents that bring about change in the Indian society.

**Learning Outcomes:** This paper is expected to bring familiarity in a student about Indian society. It will present a comprehensive, integrated and empirically –based profile of Indian society. It is hoped that the structure and processes operative in the society, the change agents operating in Indian society presented in this course will also enable students to gain a better understanding of their society.


Essential readings:
6. Karve, Irawati, 1961 : Hindu Society : An Interpretation(Poona : Deccan-College) :: Lannoy,

(SOC-3) Sociological Thought

Sociology originated as an intellectual response to the crisis confronting the mid nineteenth century European society. Its development over two centuries has been influenced by a variety of socio-economic and political conditions. It is now established as a multi-paradigmatic academic discipline, with its body of theoretical knowledge enriched and its methodological techniques and
procedures systemized. This paper is intended to familiarize the students with the social, political, economic and intellectual contexts in which sociology emerged as a distinctive discipline. It reflects the philosophical contributions of the Founders who gave a systematic shape to the subject.

Objectives: After going through this paper, the student can

- Gain an understanding of some of the classical contributions in Sociology, and their contemporary relevance.
- Learn about the methodological shift in the discipline over the years.

Learning Outcomes: This paper is expected to clarify and broaden the student’s knowledge about the theoretical and methodological contributions of the classical contributors to the subject and the contemporary relevance of these theories.

Unit-1: Auguste Comte: Law of the Three Stages, Hierarchy of Sciences, Positivism

Unit-2: Herbert Spencer: Organismic Analogy, Theory of Social Evolution

Unit-3: Karl Marx and Max Weber: Dialectical Materialism, Class struggle, Alienation, Sociology of Capitalism, Protestant ethic and the spirit of capitalism, Ideal type, Bureaucracy, Authority

Unit-4: Emile Durkheim: Division of Labour in Society, Rules of Sociological Method, Theory of Suicide.

Essential readings:
2. Barnes, H.E. 1959. Introduction to the history to the sociology The University of Chicago press


(SOC-4) Social Change and Development

Change is the law of nature and every society is subject to change. Social change has always been a central concern of Sociological study. Change takes different forms. Change has its pattern which is spelt out by various theories. Change is often propelled by various factors. This paper is designed to provide some ideas to the student about such process, theories and factors.

Objectives: After going through this paper, the student can

- Derive knowledge about the meaning, nature, forms and patterns of change.
- Get an idea about the theories that explain change and their adequacy in explaining so.
- Get an impression about the factors that propel change in the society.

Learning Outcomes: This paper is expected to provide a wholesome idea to the students about the process of social change. They can relate their experience with the theoretical explanations.


Unit-3: Factors of Social Change: Cultural, Economic, Technological, Ideological, Demographic

Unit-4: Economic Growth and Social Development: Indicators of Social Development, Human Development Index, Gender Development Index. Economic Growth: Meaning, theories, factors accelerating economic growth and factors preventing economic growth.
(SOC-5) Research Methodology

Since the days of August Comte, a debate and a deliberate attempt has been initiated to provide a scientific character to social sciences. In this attempt empirical research has been introduced as an integral part of observing social reality and generalising it objectively without any subjective predisposition. Gradually, research methods have been developed and introduced in social sciences to bring it in par with scientific observations. The essence of this paper lies in introducing the students with these methods of research to ensure objectivity as far as practicable in social research.

Objectives: By going through this paper, the student can

- Get an understanding of the nature of scientific methods, nature of social Phenomena and the way of attaining value neutrality.
- 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 method for attending objectivity.
- Learning Outcomes: This paper is designed to acquaint the students with the scientific ways of studying social phenomena. This provides them with a research insight that will enable them to capture the most relevant data in an objective manner. The market demand of this paper will be very high as the students well versed with this paper will be highly demanded in academics, fundamental research, and policy research undertaken both by Government and Non-Government agencies.

Unit-1: Meaning, Scope and Significance of Social Research. Nature of scientific Method, Applicability of scientific method to the study of social phenomena. Major steps in social research, Measures of Central Tendency: Mean, Median, Mode.
Unit-2: Research Design, Meaning, need, Types of Research Design: Exploratory, Diagnostic, Descriptive, and Experimental research Design.

Unit-3: Hypothesis: Meaning, Characteristics, Types and sources of Hypothesis, Role of Hypothesis in Social Research
Sampling: Meaning, and characteristics. Types: Probability and Non-Probability Sampling. Role of Sampling in Social Research

Unit-4: Qualitative Methods in Social Research: Observation, Case Study, Content Analysis

Essential Readings:

7. Shipmen, Martin. 1988The Limitations of Social Research Sage, London,
8. Young, P.V. 1988 Scientific Social Survey and Research Prentice Hall, New Delhi

(SOC-6) Gender and Society

The biological basis to the differences between the sexes does not explain the inequalities faced by the sex groups in the society. In the society variations are marked in the roles, responsibilities, rights of and relations between sex groups depending on the social prescriptions relating to sex affiliations. The differences, inequalities and the division of labour between men and women
are often simply treated as consequences of ‘natural’ differences between male and female humans. But, in reality the social norms, institutions, societal expectations play a significant role in deciding and dictating the behavior of each sex group. This is the crux of the study of Gender and Society.

**Objectives:** After studying this paper, the student can

- Conceptualize what is “Gender” and what is “Sex” and draw a line of distinction between the two.
- Note the difference in gender roles, responsibilities, rights and relations.
- Trace out the evolution and institutionalization of the institution of “Patriarchy”.
- Get to know the theories of Feminism that brought women issues and demands to the forefront.
- Assess the initiatives undertaken for gender development with the paradigm shift from time to time.

