

SYLLABUS

For

2 YEARS MA SOCIOLOGY PROGRAMME

(Revised Syllabus Approved by Academic Council)



*Dept. of
Sociology*

JUNE, 2019

UNIVERSITY OF SCIENCE & TECHNOLOGY, MEGHALAYA

Techno City, 9th Mile, Baridua, Ri-Bhoi, Meghalaya, 793101

Syllabus Contents

Programme: MA Sociology

Department: Sociology

School: SSSH

About the Department:

The department of sociology was established in the University of Science and Technology, Meghalaya (USTM) with a noble vision, mission and took inspiration of the world of sociology succeeded universally. The department was established in 2011 with certain noble objectives such as to impart quality education. The department is committed to inspiring students, maintaining discipline, transparency, accountability and a positive, pragmatic work culture. The students are motivated and guided to excel academically, enabling them to adapt to the new changing trends and challenges in the society, as well as emphasizing on their all-round development.

Academic Focus:

Sociology is an inter- disciplinary approach which focuses on recognizing and analysing social determinants that shape our lives and offers a unique potential not only for understanding society, but also for social exchange and social change. It provides an understanding on how and why society functions together with the impact of social institutions on individual lives. Sociology subject matter is diverse, ranging from the family to the State, from the division of race and social class to the shared beliefs of a common culture, crime to religion and from social stability to radical change in societies, etc. Sociologists study social life, social changes, diverse communities and their interactions. They use scientific methods to find empirical answers to complex social questions. It proposes to impart quality education and focuses on providing the young potential; minds with an atmosphere for rigorous academic and intellectual development taking into account recent advancement in theory, methodology and contemporary social phenomena. Studying Sociology can also help foster students' creativity, innovation, critical thinking, and analytical problem solving and communication skills. As a graduate and masters in Sociology the students will have a foundation for better understanding and engaging with the globalized world. They will be equipped with the tools needed to make sense of the changing world and contribute solutions to difficult social issues.

Career Scope:

The curriculum of Sociology in USTM is designed in such a way that it suits to help the students to develop the skills they need for a successful 21st Century career which includes creativity, innovation, critical thinking, analytical problem solving, communication, collaboration, multi-cultural and global understanding, and excellent written expression. The methods and substantive areas of sociology provide an excellent background for a broad range of careers in fields such as research institutes, law firms, public health, welfare organizations, international agencies, educational institutes, advertising firms, survey and polling organizations, journalism, urban and community planning, social work, non-profit agencies, child care, environment groups, professional writing, advocacy and many more. Students with a degree in Sociology often secure employment as a social researcher, case workers, public relation workers, councillors, administrators, community organizers, public policy researchers, data analyst etc. The compulsory Project Work, Internship and Dissertation in the curriculum marks the students more competent to take up any field based career. It is to be mentioned here that Sociology can be opted as one of the optional Courses in any National- State level competitions, especially in Civil services.

Programme Details:

Master of Arts (MA) Sociology is a 2 Year duration having 4 Semesters. The programme consists of regular required courses focussing on establishing extensive expertise among the students to the evolution of theories and the developments in the diverse branches of sociology. It also prepares the students with the knowledge and process of crafting different types of social research where they can apply the sociological concepts and theories to comprehend the existing social issues. The course helps to develop specializations in sociology where the students opt for diverse elective courses which emphasise on understanding the recent trends, changes in the different aspect of society, to enable the students the skills to understand and address the emerging social issues of the society as a whole.

Programme Objectives (PO):

Sociology seeks to understand all aspects of human social behaviour, which includes the behaviour of individuals as well as the social dynamics of groups, organizations, communities, institutions, and entire societies. The course typically motivates a student of sociology to both inculcate the desire to better understand the principles of social life and to develop the conviction that understand these principles which may aid in the formulation of enlightened and effective social policy. Sociology provides an intellectual background for students considering careers in the professions.

Programme Specific Outcomes (PSO):

1. The programme is aimed to make the students efficient in understanding the various fields of sociology.
2. The programme has the objective of developing critical thinking and understanding of human society
3. The programme is designed to develop the applicability of sociological theories in understanding society
4. To make the students competent of developing the idea of empirical research and study the human society
5. The course has the objective of developing ground for the further persuasion in the field of sociology

Programme Structure:

The MSO programme is a two year course divided into four semesters. The programme is of 82 credits and for the award of degree a student will be required to complete the credits as per the University norm.

