

Controller of Examinations
SAMBALPUR UNIVERSITY
JYOTI VIHAR, BURLA,
Sambalpur, Odisha, India.
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Urgent

(Both by Normal despatch and by e- mail)

No. 4207 / Acd.-I

Dated: 06/07/19

To

The H.O.D.,
P.G. Department of Sociology,
Sambalpur University, Jyoti Vihar .

Sub: Approval of revised syllabus M.A. in Sociology.

Sir,

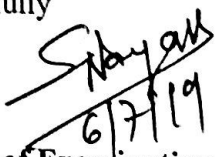
I am directed to intimate you that the Vice- Chancellor has been pleased to approve the revised/ modified syllabus for M.A. in Sociology under 6 (15) of O.U. Act – 1989 giving it effect from the academic session 2018-19 with condition to be placed it before the Board of Studies / Academic Council for ratification. A copy of the said syllabus is enclosed herewith for all concerned.

This may be notified and be made available to the teachers and students concerned of your college/ department/ institution. You are further requested to ensure teaching of the courses accordingly. **Any error and omission etc.** may kindly be intimated to the undersigned.

This is for your information and necessary action.

Encl:- As above.

Yours faithfully

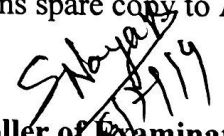

Controller of Examinations

P.T.

Memo No. 4208 /Acad.-I(BOS), Dated 06/07/19.

Copy forwarded with enclosure for information and necessary action to:

1. The Chairman, P.G. Council, Sambalpur University.
2. The Director, College Development Council, Sambalpur University.
3. The Director, DDCE / PEC, Sambalpur University.
4. Asst. Registrar (Examinations) / Assistant Controller of Examinations (p), Sambalpur University.
5. The Programmer, University Computer Centre, Sambalpur University.
6. The System -in- Charge, **e – Governance Cell**, Sambalpur University for uploading it in the Notice -Board of the official web-site of the university.
7. P.A to the Vice- Chancellor / the Controller of Examination, Sambalpur University.
8. Section Officer, E.G-III/ EG-IV/ EG-VI / E.C-III / E.C.-VI. Sections /Computer Unit.
9. (5) Five spare Copies for Academic-I Sections spare copy to Academic -I.


Controller of Examinations

P.G. SOCIOLOGY SYLLABUS UNDER CHOICE BASED CREDIT SYSTEM FOR TEACHING AND EXAMINATION EFFECTIVE FROM 2018-19

1. M.A. Examination in Sociology shall be conducted in four semesters totaling to 80 credit hours.
2. Two types of paper are offered - one is Core (C), and the second is Elective (E). In the beginning of 2nd Semester, the students shall have to opt one of the Elective papers, out of the Elective papers offered. The selection into the Elective papers shall be on the basis of position in the merit list of Entrance Test and the students shall be allotted equally among the Elective papers. In the 3rd and 4th semesters, the student shall continue in the same Elective paper.
3. The total marks in each paper shall be 100, out of which 20 percent of the total marks i.e. 20 marks shall be of Internal Assessment (10 marks written periodical test and another 10 marks home assignment) and the rest 80 percent of total marks i.e. 80 marks shall be of Semester Examination.
4. The paper setter shall set the questions of the semester examination of 80 marks. There shall be two questions from each unit with an option to the candidate to answer one question.
5. The paper Nos. Soc. C-513, Soc. E-516, Soc. C-523 and Soc. E-524 and Soc. E-525 shall have the Internal Evaluation. These papers do not require paper setting by External Paper Setters.
6. For the Paper No. Soc. E-526 (A, B & C) (Dissertation and Viva) Elective paper based External Examiners be appointed for evaluation. This paper does not require paper setting by External Examiner.

The detailed Course Structure Semester wise w.e.f Academic Session 2018-19 is mentioned below.

The detailed Course Structure Semester wise w.e.f Academic Session 2018-19 is mentioned below.				Credi Hours
Sl. No.	Paper No.	Title		
A. FIRST SEMESTER:				
	SOC.C-411	Sociological Thought-I		4
1.				
2.	SOC.C-412	Corporate Social Responsibility		4
3.	SOC.C-413	Methodology in Social Research		4
4.	SOC.C-414	Sociology of Development		4
5.	SOC.C-415	Gender and Society		4
B. SECOND SEMESTER				
6.	SOC.C-421	Sociological Thought-II		4
7.	SOC.C-422	Sociology of Kinship, Marriage and Family		4
8.	SOC.C-423	Quantitative Research Techniques in Sociology		4
9.	SOC.C-424	Social Change in India		4
10.	SOC.E-425(A)	Rural Sociology-I	}	4
	SOC.E-425(B)	Sociology of Environment-I		
	SOC.E-425(C)	Medical Sociology -I		4
C. THIRD SEMESTER				
11.	SOC.C-511	Theoretical Perspectives in Sociology		4
12.	SOC.C-512	Sociology of NGOs		4
13.	SOC.C-513	Seminar		2
14.	SOC.C-514	Sociology of Marginalized Communities		4
15.	Soc.E-515(A)	Rural Sociology-II	}	
	SOC.E-515 (B)	Sociology of Environment-II		4
	SOC.E-515 (C)	Medical Sociology -II		4
	SOC.E-516(A,B & C)	Project Work		2
D. FOURTH SEMESTER				
17.	SOC.C-521	Advanced Sociological Theory		4
18.	SOC.C-522	Theoretical Perspectives in Indian Sociology		4
19.	SOC.C-523	Seminar		2
20.	SOC.E-524 (A,B & C)	Book Review		2
21.	SOC.E-525 (A,B & C)	Fieldwork		4
22.	SOC.E-526 (A, B & C)	Dissertation and Viva		4

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Study Objectives: The students will be hereby oriented with the emergence of sociology and the contributions of the classical sociological thinkers with theoretical implications.

Learning Outcomes: The students will develop their foundational knowledge with a strong theoretical base which can help them to contribute in the field of sociology.

SOCIOLOGICAL THOUGHT-I

Unit-I: Historical Background of the Emergence of Sociology

- a. Traditional Feudal Economy and Social Structure
- b. Impact of Industrial Revolution and New Mode of Production on Society and Economy.
- c. Emergence of Capitalist Mode of Production- Nature and Features of Capitalism
- d. Enlightenment and its Impact on Thinking and Reasoning

Unit-II: Auguste Comte

- a. Social Statics and Dynamics
- b. Law of Three Stages
- c. Hierarchy of Sciences
- d. Positivism

Unit-III: Emile Durkheim

- a. Social Facts
- b. Mechanical and Organic Solidarity
- c. Division of Labour
- d. Theory of Suicide

Unit-IV: Vilfredo Pareto

- a. Logical and Non- Logical Action
- b. Residues and Derivations
- c. Theory of Social Change
- d. Contributions to Methodology

References:

1. Abraham, F and Morgan, J.H. 1985. Sociological Thought from Comte to Sorokin Macmillan, New Delhi.
2. Adams, B.N. and Sydie, R.A. 2002. Sociological Theory Vistaar Publications, New Delhi
3. Aron, R. 1965. Main Currents in Sociological Thought Vol. I and Vol. II Penguin, New Delhi.
4. Coser, L.A. 2018. Sociological Theory, Rawat Publishers, Jaipur.
5. Judge, P.S. 2012. Foundation of Classical Sociological Theory, Pearson, Delhi
6. Rex, John 1973 . Discovering Sociology, Routledge and Kegan Paul, London
7. Ritzer, G. 2016. Modern Sociological Theory, McGraw Hills, New York.
8. -----2000. Classical Sociological Theory, McGraw Hills, New York.
9. Turner, J.H. 2011. The Structure of Sociological Theory, Rawat Publishers, Jaipur.
10. Zeitlin, I.M. 1998. Rethinking Sociology: A Critique of Contemporary Theory, Rawat, Delhi.