**Learning Outcomes:** This paper is expected to generate ideas and sensitivity about gender in a student which he/she can put into practice in daily life. This will lead to change the prevalent biases and gender practices and create a gender neutral social world where both men and women can enjoy their basic rights and cherish to achieve their dreams.

**Unit-1: Social Construction of Gender** : Sex and Gender, Gender stereotyping and socialization, Gender Role and Identity, Gender stratification and Inequality, Gender discrimination and Patriarchy.

**Unit-2: Feminism** : Meaning, origin and growth of Feminist Theories, Theories of Feminism : Liberal, Radical, Socialist, and Eco-Feminism.

**Unit-3: Gender and Development** : History and Approaches, WID,WAD and GAD. Women Empowerment: Meaning and Dimensions. Gender- Related Development Index (GDI) and Gender Empowerment Index (GEM). Women and Education, Women and Health, Women and Work.

**Unit-4: Status of Women in India** : Ancient and Medieval period, Women in pre- independence India, Social Reform movements, The Nationalist movement, Women in Independent India.
Essential Readings:


(SOC-7) Rural Sociology

Rural Sociology is a specialized branch of Sociology describing the society of villages and rural areas. As the rural areas or the villages mark the beginning of human civilization, this paper is designed to bring out the distinct features of the rural society with their typologies and typicalities. In the present paper an attempt is made to introduce the student with the development of this branch overtime with its focus on the typicality of Indian villages, their structures, changing features and social problems faced by the rural people.

Objectives: After studying this paper, the student can

- Get an impression about the emergence of the sub discipline Rural Sociology and the forces contributing for its origin.
• Learn about the nature of this branch of knowledge, its subject matter and significance.
• Collect information and knowledge about the mooring of the sub discipline in the Indian context.
• Generate an idea about the typicalities of the rural society and the institutions operating therein and their dynamics.
• Derive ideas about rural social problems of the country.

Learning Outcomes: India thrives in her villages. By going through this paper, the student can have a grip on the grass roots of Indian society. This will enable the student to understand the society in a better manner, to note the heterogeneities in culture, institutions and their functions, changes, the contrasts found between the rural urban societies and the problems faced by the people.

Unit-1: Rural Sociology: Origin and Scope, Nature, Importance of Rural Sociology in the global context and the Indian context.

Unit-2: Rural Social Structure: Village Community, Agrarian Economy, Caste System, Mobility and Migration. Rural-Urban Contrast and Continuum

Unit-3: Rural Social problems: Poverty, Unemployment, Food Insecurity, Landlessness, Indebtedness, Health care and Sanitation


Essential Readings:


**(SOC-8)Sociology of Globalization**

Globalisation is the dominant process of social change in the contemporary world. It has resulted in the sinking of time and space and collapse of borders. It is a new coinage for an old process. It has its own dimensions, distinct features and impacts on society. It has given birth to new role players. All these are the focal points of discussion of this paper.

**Objectives:** By going through this paper, the student can

- Collect information about the meaning and nature of this process, its historical mooring.
- Amass knowledge about its dimensions and impacts, both positive and negative.
- Get introduced to the agencies that manage the process.

**Learning Outcomes:** This paper is expected to acquaint the student with an ongoing social process bringing tremendous changes in the nations.

**Unit-1: Globalization:** Meaning and characteristics of Globalization, Historical context: Liberalization, Privatization and Globalization.

**Unit-2: Dimensions of Contemporary Globalization:** Economic, Technological, Political and Cultural.
Unit-3: Consequences of Globalization: Rising Inequality, Environmental impact, Consumerism, Health and Security, Emergence of Anti-Globalization movements.

Unit-4 Globalisation and Indian Society: Understanding the concepts of liberalization, privatization and globalization in the Indian context; Growth of information technology and communication and its impact manifested in everyday life

Essential Readings:

1. Appadurai, Arjun 1996, Modernity at Large, University of Minnesota Press


8. Jha, Avinash, 2000, Background to Globalization, Centre for Education and Documentation, Mumbai


(SOC-9)Marriage, Family and Kinship

By teaching these major social institutions- Family, Marriage and Kinship we can introduce the students to the primary organization of the societies at large. The course aims to acquaint the students with the basic concepts related to family, marriage and kinship studies on Indian societies.

Objectives:

- To demonstrate how structural principles of family, marriage and kinship used to organize groups and categories in the Indian societies.
- Aims at realizing the students the significance of marriage, family and kinship
- To infuse the students with the cultural and institutional patterns.

Learning outcomes:

- The student will come to know the meaning and concepts of the basic institutions
- The student will realize the importance of social integration, social reproduction and social continuity through these basic institutions

Unit-1: Marriage: Marriage as a social Institution, Functions of Marriage. Rules of Marriage: Endogamy, Exogamy; Monogamy and Polygamy; Levirate and Sororate; Hypogamy and Hypergamy, Dowry and Bride Price

Unit-2: The Family: Meaning and definition, characteristics, types of Family, Rules of Authority, Descent and Residence, Functions of Family.

Unit-3: The Kinship and Clan System: Meaning and Definition of Kinship and Clan, Types. Clan, Lineage, Totemism and Taboos, Kinship Terminology

Unit-4: Changes in Marriage and Family: Changes in the features of Joint family, factors affecting the institutions-Marriage and family, Divorce and Family Disintegration,

Recommended Books:


**(SOC-10)Social Disorganization and Deviance**

No society is fully organized in character. Disorganization is apt to occur from time to time. Disorganization is a manifestation of the deviant behavior found among some individuals. This deviance occurs when the individuals feel that the normative order of the society and its institutions are not need fulfilling in character. This present paper makes an attempt to provide an impression about the scenario of disorganization, its forms, causes and consequences with the theories explaining the situation.