Semester	Course Code	Title of the Course	Distribution of Credits			Distribution of Marks			
			T	P	Total	IA	T	P	Total
I	MSO-101	Principles of Sociology	4		4	30	70		100
	MSO-102	Classical Sociological Theories	4		4	30	70		100
	MSO-103	Perspectives on Indian Society	4		4	30	70		100
	MSO-104	Rural Society and Indigenous Technology	4		4	30	70		100
	MSO-105	Sociology of North East India	4		4	30	70		100
II	MSO-201	Modern Sociological Theories	4		4	30	70		100
	MSO-202	Social Stratification	4		4	30	70		100
	MSO-203	Family, Kinship and Marriage	4		4	30	70		100
	MSO-204	Science, Technology and Society	4		4	30	70		100
	MSO-205	Political Sociology	4		4	30	70		100
III	MSO-301	Research Methodology	4		4	30	70		100
	MSO-302	Urban and Industrial Society	4		4	30	70		100
	MSO-303	Internship		2	2	35	15		50
	MSO-304 (Elective)	A. Sociology of Health B. Social Demography C. Human Resource Development D. Social Movements	4		4	30	70		100
	MSO-305 (Elective)	A. Sociology of Gender B. Sociology of Education C. Sociology of Mass Communication D. Sociology of Development	4		4	30	70		100
	MSO-306 (MDC)	Sociology of North East India	4		4	30	70		100

Semester	Course Code	Title of the Course	Distribution of Credits			Distribution of Marks			
			T	P	Total	IA	T	P	Total
IV	MSO-401	Contemporary Sociological Theory	4		4	30	70		100
	MSO-402	Statistical Analysis & Computer Application		2	2	35		15	50
	MSO-403	Dissertation		6	6	70		30	100
	MSO-404 (Elective)	A. Sociology of Environment B. Sociology of Marginalized Communities C. Sociology of Childhood in India D. Project Planning & Programme Implementation	4		4	30	70		100
	MSO-405 (Elective)	A. Counselling and Guidance B. Sociology of Religion C. Criminology & Penology D. Sociology of Tribal Society.	4		4	30	70		100
	MSO-406	Viva-Voce	2						50
	HVP-760	Human Values and Professional Ethics							100

IA= Internal Assessment; **T**= Theory; **P**= Practical (*Lab/Fieldwork/Dissertation/Project etc.*)

DEPARTMENT OF SOCIOLOGY

UNIVERSITY OF SCIENCE & TECHNOLOGY, MEGHALAYA

Syllabus for M.A. in Sociology

Semester	Core Courses (10)	Ability Enhancement Compulsory Course (4)	Skill Enhancement course [SEC] (2)	Discipline Specific Elective [DSE] (4)	Generic Elective [GE] (1)	Mandatory Course (Non credit)
I	Principles of Sociology	Rural Society and Indigenous Technology				
	Classical Sociological Theories	Sociology of North East India				
	Perspectives on Indian Society					
II	Modern Sociological Theories	Science, Technology and Society				
	Social Stratification					
	Family, Kinship and Marriage					
	Political Sociology					
III	Research Methodology		Internship	Sociology of Health/ Social Demography/ Human Resource Development / Social Movements	Sociology of North East India	
	Urban and Industrial Society			Sociology of Gender/ Sociology of Education/ Sociology of Mass Communication/ Sociology of Development		
IV	Contemporary Sociological Theory	Statistical Analysis & Computer Application	Dissertation	Sociology of Environment/ Sociology of Marginalized Communities/ Sociology of Childhood in India/ Project Planning & Programme Implementation		Human values and Professional Ethics
				Counseling and Guidance/ Sociology of Religion/ Criminology & Penology/ Sociology of Tribal Society		

**DEPARTMENT OF SOCIOLOGY
UNIVERSITY OF SCIENCE & TECHNOLOGY, MEGHALAYA**

M A (Sociology)

Semester I

Course Code: MSO – 101

Course: PRINCIPLES OF SOCIOLOGY

Total Credits: 4

Course Objectives:

Sociology as a discipline emerged and developed under certain circumstances and in specific continents during particular periods of history of human development. This Course is intended to acquaint the students with sociology as a social science and the distinctiveness of its approach among the social sciences. It is organised in such a way that even students without any previous exposure to sociology could acquire an interest in the subject and follow it. The Course broadly covers the following aspects:

- Nature, scope and schools of thoughts in Sociology,
- Basic concepts in Sociology and
- The applications of Sociology.

Course Outcome:

CO1. To acquaint the students with sociology and the distinctiveness of its approach among the social sciences.