T. P. Sharma



Paper No. SOC. C-412

Credit Hours- 4

Study Objectives: It attempts to provide an adequate introduction to the world of corporate business locating it in the historical context of society. The overall framework encompasses political economy, sociology and law. An inter-disciplinary approach is adopted which is in keeping with the reality of the subject-matter.

Learning Outcomes: It will help the institute to establish the university-industries linkage and help the students for recruitments.

CORPORATE SOCIAL RESPONSIBILITY

UNIT – I Basic Issues of corporate social responsibility (CSR)

- a. Definition and concepts
- b. Corporate social responsibility in Indian context and International
- c. Approaches of CSR
- d. Overview of corporate social responsibility and corporate social accountability

UNIT – II Business ethics and corporate social responsibility:

- a. Concept of business ethics – meaning, Importance and factors influencing business ethics.
- b. Corporate Governance – meaning & significance
- c. Principles and dimensions.
- d. Ethical decision - Consumer protection & environment protection

UNIT III Corporate governance:


- a. Issues & implications
- b. Theories and practices
- c. Business benefits of CSR
- d. Corporate democracy.

UNIT IV Corporate community participation

- a. Corporate, NGO, Government, Citizen & need for partnership
- b. Corporate perspective on building successful partnership, tools and techniques.
- c. Roles and skills – Advocacy and administration
- d. Marketing

References:

1. Baron, D. 2010. Business and its environment (6th ed.), Upper Saddle River, Pearson Prentice Hall.
2. Baxi, C.V. 2005. Corporate social responsibility – concepts and cases, Concept Pub., Delhi.
3. Bhatia, S.K. 2005. International Human resource management – Global perspective, Deep & Deep Publications Pvt. Ltd, Delhi .
4. Bhaves A.G. 2009. Experience of the Role of Government in Promoting CSR Initiatives in the Private Sector, Lund University Press, Sweden.
5. Craine, A. et al (eds), The Oxford Handbook of CSR, Oxford University Press, New York.
6. Hopkins, Michael. 2004. CSR -an issue paper, International Labour Organisation, Working Paper No. 27.
7. Mahmoudi, M. 2005. Global strategic management, Deep & Deep Publications, Delhi
8. Moon, J. 2007. The contribution of CSR to Sustainable Development, *Sustainable Development*, Vol.15, pp.296-306
9. Srivastava, Harsh. 2000. The Business of Social Responsibility, Books for Change, Bangalore.



Paper No. SOC. C-413

Study Objectives: It's an attempt to provide students with an orientation to Qualitative Social Research and to introduce the students with the important concepts, techniques and processes in qualitative research.

Learning Outcomes: As village-based fieldwork is conducted every year by the Dept. of Sociology, this paper will help the students to conduct empirical studies with an appropriate knowledge of research tools and techniques.

METHODOLOGY IN SOCIAL RESEARCH

Unit-I: Philosophical Roots of Social Research

- Issues in the Theory of Epistemology: Forms and Types of knowledge
- Positivism and It's Critique: Contributions of Comte, Durkheim and Popper.
- Methodological Perspective in Sociological Theory: Objectivity and Subjectivity; Facts and Values.
- Theory Building: Inductive and Deductive

Unit-II: Nature of Social Reality and Approaches

- Research Design: Steps and Processes of its Formulation
- Type of Research Design: Exploratory, Descriptive, Explanatory, Diagnostic and Experimental
- Role of concepts and Hypotheses
- Problems of Objectivity and Value Neutrality

Unit-III: Qualitative Methods in Social Research

- Techniques and methods of Qualitative Research: Observation and Interview Guide
- Case study and Content Analysis
- Participatory Rural Appraisal (PRA)
- Encounters and Experiences in Field work

Unit-IV: Issues in Social Research

- Anthropological and Sociological Traditions of Research.
- Methodological Issues in Qualitative Research
- Issues in Theoretical Vs. Applied Research
- Processing of Data: Classification, Tabulation and Interpretation.

References:

- Adamas K, Lowerence E. K. 2015: Research Methods, Statistics and Applications, Sage Publication, London.
- Beteille, A., Madan, T.N.1975. Encounter and Experience: Personal Accounts of field work, Vikas, New Delhi
- Bose, P.K.1995. Research methodology, ICSSR, New Delhi.
- Bryman, Allan.1988. Quality and Quantity in Social Research, Unwin Hyman, London.
- Devi, P. S. 2017: Research Methodology- A Hand Book for Beginners, Notion Press, Jaipur
- Kothari, C.R. 1994. Research Methodology, New Age International Publishers, New Delhi.
- Kumar, R. 2012. Research Methodology, Sage Publication, New Delhi.
- Mukherjee, P.N.2000 Methodology in Social Research: Dilemmas and perspectives Essays in Honour of Ramakrishna Mukherjee, Sage, New Delhi.
- Mukherjee, R.K.1979 What will it be? Explorations in Inductive Sociology Allied, Bombay.
- Popper, K.1999 The Logic of Scientific Discovery Routledge and Kegan Paul London
- Punch, K.1986 Introduction to Social Research Sage, New Delhi.
- Srinivas, M.N. and Shah, A.M., 1979 Field worker and the Field, Oxford, New Delhi.
- Weber, M 1974 The Methodology of Social Sciences, Free Press, Chicago.

Maya *T. Pukher*

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Paper No. SOC. C-414

Credit Hours- 4

Study Objectives: To make the students understand the sociological perspectives of development and emerging issues of development studies with theoretical implications and the consequent changes.

Learning Outcomes: Since the students will be aware of various developmental issues, it will help them to get employment opportunities in development sectors.

SOCIOLOGY OF DEVELOPMENT

Unit-I: Perspectives on Development

- a. Modernization
- b. Marxist
- c. Dependency
- d. Alternative

Unit-II: Factors of Social change and Development

- a. Techno- Economic
- b. Socio- Psychological
- c. Cultural and Religious
- d. Media

Unit-III: Changing Conception of Human Development

- a. Mainstream vs. Indigenous Model of Development
- b. Human Indicator Index
- c. Sustainable Development: Socio- Cultural
- d. Impact of Bio-Technology and Information Technology on Development.

Unit-IV: Emerging Issues

- a. Globalization
- b. Gender and Development
- c. Ecology and Sustainability
- d. Social Exclusion and Inclusive Policy

References:

1. Atal, Y. 2008. Changing Indian Society, Rawat, Jaipur.
2. Alavi, H. and Shanin, T., 1982. Introduction to the Study of Developing societies Macmillan, London
3. Apter, D.C. 1987. Modernity at Large: Cultural Dimensions of Globalisation, Oxford, New Delhi.
4. Appadurai, A. 1997. Modernity at Large: Cultural Dimensions of Globalisation, Oxford, New Delhi
5. Bhatnagar, S., 2000. Information and Communication: Technology in Development, Sage, New Delhi.
6. Dreze, J and Sen, A. 1996. India: Economic Development and Social Opportunity, Oxford, New Delhi.
7. Haq, M.V. 1991. Reflections on Human Development, Oxford, New Delhi.
8. Pieterse, N.J. 2001. Development Theory: Deconstruction/ Reconstruction, Sage, New Delhi.
9. Rege, S. (ed) 2003. Sociology of Gender, Sage, New Delhi.
10. Sachs, I. 2000. Understanding Development, Oxford, New Delhi
11. Saha, G et al (ed) 2002. Development and Deprivation in Gujarat Sage, New Delhi
12. Schuurman, F.J. 2003. Globalisation and Development, Vistaar, New Delhi
13. Sekar, K. and Subramanyan, V. 2010. Social Exclusion, Integration and Inclusive Policies, Rawat Publication, Jaipur.
14. Singh, S. 2010. Sociology of Development, Rawat Publication, Delhi.
15. Singharoy, D. (ed) 2009. Social Development and Empowerment of Marginalised Groups, Sage, New Delhi

Rawat

Prakash

Paper No. SOC. C-415

Study Objectives: This paper will focus on basic issues of gender studies and orient the students with various feminist theories and contemporary issues on women and gender studies.