**Objectives:** After going through this paper, the student can

- Understand the meaning, causes, consequences and forms of social disorganization.
- Learn about the theories explaining the disorganization situations.
- Comprehend the concept of crime and the existing theories of punishment.

**Learning Outcomes:** This paper is designed to impress upon a student the concept of deviant behavior leading to social disorganization, forms,
theoretical foundations and criminal activities which he encounters in real life situations.

**Unit-1: Social Disorganization**: Meaning and Nature, Family Disorganization and Personality Disorganization, Causes and Consequences.


**Unit-4: Social Problems and Atrocities**: Poverty, Unemployment, Alcoholism, Indebtedness, and Terrorism Domestic violence, Dowry, Divorce, Trafficking, Sexual Violence

**Essential Readings.**
4. Ahuja, Ram, 2000, Social Problems in India, New Delhi: Rawat Publications

**SOC-11 Sociology of Environment**

Environment and society are in constant interaction with each other. It is the environment which sustains life in society and it is the society that is responsible for the preservation and the degradation of the environment. In the recent years environmental challenges have posed a threat to the lives on the planet. Keeping this in view, the present paper tries to create awareness among the students about the major environmental issues and the efforts geared to tackle them.
Objectives: After going through this paper, the student can
- Derive knowledge about the close interaction between society and environment.
- Gain substantial idea about the environmental issues and their repercussions on humanity.
- Accumulate ideas about the ideological currents, issues that drive environment movements.
- Get aware about the global and national efforts to conserve environment.

Learning Outcomes: The very aim of this paper is to disseminate knowledge about the significance of environment for society, to change the practices that can protect and preserve the environment and to make the students participate in the mission to preserve, protect and promote the cause of environment.

UNIT–I: Environment and its Concepts: Ecology, Eco-system, Environment and Society – their inter-relations; Eco-Feminism


UNIT–3: Environmental Movements and protections : Chipko Movement, Narmada Bachao Andolan, Ganga Bachao Abhyan; the Silent Valley Movement, Forest Rights. Efforts at the global level


Essential Readings:
1. Albrow, Martin & Elizabeth King (Ed.), (1990), Globalisation, Knowledge and Society, Sage: London
2. Baviskar. Amita (1995), In the Valley of the River: Tribal Conflict over Development in the Narmada Valley, Delhi: OUP.


(SOC-12) Sociology of Movements

Movements reflect the voices raised against the prevailing practices of a society. Every society witnesses social movement in some form or the other. Movements bring social change and transformation. It is a collective effort that is driven by particular issues and brings forth changes. The present paper tries to provide a rudimentary impression to the students about the concept, nature and types of movements with a thrust on the movements witnessed by Indian society.

Objectives:

- To introduce to the students with the concept of social movements and their dynamics.
- To introduce the students to the role of social movements in social transformation.
To help them understand the various approaches to the study of social movements.

Learning Outcomes: The very aim of this paper is to disseminate knowledge about the concept of social movements and its process and change making role in the society.

Unit-1: Social Movements: Nature, Definitions, Characteristics of social movement, Types: Revolutionary, Reform, Revival, Counter movements, Basis of social movements: Leadership, Ideology, Resource


Unit-4: Women’s Movements in India: In the Pre independence era and the post-independence period

Essential readings:


Urbanisation is an important social process that changed the face of human civilization. It was initiated with the process of modernization, transport revolution, coming up of river valley civilizations, establishment of trade links and industrial revolution. Urbanisation has brought both prosperity and problems. It is one of the earnest tasks of Sociology to trace out the evolution of the process, social; problems associated with it and policy planning and measures undertaken to overcome these challenges. This paper Urban Sociology concentrates upon these tasks.

**Objectives:** After going through this paper, the student can

- Understand the specific traits of urban areas, its historical patterns of growth.
- Develop knowledge about urban social institutions and problems
- Gain insight into urban development plans, programmes and efforts.

**Learning Outcomes:** The very aim of this paper is to acquaint the students with the process of urbanization, to give an impression about the pattern of evolution of cities, urban institutions, their contrasts with rural institutions, urban problems and the responses developed to arrest them.

**Unit-1 Urban Sociology:** Meaning, Nature, Scope and importance of urban sociology, Rural Urban Differences: Specific traits of rural world vs. urban world- Socio-cultural differences – Socio – psychological differences – urbanisation, Urbanism as a way of life.

**Unit-2 Theories of patterns of city growth:** Concentric zone theory- Sector model- Multiple nuclei theory.
Unit-3 Social institutions of Indian urban communities: Family, marriage and kinships in urban India – Caste in urban India – Urban politics and urban economy, Urban development Programmes, Slum Development Programmes, Urban Basic Services

Unit-4 Urban social problems: Crime and Juvenile delinquency, Slums, Beggary, Prostitution

Essential readings:
1. Lin, Jan and mele Christopher (edt.) 2012. The Urban Sociology Reader, Routledge

(SOC-14)Population Studies

Demography is both an index and instrument of development and change. India as a country is plagued by population explosion which retards, the economy and blocks social progress. Irrespective of several positive attempts undertaken by the government, India has failed to control its population problem. This paper is designed to provide an idea to the students about population dynamics and its impact on society.

Objectives: After going through this paper, the student can

- Understand the various facets of population studies and the theories that depict pollution change.
- Develop specific idea on Indian population structure, policies adopted and programmes launched in the country to check population.
- Assess the role of various agencies in population control.
Learning Outcomes: The very aim of this paper is to acquaint the students with a perennial problem of the Indian society that is population growth and the measures introduced to control it.