CO2. To understand the basic concepts and their applications in Sociology

CO3. To understand various dimensions of Social Change and Social Control

CO4. To introduce various sociological perspectives in sociology

Course Outline:

Unit I (15 hrs + 5hrs)

Nature and Scope of Sociology:

Definition, Sociology as a Science;

Relationship of Sociology with other social sciences (Anthropology, Economics, History, Political Science, Psychology)

The uses of sociology - Introduction to applied sociology, Sociology and social problems, Sociology and social change, Sociology and social policy and action, Sociology and development, Sociology and professions;

Unit II (15 hrs + 5 hrs)

Basic Concepts:

Society, Community, Group, Culture, Socialisation, Social Institutions, Family and Kinship, Class and Caste;

Social system - Meaning, Elements, Characteristics and Types;

Status and Role - their relationship, multiple roles, Role set, Status set, Status sequence, Role conflict;

Social Processes: Social Action, Accommodation, Assimilation, Acculturation, Co-operation, Competition, Conflict and Adaptation;

Unit III (15 hrs + 5 hrs)

Social Change and Social Control:

Social change - Meaning and definition; Types – evolution, diffusion, progress, revolution, transformation; Factors and Theories of social change;

Social mobility – Definition and types;

Social control – Deviance and social order; Definition and Agencies of social control;

Importance of social control;

Unit IV (15 hrs + 5 hrs)

Theoretical Perspectives in Sociology:

Nature of sociological theory, Levels of theorisation in sociology, and Relationship between theory and research;

Structural-functionalism, Structuralism and post-structuralism, Conflict theory, The critical theory and neo Marxism, Interactionist perspective;

Recent trends in sociological theorizing;

Text Books:

Haralambos, 2007, *Sociology: Themes and Perspectives*, Bombay: OUP.

Inkeles, Alex, 2010, *What is Sociology?: An introduction to the discipline and profession*, New Delhi: PHI Learning Pvt. Ltd.

Further Reading List:

Anthony, Giddens, 2008, *Sociology*, N Delhi: Wiley India Pvt. Ltd.

Beattie, J., 1966, *Other Cultures*, London: R.K.P.

Béteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: OUP.

Beteille, André, 2002, *Sociology: Essays in Approach & Method*, Oxford: OUP.

Bottomore, T. B. 1971. *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin.

Dahrendorf, Ralf, 1968, *Essays in the Theory of Society*, Stanford: Stanford University Press.

Durkheim, Emile, 1984, *The Division of Labour in Society*, Basingstoke: Macmillan.

Firth, Raymond, 1956, *Human Types*, Thomas Nelson & Sons.

Franklin, Henry, 1990, *The Principles of Sociology*, Jaipur: Print Well publishers.

Gelles J. Richard, Ann Levine, 1995, *Sociology- An Introduction*, Mc Graw Hill Company.

Giddens, Anthony, 2010, *Sociology*, 6th edition, Polity Press.

Gisbert, Pavsca, 1973, *Fundamentals of Sociology*, Orient Longman, Bombay.

Goldthorpe, J.K., 1985, *An Introduction to Sociology*, Cambridge University Press.

Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw Hill.

Jackson, S. and S. Scott (eds.), 2002, *Gender: A Sociological Reader*, London: Routledge,

MacIver, Robert M, and Charles Hunt Page. 1949. *Society*, New York: Rinehart.

Marx, Karl, 1990, *Selected writings in Sociology and Social Philosophy*, Penguin Books Limited.

Ogburn and Nimkoff, 1966, *A Handbook of Sociology*, New Delhi: Eurasia Publication House (Pvt) Ltd.

Radcliffe Brown, A.R., 1976, *Structure and Function in Primitive Society*, Free Press.

Rao, C N Shankar, 2013, *Sociology – Principles of Sociology with an Introduction to Social Thought*, N Delhi: S Chand.

Rawat, H K, 2010, *Sociology: Basic concepts*, Jaipur: Rawat Publications.

Ritzer, George, 1996, *Classical Sociological Theory*, New York: McGraw Hill.

Ritzer, Kammuger Zefman, 1979, *Sociology- Experiencing a Changing Society*, Boston: Allyn & Buan.

Robey, David, 1973, *Structuralism: An Introduction*, 1st ed., Oxford: Clarendon Press.

Sharma K.L, 2001, *Reconceptualising Caste, Class & Tribe*, Jaipur: Rawat Publications.

Sharma, Ram Nath, 1993, *Principles of Sociology*, Bombay: Media Promoters and Publication Pvt Ltd.