Learning Outcome: The students can understand the gender issues from a sociological perspective and contribute for gender justice in the society.

GENDER AND SOCIETY

Unit-I: Social Construction of Gender and Emergence of Women's Studies

- Gender Vs. Sex, Equality Vs. Difference
- Women in the Family: Socialization and Gender Roles
- Patriarchy as Ideology and Practice
- Emergence of Women's Studies

Unit-II: Theories on Feminism

- Feminist Liberalism
- Feminist Radicals
- Feminist Socialist
- Feminist Post-modernist

Unit-III: Gender and Society in India

- Economy: Marginalization of women and Sexual Division of Labour
- Polity: Reservation of Women
- Religion and Culture: Women as Repositories of cultural practices and Traditions
- Health and Education: problems women Encounter.

Unit-IV: Contemporary situation of women in India

- Constitutional provisions and National Policy on Women Empowerment
- Women Welfare Organizations and Agencies
- Impact of Liberalization and Globalization on Women
- Women's Movements: Protection of Environment and Anti-Liquor

References

- Altekar, A.S. 1983 The Position of Women in Hindu Civilisation, Motilal Banarasidas, New Delhi.
- Gurpreet (ed.), 2016. Contemporary Gender Issues : Identity, Status and Empowerment, Rawat, Jaipur.
- Bhargava, R. 2010. Gender Issues : Attestations and Contestations, Rawat Pub., Jaipur.
- Desai, N. and Krishnaraj, M. 1987. Women and Society in India, Ajanta, New Delhi.
- Dube, L. et al (ed). 1986. Visibility and power: Essays on women in Society and Development, Oxford, New Delhi.
- Mc Cormack, C and Strathern, M (ed) 1980 Nature, culture and Gender Cambridge Univ. Press, London
- Myers, K.A. et al (ed) 1998 Feminist Foundations: towards Transforming Sociology. Sage, New Delhi.
- Mills, M. 1980. Indian Women and Patriarchy: Conflicts and Dilemmas of Students and Working Women, Concept, New Delhi.
- Rath, N. 2014. Gender and Society, Mayur Publication, Delhi;
- Rege, S. 2003. Sociology of Gender, Sage, New Delhi.





SECOND SEMESTER

Course Name: 6

Paper No. SOC. C-421

Study Objectives: This paper is an attempt to make the students understand about the contributions of western classical sociological thinkers with sociological theories.

Learning Outcomes: The students will develop a strong foundational knowledge in various perspectives of classical sociological thought which will further help them to contribute in the discipline.

SOCIOLOGICAL THOUGHT-II

Unit-I: Karl Marx

- Materialistic Interpretation of History
- Class and Class Struggle
- Alienation
- Theory of Ideology

Unit-II: Max Weber

- Theory of Social Action
- Concepts of Status, Class and power
- Sociology of Religion and Economic Development
- Contributions to Methodology

Unit-III: Talcott Parsons

- Social Action
- Pattern variables
- Social Stratification: class, Gender and Race
- Social System

Unit-IV: Robert K. Merton

- Reference Group
- Social Conformity and Anomie
- Middle-Range Theory
- Functional Paradigm

References:

1. Abraham, F and Morgan, J.H. 1985 Sociological Thought from Comte to Durkheim Macmillan, New Delhi.
2. Aron, R. 1965 Main Currents in Sociological Thought Vol. I and II Penguin, London.
3. Adams, B.N. and Sydie, R.A. 2011 Sociological theory Vistaar, New Delhi
4. Collins, R. 1997 Theoretical Sociology Rawat, Jaipur
5. Cozer, L.A. 2013 Masters of Sociological Thought Rawat, Jaipur
6. Giddens, A. 1977 Capitalism and Modern Social Theory: An Analysis of Writings of Marx, Durkheim and Weber Cambridge University press, London.
7. Judge P. S. 2012 Foundation of Classical Sociological Theory, Pearson, Delhi
8. Rex, J. 1973. Discovering Sociology Routledge and Kegan Paul London.
9. Turner J.H. 2013 Theoretical Sociology -1830 to at present, Sage Publication, New Delhi.
10. ———— 1994 Rethinking Sociology Rawat, Jaipur.

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Paper No. SOC. C-422

Study Objectives: The students will have a clear understanding about the pattern and issues related with Kinship, Marriage and Family system in Indian society which will make them more familiar with Indian social institutions.

Learning Outcome: After having a thorough understanding about the Indian social institutions, it will help them to preserve and maintain the institutional values and norms for its growth and development and adapt with the changes thereby.

SOCIOLOGY OF KINSHIP, MARRIAGE AND FAMILY

Unit-I: Kinship

- a. Basic Terms and Concepts: Lineage, Clan, Phratry, Moiety
- b. Inheritance, Consanguinity and Affinity
- c. Incest
- d. Changing Kinship relationships

Unit-II: Marriage

- a. Marriage among various Ethnic Groups: Tribal, Hindu, Muslim and Christian
- b. Forms of Hindu Marriage
- c. Hindu marriage Act, 1955
- d. Changing trends of Marriage

Unit-III: Family

- a. Structure of family in Rural and Urban Settings
- b. Functions of family in Rural and Urban Settings
- c. Role of Family in Socialization and Personality Development
- d. Changing Trends of Family: Intergenerational Relationships

Unit-IV: Contemporary Issues in Indian Family

- a. Domestic Violence
- b. Atrocities on Working Women
- c. Problem of Dowry
- d. Care of the Children and Aged

References:

1. Das Gupta, K. 1976 (ed.). Women in Indian Scene, Abhiman Publications, New Delhi.
2. Dube, L. 1974. Sociology of Kinship, Popular Prakashan, Bombay.
3. Ghosh, S.K. 1984 Women in Changing Society, Ashish Publishing House, New Delhi.
4. Kapadia, K.M. 1980. Marriage and Family in India, Oxford University Press, New Delhi.
5. Mahajan, A and Madhurima 1995, Family Violence and Abuse of Women in Indian Society, Deep and Deep, Delhi.
7. Desai N. and Krishnaraj, M, 1987. Women and Society in India, Ajanta publications, New Delhi.
8. Ravi, K. 1976. Role Conflicts in working women, Chetna Publications, New Delhi.
9. Sharma, M.L. and Dak, T.M. (Ed), 1987. Aging in India, Challenge for the society, Ajanta Publications, New Delhi.
10. Sharma, O.C. (ed) 1994. Crimes Against Women, Ashish Publishing House, New Delhi.
11. Singh, S and Srivastava S.P. 2001 (Eds) Gender Equality Through Empowerment: Strategies and Approaches. Bharat Book Centre, Lucknow.
12. Uberoi, P. 2013 (ed.). Family, Marriage and Kinship in India, Oxford, New Delhi.
13. Verma, B 1993, Exploitation of Women Labour in India, Deep and Deep, Delhi

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Paper No. SOC. C-423

Credit Hours- 4

Study Objectives: Here the students will develop a sharp knowledge about various quantitative research tools and techniques along with use of statistics in social research projects.