UNIT – I Population Studies: Meaning, Scope and Significance; Demographic Processes: Fertility, Mortality and Migration

UNIT – 2 Population Theories: Malthusian, Demographic Transition and Optimum Population Theory

UNIT – 3 Population Composition and control: Age Structure, Sex-Ratio, Rural-Urban Composition, Literacy in India, Role of Technology, Women’s Empowerment, Voluntary Organisations

UNIT – 4 Population Planning and Policies: Needs and Objectives; Population Policy of India, National Rural Health Mission

Essential Readings:

Discipline Specific Electives

I. Sociology of Social Institutions
II. Sociology of Education
III. Industrial Sociology

Papers in Detail (For Group-1 Discipline Specific Electives)

(SOC-DSE-1)

Pioneers of Indian Sociology
The impact of various social thoughts and philosophies is very important in the understanding of the intricacies of a society. To have a proper understanding of Indian Social system, one must be acquainted to those thoughts. India has a rich philosophical tradition and they have over the years shaped Indian social structure and culture. Various Indian sociologists have studied these and their interpretations contribute significantly to the understanding of Indian society. In this paper the students are introduced to some of the Pioneers of Indian Sociology and their intellectual contributions.

Objectives: After going through this paper, the student can

- Get to know the individual contributions of the Indian sociologists.
- Comprehend the theoretical basis of Indian social structure, Indian culture and the typical social institutions.
- Develop insight into the dynamics of Indian society.

Learning Outcomes: The very aim of this paper is to acquaint the students with the Indian sociologists, their intellectual contributions to the understanding of Indian society.

Unit 1-: Social structure of values, Social Ecology.

Unit 2-: Cultural diversities, Modernization. Social Stratification, Peasant Society and Folk Culture.

Unit -3: Caste, Rural Urban Community. Kinship in India.
Unit -4 Modernization of Indian Tradition: Sankritization, Secularization, and Dominant Caste., Modernization and Development.

Essential readings:


(SOC-DSE-2)
Sociology of Social Institutions

Social institutions play a significant role in the functioning of a society by regulating the activities of the individuals and fulfilling their needs. Though
they are universal to every society, they are not uniform in their characteristics and in terms of the norms they prescribe. They vary from society to society and across cultures. The present paper is designed to introduce to the students the basic social institutions which are fundamental to the lives of the people and significant to the functioning of the society.

**Objectives:** After going through this paper, the student can
- Understand the basic institutions which are vital to the functioning of the society.
- Learn the variations in the structure and functioning of these institutions across time and societies.
- Get an idea about the emerging features of these institutions.

**Learning Outcomes:** The very aim of this paper is to impress upon the students the vital role played by the institutions in social life, their typologies and changing features and functions.

**Unit-1 Major Institutions of Society:** Community, Groups, Institutions and Organizations.

**Unit-2 Family, Marriage and Kinship:** Key concepts; Different forms of family and marriage; Changes in family pattern worldwide; Importance of Kinship.

**Unit-3 Religion and Education:** Defining religion; Varieties of religion; Theories of religion. The development of Literacy and schooling; Gender and the education system; Education and ethnicity; Theories of Schooling; Education and cultural reproduction; Education and inequality

**Unit-4 Economy and Polity:** Importance of Work; Organisation of work; Fordism and Post-Fordism; Work and technology; Future of work; Market and society. Modern State; Concepts of Power and Authority; Forms of social distribution of power: Marxist, Elitist, Pluralist and Neo-Pluralist. Module

**Essential Readings:**
1. Ken Browne: An Introduction to Sociology (Polity, 3rd ed)
Polity constitutes a vital part of every society. It helps in the system of governance. But the social variables to a great extent determine the course of polity. They decide and detect the system of governance, distribution of power, political institutions like parties and pressure groups, nature of political participation, political socialization. In the same vein, the political institutions, political processes, political culture influence the society and the course of its progress. The present paper highlights the close nexus between society and polity and how dynamism in one brings dynamism in the other.

Objectives: After going through this paper, the student can
- Comprehend the existing forms of states and their relative merits and demerits.
- Differentiate between power, authority and influence which guide and govern the political processes.
- Get to know about the political processes, participation types and determinants and the political institutions.

Learning Outcomes: The very aim of this paper is to generate an insight in the student about the political institutions, political processes, political culture he/she encounters in his/her daily life as a member of the society.

Unit-1 State: Characteristics, Aristotle’s classification of types of state: Theological, Monarchical, Aristocratic, Democratic and Totalitarian forms.

Unit-2 Influence, Power and Authority: Meaning and types of influence, characteristics of Power, distribution of power: the Constant sum and the Variable sum approach to power, theories of political elites, authority: Weberian classification of authority, different ways of acquiring legitimacy.
Unit-3 Political Culture and Political Socialization: Meaning and dimensions of political culture, meaning and types of political socialization agencies of political socialization and their role.

Unit-4 Political Participation: Meaning and types of political participation, features and functions, structures of political parties; meaning of pressure groups and their relationship with political parties, political apathy – reasons for political apathy, Determinants of political participation – psychological, social and Political. Political parties –

Essential Readings:

3. Bhattacharya, D.C. Political Sociology
4. Baral, J.K. Political Sociology
7. Dhal, Robert A, Who Governs

(SOC-DSE-4)
Sociology of Education

Education is a prominent social institution of every society. It plays a significant role in socialization, social change and in bringing social mobility. Nation building is unthinkable without the institution of education. Individual empowerment takes place through education. Finally, education is a great equalizer. Keeping such vital role of education in view, this paper intends to bring out the basic theoretical ideas on education, its role in society, problems of educational inequalities and provisions to universalize education.