Thompson, Kenneth and Tunstall, Jeremy, 1977, *Sociological Perspectives*, New York: Penguin Books Ltd.

Weber, Max, 1978, *Economy & Society: An outline of Interpretive Sociology, Vol. I*, University of California Press.

Course Code: MSO – 102

Course: CLASSICAL SOCIOLOGICAL THEORIES

Total Credits: 4

Course Objectives:

During the development of Sociology, different thinkers viewed the societal changes from different perspectives, presented their distinct analysis, casual and otherwise of these changes made efforts to highlight the different features of the emerging modern industrial capitalist society and also attempted to predict the future of this society. They laid down the theoretical foundations of Sociology on which edifice of modern Sociological theories is erected. Acquaintance with the writings of these thinkers would equip the students with theoretical insights to know, analyse and interpret the social scenario around them and would also familiarize them with the different sociological perspectives and theories. The Course broadly deals with:

- i. The theoretical developments in Sociology from its beginning, and
- ii. The contributions of Karl Mark, Emile Durkheim and Max Weber.

Course Outcome:

CO1. To introduce the background of emergence of sociology

CO2. To highlight the major classical contributions on Positivism & Functionalism

CO3. The course highlights the contributions of Anthropological Traditions in classical sociology.

CO4. To understand the Structural functionalisms of Durkheim, Parsons and Merton.

CO5. To understand the contributions of Weber and Marx in the development of sociological theories.

Course Outline:

Unit I (18 hrs + 5 hrs)

Positivism & Functionalism:

Background of the emergence of sociology;

August Comte - Positivism

Herbet Spencer – Organicism, Evolutionary Theory

Vilfredo Pareto - Classification of Residues and Derivations, Theory of social change;

Unit II (12 hrs+5)

Anthropological Traditions:

A. R. Radcliffe-Brown & B Malinowski: Concept of structural functionalism

Levis' Strauss: Structuralism

Unit III (15 hrs + 5 hrs)

Structural functionalism:

Emile Durkheim – Division of labour, Theory of suicide, Theory of Religion, Contribution to the methodology of Sociology (Social Fact)

T. Parsons - Functional dimensions of social system (AGIL); Theory of Action; Theory of Pattern Variable, Theory of Social Change

R.K Merton - Functional analysis; Theories of Middle Range, Theory of Deviance, The role set;

Unit IV (15 hrs + 5 hrs)

Contributions of Marx and Weber:

Karl Marx - Dialectical and Historical materialism, Economic determinism, classes and class conflict;

Max Weber - Social action, Protestant ethic and spirit of capitalism, Authority and power, Bureaucracy;

Limitations of Classical Theory - Race (Du Bois), Gender (Gilman) and colonialism;

Text Books:

Ritzer, George. 1992 (3rd edition). Sociological theory. New York: McGraw-Hill.

Turner, Jonathan H. 1995 (4th edition). The structure of sociological theory. Jaipur and New Delhi: Rawat

Further Reading List:

Abraham M. F. and Morgan J. H., 1996, Sociological Thought, MacMillan India, Madras.

Aron, Raymond 1965 – 1967 : Main Currents in Sociological Thought, Vol. I and II, Penguin, Chapters on Marx, Durkheim and Weber.

Coser, Lewis A. (1977) : Masters of Sociological Thought, Harcourt Base, New York.

Dahrendorf, Ralph 1959 – Class and Class Conflict in an Industrial Society. Stanford University Press.

Dorothy, Smith (1996) The Conceptual Practices of Power, University of Toronto Press.

Fletcher, Ronald (1971) : The Making of Sociology, Vol. I and II, Michael Joseph Ltd., London

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

Giddens, Anthony. 2008. Sociology. Willey India Pvt. Ltd., N Delhi.

Hughes, John A., Martin, Peter, J. and Sharrock, W. W. 1995, Understanding Classical Sociology – Marx, Weber and Durkheim, London : Sage Publications, Whole Book.

Kennith, Allan (2005) Exploration of Classical Sociological Theory Seeing the Sociological World, Pinforge Press London

Morrison, Ken (1995), Marx, Durkheim and Weber- Formations of Modern Sociological Thought, Sage, New Delhi.

Nisbet 1966 – The Sociological Tradition. Heinemann Educational Books Ltd., London.

Parsons, Talcott 1937-1949 The structure of social Action, Vol. I & II. McGraw Hill, New York.

Popper, Karl 1945 – Open Society and its Enemies. Routledge, London

Ritzer, George, Frontiers of Social Theory: The New Synthesis, (1990) Columbia University Press.