Learning Outcomes : Since village-based field studies is a major paper in 4th Semester Course, this course will help the students to execute the quantitative research skills in practical field based on which they submit a report/ dissertation to the institute.

QUANTITATIVE RESEARCH TECHNIQUES IN SOCIOLOGY

Unit-I: Sampling

- a. Rationale
- b. Types
- c. Sampling error
- d. Survey Vs. Sampling based study in sociology

Unit-II: Quantitative method and survey Research

- a. Techniques of Survey Research: Questionnaire and Interview
- b. Tools of Research; Preparation of Questionnaire and Interview Schedule
- c. Processing of Data: Classification, Tabulation and Interpretation
- d. Use of Computer in Data Processing

Unit-III: Measurement and Scaling Techniques

- a. Levels of Measurements: Types of Scales- Nominal and Ordinal
- b. Reliability and Validity of Scaling
- c. Measures of Social Distance: Thurston, Lickert and Bogardus Scale
- d. Sociometry

Unit-IV: Statistics in Social Research

- a. Measures of Central Tendency: Mean, Median and Mode
- b. Measures of Dispersion- Standard Deviation
- c. Correlation Analysis- Chi Square
- d. Quantitative Vs. Qualitative research in sociology

References

1. Bryman, Allan. 1988. Quality and Quantity in Social Research Unwin, Hyman, London.
2. Ethance, D.M. Fundamental of Statistics
3. Irvine, J. M et al (ed) , 1979 Demystifying social statistic, Pluto Press, London.
4. Lutz, G, M 1983. Understanding Social Statistics, Macmillan Publishing co., Inc., New York.
5. Kothari, C.R. 2004, Research Methodology, New Age International Pub., Delhi.
6. Mukharjee, R, 1979, What will it be? Explorations in inductive sociology, Allied Publishers, Bombay.
7. Mukherjee, P.N, 2000 Methodology in Social Research Dilemmas and Perspectives, Essays in honour of Ramakrishna Mukharjee, Sage Publication, New Delhi.
8. Remler D K and Van Ryzin G. G. 2015: Research Methodology in Practice: Strategies for Description and Causation, Sage Publication, London.
9. Wilkinson, T.S. and Bhandarkar, P.L. 2003. Methodology and Techniques of Social Research: Himalaya Publication House, Bombay,
10. Young, P.V. 1977. Scientific Social Surveys and Research. Prentice Hall of India, New Delhi.

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T. P. M. W. Z. L.

Paper No. SOC. C-424

Study Objectives: This paper is an attempt to introduce the students with the trends and processes of social change in India and changes among the tribal people in India with various issues of development in Indian context.

Learning Outcome : The students will be oriented with various issues of change and development as well as consequences of development in Indian scenario and use their knowledge for further development.

SOCIAL CHANGE IN INDIA

Unit-I: Trends and Processes of Change in Modern India

- a. Sanskritization
- b. Secularization
- c. Gandhian
- d. Globalization

Unit-II: Changes in Tribal India

- a. Changes in Tribal Economy
- b. Changes in Socio-cultural spheres
- c. Land Alienation
- d. Welfare Measures and Consequent Changes

Unit-III: Indian Experience on Development

- a. Sociological Appraisal of Five Year Plans
- b. Social Consequences of Economic Reforms
- c. Socio Cultural Impact of Globalization
- d. Socio-economic impact on women

Unit-IV: Consequences of Development

- a. Development and Displacement
- b. Development and Socio- Economic Disparities
- c. Ecological Degradation
- d. Development and Migration.

References:

1. Beteille, A. 2003. The Idea of Natural Inequality and Other Essays. Oxford, New Delhi.
2. Desai, A.R. 2001. Rural Sociology in India. Popular, Bombay
3. Jhingan, M.L. 2010. The economics of Development and Planning, Vrinda Publications, New Delhi
4. Kanungo, S. 2002 Making Information Technology Work, Sage, New Delhi
5. Mathur, H.M. (ed) 1994 Development, Displacement and Resettlement: focus on Asian experiences, Vikas, New Delhi.
6. Preston, P. 2012 Reshaping communications, Technology Information and Social Change. Sage, New Delhi.
7. Ramachandran, P.S. et al (ed) 2002 Traditional Ecological Knowledge for managing Bio-sphere reserves in south and central Asia. Oxford, New Delhi.
8. Schuurman, F.J. 1999 Globalization and Development, Vistaar, New Delhi.
9. Sharma, K.L. 1997 Social Stratification in India: Issues and Themes. Sage, New Delhi.
10. Shiva, V. and Bedi, G. 2002 Sustainable Agriculture and food scarcity, Sage, New Delhi.
11. Singh, Y. 1999 Modernization of Indian Tradition, Rawat, Jaipur.
12. Singharoy, D.K. et al (ed) 2000 Social Development and Empowerment of Marginalised groups, Sage, New Delhi.
13. Srinivas, M.N. 1998 Social Change in Modern India. Orient and Longman, New Delhi.



T. P. K. S. II



Study Objectives: This paper introduces the students with rural sociological issues like the different approaches for understanding rural communities, agrarian situations and the consequent changes taking place in rural society.

Learning Outcomes: After having a thorough knowledge on various issues of rural sociology, the students can contribute for the development of Indian rural society.

RURAL SOCIOLOGY -I

Unit-I: Characteristics and Approaches

- a. Characteristics of Peasant and Agrarian Society
- b. Caste and Jajmani Approach
- c. Class Approach
- d. Subaltern Approach

Unit-II: Agrarian Institutions

- a. Land Ownership and Its Types
- b. Agrarian Relations and Modes of Production Debate
- c. Agrarian Class Structure
- d. Labour Market in Rural Society

Unit-III: Planned Change

- a. Improvement and Transformation Approach
- b. Rural leadership and Factionalism
- c. Panchayati Raj before and after 73rd Amendment
- d. Empowerment of People.

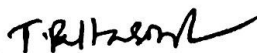
Unit-IV: Rural Development and Change

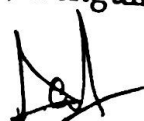
- a. Community Development
- b. Green Revolution
- c. Land Reform
- d. Globalization and its Impact on Agriculture

References:

1. Basu, K. (ed) 2000 Agrarian Questions, Oxford, New Delhi.
2. Berberglu, B. (ed) 1992 Class, State and Development in India sage, New Delhi.
3. Beteille, A. 1974 Six essays in comparative sociology, Oxford, New Delhi.
4. _____ 1974 Studies in Agrarian social structure, Oxford, New Delhi.
5. Choudhury, P.D. 2010. Rural Housing & Infrastructure Problems In India, Prateeksha, Jaipur.
6. Desai, A.R. (ed) 1977. Rural sociology in India, Popular, Mumbai.
7. Doshi, S.L. (ed) 1999. Rural sociology, Rawat, Jaipur.
8. Gough, K and Sharma, H.P. (Ed) 1973 Imperialism and Revolution in South Asia, Monthly Reviewed Press, New York.
9. Guha, R. (ed) 1999 Subaltern Studies, Oxford, New Delhi.
10. Joshi, P.C. (ed) 1976. Land Reforms in India, Allied, New Delhi.
11. Long, N. 1982. An Introduction to the sociology of Rural development, Tavistock, London.
12. Mencher, J.P. (ed) 1983 Social Anthropology of peasantry Somaiya Publications New Delhi
13. Nagendra, S. 2015. Panchayati Raj System in India, Ishika Publications, Jaipur.
14. Shanin, T. (ed) 1971 Peasants and Peasant Societies, Penguin, London.