Objectives: After going through this paper, the student can
- Understand the concept and the theoretical foundations of education.
- Develop an insight into the role played by education in the society.
- The issues affecting education and the efforts geared to overcome them.
Learning Outcomes: The very aim of this paper is to impress upon the students the vital role played by the institutions of education in the society and to detect the paralyzing forces and to get well versed with the provisions and programmes launched to increase access to quality education.

Unit-1 Education: The concept, the theoretical explanations on education: the Functionalist theory, the Conflict theory, The Interactionist theory

Unit-2 The role of Education in society: Education and Socialization, Education and Social Change, Education and Social Mobility, Role of Education in Social and Human Development, Role of Education for Empowerment of the Marginalized

Unit-3 Issues Faced by Indian Education: Educational Scenario in India: Primary, Secondary, higher and professional education, Inequalities in educational opportunities: causes, neglected groups: Women, Religious minorities, weaker sections and backward castes and groups.

Unit-4 Educational Reforms: Pre independence ventures: Efforts of reformists and the British Government measures Post-independence attempts: the Constitution, Committees on education, the National policy on Education and the Programme of Action. India’s Five Year Plans and Education,

Essential readings:

Industrialisation as a social process has changed the face of humanity over the years. Industrialisation in its wake has brought several social problems and changes in social institutions, practices. The aim of this paper is to analyse the structure and process of industrial organisations from the sociological perspective. It also deals with the social effects of industrialization on Indian Social Systems and institutions.

**Objectives:** After going through this paper, the student can
- Understand the nature and scope of industrial sociology as branch of Sociology.
- The developmental stages of industry.
- The organizational structure of industries and employee and employer relations in the industry.

**Learning Outcomes:** The very aim of this paper is to impress upon the students of sociology the role they can play in creating effective industrial relations with their knowledge of sociology.

**Unit-1 Introduction:** Meaning and definition of Industrial sociology. Nature and scope of Industrial Sociology. Significance of Industrial Sociology in India.

**Unit-2 Social – industrial Thought:**
- Classical Theories: Adam Smith, Karl Marx, Max Weber, Durkheim and Mayo
- Sociological Theories: Likert, Herzberg, Maslow, Mclelland.

**Unit-3 The Development of Industry:** The Manorial system, the Guild system, Domestic system, the Factory system. Industrial evolution in India.

**Unit-4 Industrial Organisation and Employee relations:**
Workers’ participation in Management (WPM): Industrial Democracy: Levels of participation of WPM: Objectives, WPM Models in India.

Reference:
2. Davis, Keith Human Behaviour at work, New Delhi, Mcgraw Hill 1984
3. Ramaswamy, E.A. Industrial Relations in India, Delhi, MacMillan, 1978

(SOC-DEL-6)
Sociologyof Health

It is increasingly felt that health is not exclusively conditioned by the biological functioning of the body, but to a great extent by the social environment and the social practices and habits. Both the physicians and common people have come to realize the tremendous role of social determinants in ensuring a healthy life to an individual and to the community at large. This has necessitated the development of a special branch of sociology that is Sociology of health. This paper is designed to bring awareness among the students about the social determinants of health and how the health of a community can be changed by bringing a change in the perception, attitude and practices of the people.

Objectives: After going through this paper, the student can
- Understand the social basis of health and health care
- Relate cultural practices to health problems
- Get an idea about the common occupational health hazards
- Comprehend the health sector measures introduced by the Government.

Learning Outcomes: The very aim of this paper is to impress upon the students of sociology the role of social forces in ensuring health to the people. By going through this paper they can serve as the active agents in bringing health sector reforms among the people by awareness building and changing the practices that are fatal to human health.

Unit-I Sociology of Health The emerging nexus between human health and Sociology, The Scope of Health Sociology in India, Social determinants of Human Health and Health Care.
Unit-2 Health and sanitation in Rural and Urban India: Common health problems: causes and consequences, Infant mortality and morbidity, maternal mortality, Diseases in Urban slums.

Unit-3 Common Diseases: occupational diseases among workers and their prevention, Diseases among women, Old age diseases, Changing people’s perception and increasing participation in health programmes

Unit-4 Health Reforms and issues: Protective, Promotive, Reproductive, Curative efforts, Health Policies of The Government, Role of ICDS in ensuring health to women and children, HIV AIDS, Debates about sex education, Gerontology

Essential Readings:
2. Dak, T.M. 1991 Sociology of Health in India, Kaveri Printers, New Delhi

Generic Electives

(The students of unrelated disciplines are expected to opt for the following generic elective papers to be offered by Sociology in Ist, IInd, IIIrd and IVth semesters)

Generic Elective -1

Introduction to Sociology

This introductory paper intends to acquaint the students with Sociology as a social science and the basic concepts used in the discipline. It also focuses on the social processes and the social institutions that man encounters as a member of the society.

Objectives: After studying these papers, the student can

- Get to know the convergence and divergence of Sociology with other social science disciplines in terms of the subject matter, nature and scope of the discipline and its approach.
• Develop knowledge about its historicity.
• Get acquainted with the basic concepts used in the subject.
• Generate ideas about the social processes and social institutions man encounters as a member of the society.

Learning Outcomes: This paper is expected to clarify and broaden the student’s notion about the subject, the basic concepts used and some universal societal processes. This will provide a wholesome picture about what the subject is all about.

Unit-1: Sociology: Definition and Subject matter, Nature and Scope, Emergence of Sociology, Sociology and its relationship with Anthropology, Political Science, Economics, and History

Unit-2: Basic Concepts: Society, Culture, Community, Institutions, Association, Social Structure, Status and Role, Norms and Values, Folkways and Mores


Unit-4: Social Control processes: Meaning and types, Formal and Informal social control, Agencies of Social control, Cooperation, Assimilation, accommodation, Competition, and conflict

Essential readings:

Generic Elective -2
Indian Society

Every society has its own peculiar structure. There are some institutions universal to every society, but with their unique manifestations in each society. There are some change agents and initiatives that enable the society to change with the passage of time. This paper introduces to the students the structural elements of the Indian society, its institutions and the change agents.