Yakhot, O. Spirin A. (1971) : The Basic Principles of Dialectical and Historical Materialism, Progress Publishers, Mosco.

Zeitlin, Irvin 1998, Rethinking Sociology – A critique of contemporary theory. Prentice Hall

Zeitlin, Irving M. (1969), Ideology and the Development of Sociological Theory, Prentice - Hall, New Delhi.

Course Code: MSO-103**Course: PERSPECTIVES ON INDIAN SOCIETY****Total Credits: 4****Course Objectives:**

It is presumed that the students have some familiarity with the Indian society by virtue of the fact that he/she is a member of it and that the student has observed and experienced some facets of it. However, this familiarity is likely to be superficial, selective and rather fragmentary. The course is aimed at rectifying these limitations by presenting a comprehensive, integrated and empirically-based profile of Indian society. It is hoped that the sociological perspective on Indian society presented in this course will also enable students to gain a better understanding of their own situation and region. This Course broadly deals with:

- The conceptualizing of Indian society, focusing on its structural linkages and interrelationships.
- Continuity and changes in Indian society, and
- The theoretical perspectives relating to Indian society.

Course Outcome:

CO1. This Course particularly attempts to examine the structure of Indian society.

CO2. To introduce evolution of different Schools of thoughts in Indian sociology.

CO3. To understand Indian society from Indological /Textual, Structural-functional and Marxian perspectives.

CO4. To understand Indian society from Subaltern, Stratification and Cultural perspectives.

Course Outline:

Unit I (15 hrs + 5 hrs)

Conceptualizing Indian society:

The scale and magnitude of diversity in religious beliefs and rituals, race, ethnicity, caste and linguistic diversity;

The census, district gazetteers and the imperial gazetteer as instruments of colonial policy;

The representation of Indian society as fragmentary and static in colonial ethnography;

Unit II (15 hrs + 5 hrs)

Schools of thoughts in Indian sociology:

Bombay School, Lucknow School and Calcutta School of thoughts,

Trends of change, processes of change;

Sanskritization, Westernization and Modernization in Indian society;

Little and Great traditions; Universalization and Parochialization;

Unit III (15 hrs + 5 hrs)

Theoretical perspectives I:

Indological /Textual: G.S.Ghurye, Louis Dumont

Structural-functionalism: M.N. Srinivas,

Marxism - A. R. Desai;

Unit IV (15 hrs + 5 hrs)

Theoretical perspectives II:

Subaltern Perspective: B.R. Ambedkar, David Hardiman

Stratification perspective: Andre Beteille

Cultural perspectives: Yogendra Singh

Text Books:

Nagla, BK, 2011. Indian Sociological Thought. Jaipur: Rawat.

Sharma. K. L. 2008. Indian Society: Structure and Change. Jaipur: Rawat.

Singh, Y. 1973. Modernization of Indian Tradition. Delhi: Thomson Press.

Further Reading List:

Ahuja, Ram, 2010. Society in India: Concepts, Theories and Trends. Jaipur: Rawat.

Ahuja, Ram, 2010. Social Problems in India. Jaipur: Rawat.

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

Atal, Yogesh, 2003. Indian Sociology from where to where. N Delhi: Rawat.

Atal, Yogesh, 2006. Changing Indian Society. N Delhi: Rawat.

Dhanagare, D.N. 1993. Themes and Perspectives in Indian Sociology. Jaipur: Rawat.

DeSouza, P.R. ed. 2000. Contemporary India – Transitions. New Delhi: Sage.

Dube, S.C. 1967. The Indian Village. London: Routledge, 1955.

Dumont, Louis 1970. Homo Hierarchicus: The Caste System and its Implications. New Delhi: Vikas.

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

Madan, Vandana, 2002. The village in India. N Delhi: OUP.

Momin, A. R. 1996. The Legacy of G. S. Ghurye: A Centennial Festschrift. Bombay: Popular Prakashan.

Oommen, T.K. and P. N. Mukherjee, eds. 1986. Indian Sociology: Reflections and Introspections. Bombay: Popular Prakashan.

Singh, K.S. 1992. The People of India: An Introduction. Calcutta: Seagull books.

Singh, Y. 1986. Indian Sociology: Social Conditioning and Emerging Concerns. Delhi: Vistaar.

Singh, Y. 1986. Modernization of Indian Tradition. Delhi: Thomson Press.

Srinivas, M.N. 1972. Social Change in modern India. N Delhi: Orient Longman Pvt. Ltd.