SOCIOLOGY OF ENVIRONMENT-I (NON-FUNCTIONAL)**Unit-I: Ecology and Environment**

- a. Origin and Development of Studies on Human Ecology: Chicago School
- b. Contributions Dunlop and Catton
- c. Contributions of R.K. Mukharjee and R.C. Guha
- d. Environmental Research and it's Contemporary Trends in India.

Unit-II: Eco-system and Culture

1. Structure of Eco- system: Biotic and Abiotic Components
2. Functions of Eco-system: Food Chain and Food Web
3. Spheres of eco- system: Biosphere and Culturosphere
4. Human Impact on Earth: Hunting - Gathering, Agrarian and Modern- Industrial Societies

Unit-III: People and Environment

- a. Environmental Ethics: Human Valuing of Natural Environment
- b. Throwaway Society Ethics
- c. Duties to Ecosystem
- d. Law and Environmental Protection

Unit-IV: Environment and Indigenous Knowledge (IK)

- a. Concept and Relevance of IK (Indigenous Knowledge) and SK (Scientific Knowledge)
- b. IK and Conservation of Environment
- c. Tribal's IK and Environment Conservation
- d. Synthesis of societal and Environmental Dialect.

References:

1. Atte, O.D. 1992 Indigenous local knowledge as key to local level development: possibilities constraints and planning Issues, Technology and Social Change Programme, Iowa
2. Bresseler, B (ed), 1968 Environment of Man. Addition- Wesley Publications, New York.
3. Chopra, K and Gulati, S.C., 2001. Migration Common Property Resources and Environment Degradation. Sage, New Delhi.
4. David, A and Guha, R., 1995. Nurture, Culture Imperialism. Oxford, New Delhi.
5. Giddens, A., 1996 Global problem and Ecological Crisis on Introduction to Sociology W.W. Nordon and Col, New York.
6. Gadgil, M and Guha, R., 1992. The finished Land: An ecological History of India. Oxford, New Delhi.
7. _____, 1995. Ecology and Equality: The use and Abuse of Nature in Contemporary India. Oxford, New Delhi.
8. Guha, R. (ed), 1994. Social Ecology. Oxford, new Delhi.
9. Miller, J.G.T., 1981. Living in the Environment: An introduction of Environment, Woodsworth, California.
10. Milton, R.F. and Ludwig, N.C. (ed) 1988. Traditional knowledge and renewable resource management in Northern Regions. Commission on Ecology and the Boreal Institute for Northern Studies.
11. Nebel, J.B., 1981 Environmental Science: The way the World works. Prentice- Hall Engle wood.
12. Sheth, P., 1979 Environmentalism: Politics, Ecology and Development Rawat, Jaipur
13. Warren, D.M. et al (ed) 1992 Indigenous Knowledge system: the Cultural Dimension of Development, Kegan Paul, London.
14. Watt, K.D., 1988 Understanding the Environment. Allyn and Borost, Boston.





Study Objectives: The objective of the course is to introduce the students with the sociological perspectives of various health issues and developing their knowledge on relevant issues pertaining to healthcare system linking with the society for the protection and promotion of health.

Learning Outcomes: The students will be strongly benefited with a very relevant field of specialization and it will help them contribute for promoting a healthy society.

MEDICAL SOCIOLOGY -I

Unit-I: Introduction to Medical Sociology:

- a. Definition and Objectives
- b. Theoretical Approaches: Parsons and Cockerham
- c. Historical Development of Medical Sociology
- d. Contemporary Trends of Research.

Unit-II: Diseases and Treatment

- a. Diseases in Developed and Developing Countries
- b. Medical Pluralism
- c. Diseases in Rural and Urban India
- d. History of Public Health in India.

Unit-III: Health Planning and Management

- a. Health Planning in India.
- b. Approaches to Public Health
- c. Role of the Public and Private Agencies for Promotion of Health
- d. Millennium Development Goals (MDGs) and its Objectives.

Unit-IV: Community Health

- a. Community Health and Community Medicine
- b. Community Health Care Practices
- c. Levels of Health Care
- d. Role of Voluntary Agencies in Health Care

References:

1. Albrecht, G.B. and Fitzpatrick 1994, Quality of Life in Health Care: Advances in Medical Sociology, Mumbai, Jai Press
2. Anand, S., et al. 2006. Public Health: Ethics and Equity Oxford
3. Coe, R.M., 1999. Sociology & Medicine, New York, McGraw Hill
4. Cockerham, W.C., 1978. Readings in Medical Sociology New Jersey, Prentice Hall
5. Conrad, P. et al., 2000. Handbook of Medical Sociology New Jersey, Prentice Hall
6. Fox, R.C., 1988. Essays in Medical Sociology, Journeys into the Field, New York, Transaction Publishers.
7. Nayar, K.R., 1998. Ecology and Health: A System 1998 Approach, New Delhi, APH Publishing Corporation.
7. Mehta, S.R. 2010. Society and Health: A Sociological Perspectives, New Delhi Vikas Pub.
8. Nagla, Madhu. 2018. Sociology of Health and Medicine, Rawat, Jaipur.
9. Ramani, K.V. et al 2008 Strategic Issues and Challenges in Health Management Sage
10. Rao, Mohan, 1999 Disinvesting in Health: the World Bank's Prescription For Health, New-Delhi, Sage Publications.
11. Verma, A. 2017. Women's Health and Nutrition, Rawat, Jaipur.







THIRD SEMESTER

Credit Hours- 4

Paper No. SOC. C-511

Study Objective: The objective of the course is to orient the students with the different theoretical perspectives which will strengthen their knowledge on theories and its application in sociological context.

Learning Outcomes: It will develop a basic and thorough understanding about different theoretical perspectives which helps them contribute theoretically and methodologically.

THEORETICAL PERSPECTIVES IN SOCIOLOGY

Unit-I: Positivism

- a. Origin and Basic Postulates
- b. Contributions of Comte
- c. Contributions of Durkheim
- d. Criticisms

Unit-II: Functionalism

- a. Origin and Basic Postulates
- b. Contributions of Parsons
- c. Contribution of Merton
- d. Criticisms

Unit-III: Conflict theory

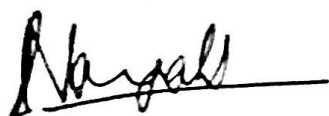
- a. Origin and Basic Postulates
- b. Contributions of Karl Marx
- c. Contribution of Dahrendorf
- d. Criticisms

Unit-IV: Structuralism

- a. Origin and Basic Postulates
- b. Contribution of Levi-Strauss
- c. Contribution of Godelier
- d. Criticisms

References:

1. Abraham, M.F. 2001 Modern Sociological Theory: An Introduction, Oxford, New Delhi.
2. Coser, L.A. 2018 Sociological Theories, Rawat, Jaipur.
3. Collins, R. 1997 Sociological theory, Rawat, Jaipur
4. Craib, I 1992 Modern Social Theory: From parsons to Habermas, Harvester, London.
5. Giddens, A. 1983 Central Problems in Social theory, Action, Structure and contradiction in social analysis. Mac Millan, London.
6. Godelier, M. Structural Anthropology Tavistock, London.
7. Nagla, B.K. 2013. Indian Sociological Thought, Rawat, Jaipur.
8. Sturrock, J (ed) 1979 Structuralism and since: from Levisrancement to Derrida Oxford, London.
9. Turner, B.S. 1999 Classical sociology, Sage, New Delhi
10. Turner, J.H. 2001 The Structure of Sociological Theory, Rawat, Jaipur
11. Zeitlin, I.M. 1998 Rethinking sociology: A critique of contemporary Theory, Rawat, Jaipur.