Objectives: After studying this paper on Indian society, the student can
- Get an impression about the basic composition of Indian society, its historical moorings, basic philosophical foundations and the institutions.
- Learn about the changing institutions, the processes, the agents that bring about change in the Indian society.

Learning Outcomes: This paper is expected to bring familiarity in a student about Indian society. It will present a comprehensive, integrated and empirically –based profile of Indian society. It is hoped that the structure and processes operative in the society, the change agents operating in Indian society presented in this course will also enable students to gain a better understanding of their society.


Essential readings:

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

Generic Elective - 3
Social Change and Development

Change is the law of nature and every society is subject to change. Social change has always been a central concern of Sociological study. Change takes different forms. Change has its pattern which is spelt out by various theories. Change is often propelled by various factors. This paper is designed to provide some ideas to the student about such process, theories and factors.

Objectives: After going through this paper, the student can

- Derive knowledge about the meaning, nature, forms and patterns of change.
- Get an idea about the theories that explain change and their adequacy in explaining so.
- Get an impression about the factors that propel change in the society.
Learning Outcomes: This paper is expected to provide a wholesome idea to the students about the process of social change. They can relate their experience with the theoretical explanations.


Unit-2: Theories of Social Change: Evolutionary theory, Cyclical theory, Conflict Theory, Functionalist theory.

Unit-3: Factors of Social Change: Cultural, Economic, Technological, Ideological, Demographic

Unit-4: Economic Growth and Social Development: Indicators of Social Development, Human Development Index, Gender Development Index. Economic Growth: Meaning, theories, factors accelerating economic growth and factors preventing economic growth.

Essential readings:
2. Gandhi M.K., Hind Swaraj
3. Schumacher, E.F., Small is Beautiful
6. UNDP, Human Development Report

Generic Elective -4
Gender and Society

The biological basis to the differences between the sexes does not explain the inequalities faced by the sex groups in the society. In the society variations are marked in the roles, responsibilities, rights of and relations between sex groups depending on the social prescriptions relating to sex affiliations. The differences, inequalities and the division of labour between men and women are often simply treated as consequences of ‘natural’ differences between male and female humans. But, in reality the social norms, institutions, societal
expectations play a significant role in deciding and dictating the behavior of each sex group. This is the crux of the study of Gender and Society.

**Objectives:** After studying this paper, the student can

- Conceptualize what is “Gender” and what is “Sex” and draw a line of distinction between the two.
- Note the difference in gender roles, responsibilities, rights and relations.
- Trace out the evolution and institutionalization of the institution of “Patriarchy”.
- Get to know the theories of Feminism that brought women issues and demands to the forefront.
- Assess the initiatives undertaken for gender development with the paradigm shift from time to time.

**Learning Outcomes:** This paper is expected to generate ideas and sensitivity about gender in a student which he/she can put into practice in daily life. This will lead to change the prevalent biases and gender practices and create a gender neutral social world where both men and women can enjoy their basic rights and cherish to achieve their dreams.

**Unit-1: Social Construction of Gender:** Sex and Gender, Gender stereotyping and socialization, Gender Role and Identity, Gender stratification and Inequality, Gender discrimination and Patriarchy.

**Unit-2: Feminism:** Meaning, origin and growth of Feminist Theories, Theories of Feminism: Liberal, Radical, Socialist, and Eco-Feminism.

**Unit-3: Gender and Development:** History and Approaches, WID, WAD and GAD. Women Empowerment: Meaning and Dimensions. World Conferences on Women: Mexico, Copenhagen, Nairobi and Beijing. Gender-Related Development Index (GDI) and Gender Empowerment Index (GEM).

Essential Readings:

## Course Structure for B.A. (Pass) Sociology

<table>
<thead>
<tr>
<th>Semester</th>
<th>Sl.No. of Paper</th>
<th>Name of the Paper</th>
<th>Total Marks</th>
<th>Total Credit</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I&lt;sup&gt;st&lt;/sup&gt;</td>
<td>SOC-CORE-1</td>
<td>Introduction to Sociology</td>
<td>100</td>
<td>06</td>
<td>50 Teaching hours+10 Tutorial hours</td>
</tr>
<tr>
<td>II&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>SOC-CORE-2</td>
<td>Indian Society</td>
<td>100</td>
<td>06</td>
<td>50 Teaching hours+10 Tutorial hours</td>
</tr>
<tr>
<td>III&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>SOC-CORE-3</td>
<td>Social Change and Development</td>
<td>100</td>
<td>06</td>
<td>50 Teaching hours+10 Tutorial hours</td>
</tr>
<tr>
<td>IV&lt;sup&gt;th&lt;/sup&gt;</td>
<td>SOC-CORE-4</td>
<td>Rural Sociology</td>
<td>100</td>
<td>06</td>
<td>50 Teaching hours+10 Tutorial hours</td>
</tr>
<tr>
<td>V&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Discipline Specific Elective-(DSE)-1</td>
<td>A. Research Methodology B. Gender and Society</td>
<td>100</td>
<td>06</td>
<td>50 Teaching hours+10 Tutorial hours</td>
</tr>
<tr>
<td>VI&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Discipline Specific Elective-(DSE)-2</td>
<td>A. Sociology of Globalization B. Social Disorganization and Deviance</td>
<td>100</td>
<td>06</td>
<td>50 Teaching hours+10 Tutorial hours</td>
</tr>
</tbody>
</table>

Note: In V<sup>th</sup> and VI<sup>th</sup> semester, the student has to opt for one of the electives mentioned in the course.