Hardiman, David 1987. The Coming of the Devi: Adivasi Assertion in Western India. Oxford University Press.

Lannoy, Richard 1971. The Speaking Tree - A Study of Indian Culture and Society. London: Oxford University Press.

Marriott, McKim 1990. India through Hindu Categories. Delhi: Sage.

Mohan, R.P. and A. S. Wilke, eds 1994. International Handbook of Contemporary Developments in Sociology. London: Mansell.

Singer, Milton 1972. When A Great Tradition Modernizes. Delhi: Vikas.

Patricia Oberioi. 1993. Family, Kinship and Marriage in India, New Delhi: OUP.

Quigley Declan. 1995. Interpretation of Caste. Oxford: Clarendon Press.

Course Code: MSO- 104

Course: RURAL SOCIETY AND INDIGENOUS TECHNOLOGY

Total Credits: 4

Course Objectives:

The agrarian structure and development in India are the two principal sources of approach to study the rural society in India. Indigenous technology plays an important role in the continuity and development of rural societies, which are of diverse nature. The course plan emerges as a basis for developing a sociological skill on peasant and social structure. This Course broadly deals with:

- Sociological understanding of rural social structure, change and development in India
- Sociological skills to reconstruct rural institution and rural development programmes to plan, monitor and evaluate rural development programmes.
- Prevailing approaches to the study of rural society - Rural community and peasantry.

Course Outcome:

CO1. To introduce the Fundamentals of Rural Sociology as a branch of sociology.

CO2. To understand various Rural Social Institutions in Indian context.

CO3. To understand the role of Indigenous technology in the continuity and development of rural societies.

CO4. To have a Sociological understanding of rural social structure, change and development in India

Course Outline:

Unit I (15 hrs + 5 hrs)

Fundamentals of Rural Sociology:

Meaning, Scope & Significance of Rural Sociology;

Concepts and features Rural Society: Little Community, Peasant Society, Folk Culture and Dominant Caste.

Rural – Urban Continuum.

Tribe & Caste.

Unit II (15 hrs + 5 hrs)

Rural Social Institutions:

Family, Kinship, Marriage and Religion;

Caste System in Indian Society;

Tribal Social System & Institution with special reference to North-East India.

Rural Economy: Land Ownership System; Agrarian Class Structure; Agrarian relations

Land reforms in India; Green revolution.

Rural Polity: Rural Leadership and factionalism, Panchayati Raj Institutions, Village Panchayat and headmanship (Gaonburah) in N E India.

Unit III (15 hrs + 5 hrs)

Indigenous Technology:

Concept of Indigenous Technology;

Rural Industrial Sectors- Small Scale, Handloom, Agro-based industries, Rural Artisans, Handicrafts and Sericulture;

Impediments of Rural industrialization in Indian villages, with special reference to NE India (Rural visits are required).

Unit IV (15 hrs + 5 hrs)

Social Change and development in Rural India:

Rural Transformation in India – aspects and dimensions;

Causes and consequences of rural change;
Rural social problems in India,
Rural development – Programmes and schemes in India;
Role of indigenous technology in development of NE India.

Text Books:

Desai, A.R., 2010, Rural Sociology in India, Popular Prakashan, Bombay
Sharma, K.L., 1997, Rural Society in India, Rawat Publications, Jaipur

Further Reading List:

Ashish Nandy 1999. Ambiguous Journey to the City, New Delhi: OUP
Betille, Andre 1983, Studies in Agrarian Social Structure, OUP, New Delhi.
Betille, Andre 1974, Six Essays in Comparative Sociology, OUP, New Delhi.
Doshi, S L, 2009. Rural Sociology, Rawat Publications, Jaipur.
Joshi, P.C., 1965, Land Reforms in India, Allied Publishers, Bombay
Dube, S.C., 1955, Indian Village, Routledge and Kegan Paul, London
Desai, A.R., 2003, Rural India in Transition, Popular Prakashan, Bombay
Berch, Berberogue, Ed. 1992 : Class, State and Development in India 1, 2, 3 and 4 Chapters. Sage, New Delhi.
Mencher J.P., 1983 : Social Anthropology of Peasantry Part III, OUP
P. Radhakrishnan, 1989 : Peasant Struggles : Land reforms and Social Change in Malabar 1836 – 1982. Sage Publications : New Delhi.
Thorner, Daniel and Thorner Alice 1962 Land and Labour in India, Asia Publications, Bombay.
Dhanagare, D N 1988 : Peasant Movements in India, OUP, New Delhi.