Study Objective: The course will familiarize the students with sociological perspectives of NGOs and role of Civil Society, NGO Leadership and Management with its methodological operations in the society.

Learning Outcome: Considering the activism of NGOs and Civil Society in contemporary Indian society, the students will be in a better position to strengthen their knowledge and contribute in the field.

SOCIOLOGY OF NGOS

Unit-I: NGOs and Civil Society

- a. Concept of Philanthropy; Historical Emergence of NGOs
- b. Concept of Voluntarism; Relevance with Social Welfare
- c. Civil Society: Emergence and Its Role
- d. NGOs and Civil Society.

Unit-II: NGO Leadership and Management

- a. Institutional and Organizational Frame Work of NGOs.
- b. Management Strategies: Administrative, Financial and Organizational
- c. Professionalization and Managerial Challenges
- d. NGOs in 21st Century.

Unit-III: Methods of NGO

- a. Micro- Planning
- b. RRA(Rapid Rural Appraisal) and PRA(Participatory Rural Appraisal)
- c. Resource Mapping
- d. Monitoring and Evaluation

Unit-IV: NGOs in Modern India

- a. NGOs and Development Processes
- b. NGOs vs. Government Organizations and Funding Agencies
- c. Problem of NGOs
- d. Future of NGOs

References:

1. Agrawal, M.M. 1998. Ethics and spirituality IIAS, Shimla
2. Beveridge, L. 1948. Voluntary action: A report on Methods of social Advance George Allen and Unwin, London.
3. Choudhury, D.P. 2011. Strategic Planning and Management of NGOs, Asian Books, Delhi.
4. John, D.W. 2002. From structural change to structural transformation: A background of NGO and peoples movements Long and winding road, Mumbai.
5. Madan, G.R. 1973. Indian Social problems- II, Allied, Mumbai
6. Oomen, T.K., 2004. Nation, Civil Society and National Movement, Essay in Political Sociology, SAGE, New Delhi.
7. Sangeeta, K. 2012. Development Hegemony: NGOs and State in India, Oxford, New Delhi.
8. Singh, I.P. et al. 2000. Dimensions of Voluntary Sector in India CAF's validated Database, New Delhi.
9. Rajasekhar, D. 1999. Decentralised Govt. and NGOs issues, Strategies and Ways- forward Concept, New Delhi.
10. Woodrofe, K. 1962. From charity to Social work, Routledge and Kegan Paub London.

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Study Objectives: The paper is an effort to provide a platform to the students which will help them understand various contemporary issues and improve their communication and computer skill in a team spirit. It will also help them to enhance their confidence to deliver in public forums.

Learning Outcomes: They become well equipped to prepare and present the seminar topic through PPT mode in large public forums.

SEMINAR

In this paper the student shall review the literature of minimum 20 from referred journals, on a specific topic and prepare a seminar paper under the guidance of the course teacher. Then the student shall give a seminar presentation in PPT mode. 50% of marks shall be given by the course teacher on the preparation of seminar paper and the rest 50% shall be by the Teachers Council on the seminar presentation.

Study Objectives: This paper is aimed at sensitizing students towards the concept, process and theories of marginalization from sociological perspective. It further familiarizes the students with different marginal and weaker sections.

Learning Outcomes: The students will develop the conceptual clarity on different perspectives of marginalization, understand the communities more closely and contribute for their development.

SOCIOLOGY OF MARGINALIZED COMMUNITIES

Unit-I Marginalisation

- a. Meaning and process of marginalisation
- a. Scope and importance of studying marginalisation
- b. Dimensions of marginalisation: Social, Cultural, Political, Historical
- c. Methods of Marginalisation: Discrimination, Relative Deprivation, Exploitation, Inequality

Unit-II: Perspectives on Marginalization

- a. The view of Jotirao Phule, Babasaheb Ambedkar and Ram Manohar Lohia.
- b. Role of Ideology in Marginalization.
- c. Constitutional Provisions and Implementation
- d. Exclusion and Programmes for Inclusive Growth

Unit-III: Marginalised Groups in India

- a. Dalits and Scheduled Castes
- b. Adhivassies and Scheduled Tribes
- c. Neo-Converted: Buddhists, Christians, Muslims
- d. Third Gender, Women, Physically and Mentally Challenged

Unit-IV: Social Movements among Marginalized Communities

- a. Nature and Characteristics of Social Movements
- b. Types of Social Movements
- c. Perspectives of Social Movements: Protest & Reform
- d. Role of Christian Missionaries in Social Reform Movements

References:

1. Beteille, A. 1992. The Backward Classes in Contemporary India, Oxford, New Delhi.
2. Chaosley, S.R. and Chaudhury, S.N. 1988, Challenging Untouchability, Sage, Delhi.
3. Chaudhury, S.N., 1988 Changing Status of Depressed Classes in Contemporary India, Daya Publ. House Delhi.
4. Chand, R. et al. 2017 (ed). Societies, Social Inequalities and Marginalisation, Springer, London.

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5. Gore, M.S., 1993 The Social context of an Ideology: The Social and Political Thoughts of Bhasaheb Ambedkar, Sage, New Delhi.
 6. Gupta, Dipankar, 1991. Social Stratification, Oxford, New Delhi.
 7. Jogdand, P.C., 2000 New Economic Policy and Dalits, Rawat, Jaipur
 8. Jogdand, P.C., 1991 Dalit Movement in Maharashtra, Konark Publications, New Delhi.
 9. Mahajan Gurpreet, 2010. Democracy, Difference and Social Justice Oxford, New Delhi.
 10. Omvedt, Gail 1991 : Dalits and Democratic Revolution Sage, New Delhi.
 11. Common, T.K. 1990, Protest and Change: Studies in Social Movements, Sage, Delhi.
 12. Shah, Ghanshyam, 1990: Social Movements in India: A Review of Literature, Sage, Delhi.
 13. Singh, K.S., 1998 The Scheduled Castes, Anthropological Survey of India, Delhi.
 14. Drelliot, Eleanor, 1995. From Untouchable to Dalit, Manohar, New Delhi

Paper No. SOC. E-515 (A)

Credit Hours- 4

Study Objectives: This paper introduces the students with rural sociological issues like the different approaches for understanding rural communities, agrarian situations and the consequent changes taking place in rural society.

Learning Outcomes: After having a thorough knowledge on various issues of rural sociology, the students can contribute for the development of Indian rural society.

RURAL SOCIOLOGY-II

Unit-I : Approaches to the Study of Rural Society

- a. Rural Urban Differences
- b. Rurbanism
- c. Peasant Studies
- d. Trends of Change in Rural Society

Unit-I: Tribal Society

- a. Tribe- Caste
- b. Tribe- Peasant
- c. Tribe -class
- d. Changing problems of Tribal Land

Unit-II: Social Issues

- a. Migration
- b. Land Alienation
- c. Inequalities
- d. Loss of Livelihood

Unit-III: Contemporary Issues

- a. Displacement
- b. Depeasantisation
- c. Farmer Suicide
- d. Problem of Plenty

Unit-IV: Peasant Movement

- a. Causes and Types
- b. Tebhaga
- c. Telengana
- d. Jharkhand

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References:

1. Beteille, A 1986 Inequality and Social Change Oxford, New Delhi.
2. Desai, A.R. 1979 Rural Society in Transition, Popular, Mumbai
3. _____ 1979 Peasant Struggle in India Oxford, New Delhi
4. _____ (ed) 2003 Rural Sociology in India Popular, Mumbai
5. Dreze, J and Sen A. 2002 India : Development and Participation, Oxford New Delhi.
6. Gough, K and Sharma, H.P. (ed) 1973 Imperialism and Revolution in South Asia. Monthly Reviewed Press, New York.
7. Gulati, A and Narayanan, S. 2003 The Subsidy Syndrome in Indian Agriculture Oxford, New Delhi.
8. Joshi, P.C. 2010. Land Reforms in India, Allied, New Delhi.
9. Leiten, G.K. 2012. Power, Politics and Rural Development Manohar, New Delhi
10. Patel, M.L. 1974 Changing land Problems of Tribal India, Progress Publisher, Bhopal.
11. Rao, M.S.A. (ed) 1978. Social Movements in India, Manohar, New Delhi.
12. Sharma, R.K. (ed) 2011. Rural Sociology, Atlantic, Delhi.
12. Schuurman, F.J. 2003 Globalization and Development Vistaar, New Delhi.
13. Singhroy, D et al 2001 Social development and the Empowerment of Marginalised Groups, Sage, New Delhi.