### Papers in Detail

#### Introduction to Sociology

**Core Papers**

(SOC-1) Introduction to Sociology

This introductory paper intends to acquaint the students with Sociology as a social science and the basic concepts used in the discipline. It also focuses on the social processes and the social institutions that man encounters as a member of the society.
Objectives: After studying this paper, the student can

- Get to know the convergence and divergence of Sociology with other social science disciplines in terms of the subject matter, nature and scope of the discipline and its approach.
- Develop knowledge about its historicity.
- Get acquainted with the basic concepts used in the subject.
- Generate ideas about the social processes and social institutions man encounters as a member of the society.

Learning Outcomes: This paper is expected to clarify and broaden the student’s notion about the subject, the basic concepts used and some universal societal processes. This will provide a wholesome picture about what the subject is all about.

Unit-1: Sociology: Definition and Subject matter, Nature and Scope, Emergence of Sociology, Sociology and its relationship with Anthropology, Political Science, Economics, and History

Unit-2: Basic Concepts: Society, Culture, Community, Institutions, Association, Social Structure, Status and Role, Norms and Values, Folkways and Mores


Essential readings:
Every society has its own peculiar structure. There are some institutions universal to every society, but with their unique manifestations in each society. There are some change agents and initiatives that enable the society to change with the passage of time. This paper introduces to the students the structural elements of the Indian society, its institutions and the change agents.

Objectives: After studying this paper on Indian society, the student can
- Get an impression about the basic composition of Indian society, its historical moorings, basic philosophical foundations and the institutions.
- Learn about the changing institutions, the processes, the agents that bring about change in the Indian society.

Learning Outcomes: This paper is expected to bring familiarity in a student about Indian society. It will present a comprehensive, integrated and empirically-based profile of Indian society. It is hoped that the structure and processes operative in the society, the change agents operating in Indian society presented in this course will also enable students to gain a better understanding of their society.


Essential readings:


(SOC-3) Social Change and Development

Change is the law of nature and every society is subject to change. Social change has always been a central concern of Sociological study. Change takes different forms. Change has its pattern which is spelt out by various theories. Change is often propelled by various factors. This paper is designed to provide some ideas to the student about such process, theories and factors.

Objectives: After going through this paper, the student can

- Derive knowledge about the meaning, nature, forms and patterns of change.
- Get an idea about the theories that explain change and their adequacy in explaining so.
- Get an impression about the factors that propel change in the society.
Learning Outcomes: This paper is expected to provide a wholesome idea to the students about the process of social change. They can relate their experience with the theoretical explanations.


Unit-2: Theories of Social Change: Evolutionary theory, Cyclical theory, Conflict Theory, Functionalist theory.

Unit-3: Factors of Social Change: Cultural, Economic, Technological, Ideological, Demographic

Unit-4: Economic Growth and Social Development: Indicators of Social Development, Human Development Index, Gender Development Index. Economic Growth: Meaning, theories, factors accelerating economic growth and factors preventing economic growth. Capitalist, Socialist, and Gandhian

Essential readings:
2. Gandhi M.K., Hind Swaraj
3. Schumacher, E.F., Small is Beautiful
5. Mishra, B., Capitalism, Socialism and Planning
6. UNDP, Human Development Report

(SOC-4) Rural Sociology

Rural Sociology is a specialized branch of Sociology describing the society of villages and rural areas. As the rural areas or the villages mark the beginning of human civilization, this paper is designed to bring out the distinct features of the rural society with their typologies and typicalities. In the present paper an attempt is made to introduce the student with the development of this branch overtime with its focus on the typicality of Indian villages, their structures, changing features and social problems faced by the rural people.

Objectives: After studying this paper, the student can
• Get an impression about the emergence of the sub discipline Rural Sociology and the forces contributing for its origin.
• Learn about the nature of this branch of knowledge, its subject matter and significance.
• Collect information and knowledge about the mooring of the sub discipline in the Indian context.
• Generate an idea about the typicalities of the rural society and the institutions operating therein and their dynamics.
• Derive ideas about rural social problems of the country.

Learning Outcomes: India thrives in her villages. By going through this paper, the student can have a grip on the grass roots of Indian society. This will enable the student to understand the society in a better manner, to note the heterogeneities in culture, institutions and their functions, changes, the contrasts found between the rural urban societies and the problems faced by the people.

Unit-1: Rural Sociology: Origin and Scope, Nature, Importance of Rural Sociology in the global context and the Indian context.

Unit-2: Rural Social Structure: Village Community, Agrarian Economy, Caste System, Mobility and Migration. Rural-Urban Contrast and Continuum

Unit-3: Rural Social problems: Poverty, Unemployment, Food Insecurity, Landlessness, Indebtedness, Health care and Sanitation, MGNREGA, SGSY, Indira Awas Yojana, Livelihood Mission, National Rural Health Mission

Unit-4: History and Evolution: Community Development Programme, Land Reforms, Green Revolution, Cooperative Movement. Rural Governance and Democratic Decentralization, Panchayati Raj Institutions, Constitutional provisions and Structure, Role of Panchayats in Development, Functions and Problems.

Essential Readings:


**Discipline Specific Elective-(DSE)-1**

**(DSE-A)Research Methodology**

Since the days of August Comte, a debate and a deliberate attempt has been initiated to provide a scientific character to social sciences. In this attempt empirical research has been introduced as an integral part of observing social reality and generalising it objectively without any subjective predisposition. Gradually, research methods have been developed and introduced in social sciences to bring it in par with scientific observations. The essence of this paper lies in introducing the students with these methods of research to ensure objectivity as far as practicable in social research.