Course Code: MSO-105

Course: SOCIOLOGY OF NORTHEAST INDIA

Total Credits: 4

Course Objective:

North East India as a sociological construct has diversities in terms of culture, traditions, race, ethnicity, religion, language, identity, etc. Therefore, it is important for all students to have a broad overview of the region and its social phenomena. The region is unique in the sense it has the maximum numbers of diverse communities having special provisions under the Constitution of India. This course is designed with following objectives:

- To incur basic knowledge of NE India
- To develop an understanding of the social problems in NE India.
- To study the different issues and prospect of welfare and development of N E India.

Course Outcome:

CO1. To understand the brief history and structure of North-eastern part of India.

CO2. To study the social composition of the region.

CO3. To understand the social institutions of the region.

CO4. To study the nature of social problems in the region.

Course Outline:

Unit I (15 hrs + 5 hrs)

An overview:

North East India as a sociological construct;

North East India - History, plurality, unity and identity formation (culture, race, tribes, languages, religions, natural resources);

Constitutional provisions for NE India – 6th Schedule and other provisions;

Laws and Acts relating to NE India.

Unit II (15 hrs + 5 hrs)

Social Composition and its Dynamics:

Population profile of rural-urban distribution,

Tribal-non-tribal distribution and hills-plains distribution,

Population growth;

Literacy and human resource potential;

Villages, towns and cities.

Unit III (15 hrs + 5 hrs)

Social Institutions in N E India:

Traditional and Modern institutions;

Family, Marriage and Kinship;

Dowry, Bride price and Inheritance;

Economic and Political institutions;

Unit IV (15 hrs + 5 hrs)

Social problems in NE India:

Definition, nature and types, causes and stages of social problems;

Trends in Indian social problems – past, present and future;

Land alienation, Unemployment, Immigration, Child labour, Substance abuse, HIV/AIDS,

Gambling, Human trafficking, Insurgency, etc., in NE India.

Text Books:

Medhi, D K, 2008, Man and Environment in North East India, Eastern Book House, Guwahati.

Sharma, D, 2012, Glimpses of North East India, Eastern Book House, Guwahati.

Further Reading List:

Ahmed PA, 2012, Terrorism and Terrorist Groups in North East India, Eastern Book House, Guwahati.

Alam, E., 1994, Planning in North-East India, New Delhi: Gyan Publishing House

Bhattacharjee, J.B., 1998, Sequences of Development in North-East India, Delhi: B.R. Publications

Bose, A. et al, 1990, Tribal Demography and development in North-East India

Das, N.K., 1989, Ethnic identity, ethnicity and social stratification in North-East India

Datta-Roy, R., 1998, Social and Economic profiles of North-East India, B.R. Publications, New Delhi

Deka S, 2012 Population Development and Conflict in North East India, Eastern Book House, Guwahati.

Nag, S., 1990, Roots of Ethnic Conflict: Nationality Question in North East India

Saikia, P.D. and Borah, D. (eds), Constraints of economic development in northeast India, New Delhi: Omsons.

Srivastava, S.K., (ed), 1987, Demographic profiles of northeast India

LRI, 2007, Customary Laws of the Apatanis of Arunachal Pradesh with special reference to their Landholding system, LRI, Guwahati.

LRI, 2012, Customary Laws of the Khasis of Meghalaya with special reference to their Landholding system, LRI, Guwahati.

LRI, 2011, Customary Laws of the Mizos of Mizoram with special reference to their Landholding system, LRI, Guwahati.

LRI, 2011, Customary Laws of the Angamis of Nagaland with special reference to their Landholding system, LRI, Guwahati.

LRI, 2009, Customary Laws of the Tripuris of Tripura with special reference to their Landholding system, LRI, Guwahati.

LRI, 2007, Customary Laws of the Karbis of Karbi Anglong with special reference to their Landholding system, LRI, Guwahati.

MA (Sociology)
Second Semester

Course Code: MSO-201

Course: MODERN SOCIOLOGICAL THEORIES

Total Credits: 4

Course Objectives:

This course traces the development of modern sociological theory broadly under the perspective of Conflict, Interactionist, Phenomenology, Ethnomethodology and Dramaturgy. The objectives of this course are:

To understand the insight of the theory of Karl Marx and his critiques.

To understand the society from Interactionist's point of view.

To understand how the individual action and interaction among individuals become social Phenomena.