Paper No. SOC. E-515 (B)

Credit Hours- 4

SOCIOLOGY OF ENVIRONMENT -II (NON-FUNCTIONAL)

Unit-I: State of Environment

- a. Environment: Before and After Industrial Revolution
- b. Globalisation and Its Impact on Environment
- c. World Summits on Environmental Issues
- d. Impact of Global Environmental Issues on the Third World Countries

Unit-II: People and Environment

- a. Tribals and Environment
- b. Women and environment
- c. NGOs and Environment
- d. Global Environmentalism

Unit-III: Rural and Urban Environmental Issues in India

- a. Population Migration and Slum
- b. Urban Waste and Management
- c. Rural Energy Consumption
- d. Rural Environment, Health and Sanitation

Unit-IV: Environmental Actions in India

- a. Constitutional Provisions for Environmental Protection
- b. Environmental Law and Judicial Activism
- c. Environmental Movements: Chipko and Narmada
- d. Peoples Participation in Environmental programme

References:

1. Basu, S. (ed) 1993 Tribal Health in India, Manak publications, New Delhi.
2. Chopra, K. and Gulati, S.C., 2001 Migration Common Property, Resource and Environment Degradation, Sage, New Delhi
3. David, A and Guha, R 1995 Nature, Culture, Imperialism, Oxford University Press, New Delhi.
4. Dubey, R.M. (ed) 1992 Human Ecology and Environmental Education, Chug Publication, Allahabad.

5. Gadgil, M and Guha, R, 1995 Ecology and Equality: The use and Abuse of Nature in contemporary India. Oxford University Press, New Delhi.
6. Giddens, A, 1996 Global Problems and Ecological Crisis in Introduction to sociology, W.W. Nordon and Co., New York.
7. Guha, M. (ed), 1994 Social Ecology, Oxford, New Delhi.
8. Guha, R, 1978 Social Ecology, Oxford University Press, New York.
9. Munshi, I, 2000 Environment In Sociological Theory: Sociological Bulletin, Vol. 49, No.2.
10. Redeliff, M, 1984 Development and the Environmental Crisis, Meheun Co. Ltd., New York.
11. Schnaiberg, A, 1980 The Environment: Oxford University Press, New York
12. Sheth, P, 1997 Environmentalism: politics, Ecology and Development, Rawat publications, Jaipur
13. The Second Citizens Reports, 1985 The state of India's Environment, New Delhi.
14. UNDP Sustainable Development, Oxford, New York.
15. Walton, P (ed) 1971 Environmental Health, Academic Press, New York.

Paper No. SOC. E-515 (C)

Credit Hours- 4

Study Objectives: The objective of the course is to introduce the students with the sociological perspectives of various health issues and developing their knowledge on relevant issues pertaining to healthcare system linking with the society for the protection and promotion of health.

Learning Outcomes: The students will be strongly benefited with a very relevant field of specialization and it will help them to understand different facets of health such as environment, gender and ageing and contribute for promoting a healthy society.

Medical Sociology-II

Unit-I: Health and Development

- a. Health Education and Development
- b. Health: Right to Development
- c. Health Communication
- d. Agencies of Rehabilitation

Unit-II: Environment and Health

- a. Features of Environmental Health
- b. Environment in Tribal Areas and Health
- c. Environment in Rural Areas and Health
- d. Environment in Urban/ Industrial Areas and Health

Unit-III: Gender and Health

- a. Health Indicators and Women's Health
- b. Health seeking Behaviour of Women
- c. Gender Inequality and Health
- d. Geriatric Health Problems

Unit-IV: National Health Programme.

- a. Reproductive Child Health (RCH) Programme and Safe Motherhood
- b. National AIDS Control Programme
- c. National Rural Health Mission (NRHM)
- d. National Urban Health Mission (NUHM)

References:

1. Albrecht, G.L. 1984, Advances in Medical Sociology, Jai Press, Bombay.
2. Cockerham, W.C. 1997, Medical Sociology, Prentice Hall. New Jersey
3. Gunatillat, G. 1984, Intersectoral Linkages and Health Developments: Case Studies in India, Jamaica, Sri Lanka and Thailand (WHO Offset Series), Geneva, WHO.
4. Bhatnagar, G.S. 1978, Community Response to Health, Sociology Dept. of Punjab University, Patiala.
5. Dubas, R., 2013, Man, Medicines and Environment, New York, Mentoy.

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6. Nagla, Madhu 2018, Sociology of Health and Medicine, Rawat, Jaipur.
7. Park, K. 2010. Social Medicine and Preventive Health, Bhanot Publications, Jabalpur.
8. Parsons, T., 1951: The Social System, Illionis, Free Press.
9. Parker, R. et al. 1982, "Relating Health Services to community Health Needs", Indian J. of Medical Research, Vol. 60, No. 12, Dec.
10. Schwata, Howard 1994, Dominant Issues in Medical Sociology New York, McGraw Hill.
11. Warren, D. M. et al. (ed.) 1992, Indigeneous Knowledge system, The Cultural Dimention of Development, London, Kegan Paul.
12. Verma, Arpita 2017 Women's Health and Nutrition, Rawat, Jaipur.

Paper No. SOC. E-516 (A, B & C)

Credit Hours- 2

Study Objectives: The objective of the course is to orient the 3rd semester students with the operationalization of project work in a group based on which they write and present the research proposal in PPT mode before conducting fieldwork.

Learning Outcomes: It helps them enrich their research and computer skill with confidence. building measures.

PROJECT WORK

In this paper the student shall

- Collect the relevant published literature from referred Journals, minimum 25 pertaining to the topic of field work (Soc. E-516) and Dissertation (SOC. E-526).
- They shall also prepare the synopsis and research tools under the supervision of the concerned course teacher of the Elective paper and the course teacher shall evaluate the same.
- The Semester examination shall be conducted in the form of the seminar in PPT mode. This shall be evaluated by the Teachers Council. The ratio of evaluation shall be 50% by the course teacher and rest 50% shall be by the Teachers Council.

FOURTH SEMESTER

Paper No. SOC. C-521

Credit Hours- 4

Study Objectives: Here the students will be oriented with various advanced sociological theories and acquire the knowledge with an understanding of these theories for its functional implications.

Learning Outcome: After developing a comprehensive knowledge on advance sociological theories, the students can be in a position to use their theoretical knowledge in real life. And in the process, they can contribute for the growth of these theories.