**Objectives:** By going through this paper, the student can

- Get an understanding of the nature of scientific methods, nature of social Phenomena and the way of attaining value neutrality.
- 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 method for attending objectivity.
Learning Outcomes: This paper is designed to acquaint the students with the scientific ways of studying social phenomena. This provides them with a research insight that will enable them to capture the most relevant data in an objective manner. The market demand of this paper will be very high as the students well versed with this paper will be highly demanded in academics, fundamental research, and policy research undertaken both by Government and Non-Government agencies.

Unit-1: Meaning, Scope and Significance of Social Research. Nature of scientific Method, Major steps in social research, Survey research, Questionnaires, Interview. Measures of Central Tendency: Mean, Median, Mode.

Unit-2: Research Design, Meaning, need, Types of Research Design: Exploratory, Diagnostic, Descriptive, and Experimental research Design.

Unit-3: Hypothesis: Meaning, Characteristics, Types and sources of Hypothesis, Role of Hypothesis in Social Research

Sampling: Meaning, and characteristics. Types: Probability and Non-Probability Sampling. Role of Sampling in Social Research

Unit-4: Qualitative Methods in Social Research: Observation, Case Study, Content Analysis

Essential Readings:


7. Shipman, Martin. 1988. The Limitations of Social Research, Sage, London,

(DSE-B) Gender and Society

The biological basis to the differences between the sexes does not explain the inequalities faced by the sex groups in the society. In the society variations are marked in the roles, responsibilities, rights of and relations between sex groups depending on the social prescriptions relating to sex affiliations. The differences, inequalities and the division of labour between men and women are often simply treated as consequences of ‘natural’ differences between male and female humans. But, in reality the social norms, institutions, societal expectations play a significant role in deciding and dictating the behavior of each sex group. This is the crux of the study of Gender and Society.

Objectives: After studying this paper, the student can
- Conceptualize what is “Gender” and what is “Sex” and draw a line of distinction between the two.
- Note the difference in gender roles, responsibilities, rights and relations.
- Trace out the evolution and institutionalization of the institution of “Patriarchy”.
- Get to know the theories of Feminism that brought women issues and demands to the forefront.
- Assess the initiatives undertaken for gender development with the paradigm shift from time to time.

Learning Outcomes: This paper is expected to generate ideas and sensitivity about gender in a student which he/she can put into practice in daily life. This will lead to change the prevalent biases and gender practices and create a gender neutral social world where both men and women can enjoy their basic rights and cherish to achieve their dreams.

Unit-1: Social Construction of Gender: Sex and Gender, Gender stereotyping and socialization, Gender Role and Identity, Gender stratification and Inequality, Gender discrimination and Patriarchy.
Unit-2: Feminism: Meaning, origin and growth of Feminist Theories, Theories of Feminism: Liberal, Radical, Socialist, and Eco-Feminism.

Unit-3: Gender and Development: History and Approaches, WID, WAD and GAD. Women Empowerment: Meaning and Dimensions. World Conferences on Women: Mexico, Copenhagen, Nairobi and Beijing. Gender-Related Development Index (GDI) and Gender Empowerment Index (GEM).


Essential Readings:

Globalisation is the dominant process of social change in the contemporary world. It has resulted in the sinking of time and space and collapse of borders. It is a new coinage for an old process. It has its own dimensions, distinct features and impacts on society. It has given birth to new role players. All these are the focal points of discussion of this paper.

Objectives: By going through this paper, the student can

- Collect information about the meaning and nature of this process, its historical mooring.
- Amass knowledge about its dimensions and impacts, both positive and negative.
- Get introduced to the agencies that manage the process.

Learning Outcomes: This paper is expected to acquaint the student with an ongoing social process bringing tremendous changes in the nations.

Unit-1: Globalization: Meaning and characteristics of Globalization, Historical context: Liberalization, Privatization and Globalization.

Unit-2: Dimensions of Contemporary Globalization: Economic, Technological, Political and Cultural.

Unit-3: Consequences of Globalization: Rising Inequality, Environmental impact, Consumerism, Health and Security, Emergence of Anti-Globalization movements.

Unit-4 Globalisation and Indian Society: Religion, Culture, Education, Social Institutions, Understanding the concepts of globalization in the Indian context; Growth of information technology and communication and its impact manifested in everyday life.
**Essential Readings:**

1. Appadurai, Arjun 1996, Modernity at Large, University of Minnesota Press


8. Jha, Avinash, 2000, Background to Globalization, Centre for Education and Documentation, Mumbai


**(DSE-B)**

**Social Disorganization and Deviance**

No society is fully organized in character. Disorganization is apt to occur from time to time. Disorganization is a manifestation of the deviant behavior found among some individuals. This deviance occurs when the individuals feel that the normative order of the society and its institutions are not need fulfilling in character. This present paper makes an attempt to provide an impression about the scenario of disorganization, its forms, causes and consequences with the theories explaining the situation.
Objectives: After going through this paper, the student can
- Understand the meaning, causes, consequences and forms of social disorganization.
- Learn about the theories explaining the disorganization situations.
- Comprehend the concept of crime and the existing theories of punishment.

Learning Outcomes: This paper is designed to impress upon a student the concept of deviant behavior leading to social disorganization, forms, theoretical foundations and criminal activities which he encounters in real life situations.

Unit-1: Social Disorganization: Meaning and Nature, Family Disorganization and Personality Disorganization, Causes and Consequences.


Unit-4: Social Problems: Poverty, Unemployment, Alcoholism, Indebtedness, and Terrorism, Domestic violence, Dowry, Divorce, Trafficking, Sexual Violence.

Essential Readings.
4. Ahuja, Ram, 2000, Social Problems in India, New Delhi: Rawat Publications