ADVANCED SOCIOLOGICAL THEORIES

Unit-I: Symbolic Interactionism

- a. Origin and Basic Postulates
- b. Contributions of G.H. Mead
- c. Contribution of H. Blumer
- d. Criticism and Present Status

Unit-II: Phenomenology and Ethnomethodology

- a. Origin, Basic Postulates of Phenomenology and Ethnomethodology
- b. Contributions of Schutz and Berger
- c. Contributions of Garfinkel and Goffman
- d. Criticism and Present Status

Unit-III: Critical Theory

- a. Origin and Development
- b. Contributions of Adorno
- c. Contributions of Habermas
- d. Criticism and Present Status

Unit-V: Post Modernism

- a. Origin and Development
- b. Contributions of Foucault
- c. Contributions of Derrida
- d. Criticism and Present Status

References:

1. Abraham, M.F. 2001. Modern Sociological Theory: An introduction Oxford, New Delhi
2. Adams, B.N. and Sydie, R.A. 2001 Sociological Theory, Vistaar, New Delhi
3. Alexander, J.C. 1987. Twenty lecturers: Sociological theories since world war-II Columbia Univ. Press New York
4. Apadurai, A. 1996. Modernity at large: Cultural Dimensions of Globalisation University of Minnesota Press, Minneapolis
5. Coser, L.A. 2018. Sociological Theory, Rawat, Jaipur.
6. Collins, R. 1997. Sociological Theory Rawat, Jaipur
7. Craib, I. 1992. Modern Social Theory; From Parsons to Habermas, Harvester, London.
8. Giddens, A. 1983. Central Problems in social theory, action, structure and contradictions in social analysis, Macmillan, London.
9. Kumar, K. 1997. From Post-Industrial to Post- Modern Society, Black Well Publishers, Oxford, UK.
10. Lash, S. 1996 Sociology of Post Modernism Routledge and Kegan Paul, London.
11. Nagla, B.N. 2012, Indian Sociological Thought, Rawat, Jaipur.
12. Podogorecki, A and Los, M. 1979 Multi-Dimensional Sociology Routledge and Kegan Paul, London.
13. Sturrock, J (ed) 1984. Structuralism and since from Levistrauss to Derrida Oxford, New York
14. Turner, B.S. 1999. Classical Sociology Sage, New Delhi.
17. Turner, J.H. 2001 The Structure of Sociological Theory Rawat, Jaipur
18. Zeitlin, I.M. 1998 Rethinking Sociology, A critique of contemporary Theory. Rawat, Jaipur.

Paper No. SOC. C-522

Credit Hours- 4

Study Objectives: Here the students will be oriented with various theoretical approaches with the contributions of eminent Indian sociologists in Indian Sociology and understand the relevance and operationalization of these theories for Indian society.

Learning Outcomes: In the process of teaching and orientation on various theoretical perspectives in Indian sociology, the students as young sociologists will contribute and strengthen the Indian social institutions.

THEORETICAL PERSPECTIVES IN INDIAN SOCIOLOGY

Unit-I: Indological / Textual

- a. Approach of Study
- b. G.S. Ghurye
- c. Louis Dumont
- d. Criticism

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Unit-II: Structural Functionalism

- a. Approach of Study
- b. M.N.Srinivas
- c. S.C.Dube
- d. Criticism

Unit-III: Marxism

- a. Approach of Study
- b. D.P.Mukharjee
- c. A.R. Desai
- d. Criticism

Unit-IV: Subaltern Perspective

- a. Approach of Study
- b. B.R. Ambedkar
- c. David Hardiman
- d. Criticism

References:

- 1.Das, V.1982.Structure and Cognition aspects of Hindu caste and rituals Oxford, New Delhi.
- 2.Desouza, P.R. (ed) 2000 Contemporary India Transitions. Sage, New Delhi.
- 3.Dhanagare, D.N.1993 Themes and Perspectives in Indian Sociology Rawat, Jaipur
- 4.Dube, S.C.1967 The Indian village Routledge, London
- 5._____ 1973 Social Sciences in a changing society. Lucknow university press, Lucknow
- 6.Dumont, L. 1970 Homo Hierarchicus: the caste system and its implications Vikas, New Delhi.
- 7.Hardiman, D 1987. The coming of the Devi: Adivasi Assertion in western India Oxford, New Delhi
- 8._____ 1996 .Feeding the Bania: Peasants and usurers in western India. Oxford, New Delhi.
- 9.Nagla, B.K.2017 Indian Sociological Thought Rawat, Jaipur
- 10.Oommen, T.K. and Mukharjee, P.N. 1986 Indian Sociology: Reflection and Introspection, Popular, Mumbai.
- 11.Singh, Y. 1986 Indian Sociology: Social conditioning and Emerging concerns, Vistaar, New Delhi.
- 12.Singh, R.P. 2013. The Subaltern Speaks and Asserts, Authors Press, New Delhi.
- 13.Srinivas, M.N.1960 India's Villages, Asia publishing House, Bombay.

Paper No. SOC. C-523

Credit Hours- 2

Study Objectives: The paper is an effort to provide a platform to the students which will help them understand various contemporary issues and improve their communication and computer skill in a team spirit. It will also help them to enhance their confidence to deliver in public forums.

Learning Outcomes: They become well equipped to prepare and present the seminar topic through PPT mode in large public forums.

SEMINAR

In this paper the candidate shall prepare a seminar paper other than the topic of dissertation in PPT mode by reviewing the relevant literature, minimum 25 from referred journals. The topic of seminar shall be decided in consultation with the concerned course teacher. The candidate shall submit a copy of the seminar paper to the concerned course teacher, who shall award 50% of marks and the rest 50% shall be awarded on the basis of candidate's presentation in the seminar. The seminar presentation shall be evaluated by the Teachers Council.

Paper No. SOC. E-524 (A, B and C)

(11)

Study Objectives: This paper aims to orient the 4th semester students to learn the book review process in a proper format covering the contemporary issues.
Expected Outcome : As part of UGC Curriculum where it gives importance on innovative method into teaching and research, the students learn and understand the process of book review for their further contribution in the field.

Credit Hours- 2

BOOK REVIEW

A student shall be allotted with a relevant book pertaining to the Elective Theory Paper for review. The students shall submit the Review Report of 20 typed pages to the Course Teacher. The evaluation shall be made by the concerned Course Teacher of the Elective Paper.

Paper No. SOC. E-525 (A, B and C)

Credit Hours- 4

Study Objectives: As part of the curriculum, the P.G.4th semester students conduct rural-based fieldwork to understand the rural people and their issues more closely. And they also learn how empirical research studies are conducted at the village level.

Learning Outcomes: It enhances their research skills and aptitudes based on which they get jobs in NGOs and development sectors.

FIELD WORK

In this paper the candidate shall conduct field work of 21 days duration under the supervision of the teacher(s) nominated by the Teachers Council. The Field shall be decided by the Teacher's Council in the beginning of Third semester. Each day of Field work and evening workshop in the Field shall be of eight hours.

The evaluation and award of grade shall be done by the teacher(s) in charge of Field Work. The scheme of evaluation shall be framed by the Teacher's Council and notify the same to the students before Fieldwork.

Paper No. SOC. E-526 (A, B and C)

Credit Hours- 4

Study Objectives: After data collection, the students go for classification, tabulation and interpretation of data by applying the qualitative and quantitative research tools for compilation of report/dissertation and submit the same for evaluation.

Learning Outcomes: The students learn and develop the research skills and knowledge for writing the report which helps them to find jobs in various reputed research organizations.

DISSERTATION AND VIVA

On the basis of the data, both primary and secondary, collected in paper No. Soc. E- 516, the candidate shall submit a dissertation under the supervision of the concerned Course Teacher. The dissertation shall be evaluated both by the Internal, Course Teacher and External Examiner. In the absence of the concerned Course Teacher, the Head shall act as the Internal Examiner. The Viva Voce examination shall be conducted by the Teachers' Council in the presence of the External Examiner. The ratio of awarding grades in this paper shall be 80% for dissertation and 20% for Viva - Voce Examination.



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