Course Outcome:

CO1. To have a comprehensive understanding of the concepts of modern, modernity and modernization

CO2. To understand the emergence of modern sociological theories

CO3. To understand major contributions on Modern Conflict Theories

CO4. To understand major contributions on Interactionist perspective in Sociology

CO5. To understand major contributions on Phenomenology and Ethnomethodology

Course Outline:

Unit I (12 hrs + 5 hrs)

Introduction to Modern Theories:

Concepts of modernity and modernism;

Emergence and development of modern sociological theories;

Modern sociological thinkers;

Unit II (17 hrs + 6 hrs)

Modern Conflict Theory:

Major contributors on conflict theories;

Marx's critique and R. Dahrendorf's conflict theory;

R. Collins - conflict and social change;

L. Coser - Functional analysis of conflict;

Unit III (12 hrs + 5 hrs)

Interactionist perspective in Sociology:

Symbolic Interactionism

G. H. Mead - mind, self and society, and the 'I' and 'Me'

H. Blumer's symbolic interactionism;

Unit IV (18 hrs + 7 hrs)

Phenomenology and Ethnomethodology:

A. Schutz's phenomenology – Phenomenology of social world and the structure of life world;

P. Berger and T. G. Luckmann's Social construction of reality;

H. Garfinkel's ethnomethodology – The commonsense world and Breaching experiments;

E. Goffman's dramaturgy – Presentation of self;

Text Books:

Giddens, Anthony. 2008. Sociology. Polity Wiley India Pvt. Ltd., N Delhi.

Collins, Randall. 1997 (Indian edition). Sociological Theory. Jaipur and New Delhi: Rawat.

Delaney, Tim, 2008, Contemporary Social Theory – Investigation and Application, Pearson Education, N Delhi.

Further Reading List:

Alexander, Jeffrey C. 1987. Twenty lectures: Sociological theory since World War II. New York: Columbia University Press.

Abraham, Francis M, 1982, Modern Sociological Theory, OUP, N Delhi.

Abraham, Francis M, 2008, Contemporary Sociology: an introduction to concepts and theories, OUP, N Delhi.

Bottomore, Tom. 1984. The Frankfurt school. Chester, Sussex: Ellis Horwood and London: Tavistock Publications.

Craib, Ian. 1992. Modern social theory: From Parsons to Habermas (2nd edition). London: Harvester Press.

Giddens, Anthony. 1983. Central problems in social theory: Action, structure and contradiction in social analysis. London: Macmillan.

Ritzer, George. 1992 (3rd edition). Sociological theory. New York: McGraw-Hill.

Turner, Jonathan H. 1995 (4th edition). The structure of sociological theory. Jaipur and New Delhi: Rawat.

Williams, J, 2012, Understanding Post-structuralism, Jaipur and New Delhi: Rawat.

Zeitlin, Irving M. 1998 (Indian edition). Rethinking sociology: A critique of contemporary theory. Jaipur and New Delhi: Rawat.

Course Code: MSO-202

Course: SOCIAL STRATIFICATION

Total Credits: 4

Course Objectives:

Social stratification is universal, which is found in all societies. The structure and functions of stratification varies from society to society and at different times. The study of stratification of societies constitutes one of the most critical and important areas within sociology. As a basic course in this area, the objectives are:

- i. To familiarize the student with both theoretical formulations made and empirical studies undertaken by sociologists - classical and contemporary,
- ii. To understand the social stratification in Indian society, and
- iii. To understand the social stratification across the globe,

Course Outcome:

CO1. To understand various concepts of social stratification

CO2. To understand different theories on social stratification

CO3. To understand social stratification in Indian society

CO4. To understand social stratification in global context.

Course Outline:

Unit I

Basic Concepts: (15 hrs + 5 hrs)

Social Differentiation, Inequality and Social Stratification,

Social Exclusion and Inclusion;

Bases of Social Stratification - Slavery, Estate system, Indentured servitude, Caste, Class,

Power, Gender, Ethnicity and skills;

Vertical and horizontal stratifications and social mobility;

Unit- II (15 hrs + 5 hrs)

Theorization of Social Stratification:

Kingsley Davis & W.E. Moore's Functional theory of stratification;

Karl Marx's theory of class and class-conflict;

Max Weber's concepts of class, status and power;

Goldthorpe's class scheme;

Unit- III (15 hrs + 5 hrs)

Social Stratification in India:

Social Stratification in Agrarian and Industrial Settings,

Gender and Social Stratification,
Culture and Social Stratification,
Caste – Class Nexus - Continuity and Change;

Unit IV (15 hrs + 5 hrs)

Global Social Stratification:

Bases of stratification across the world - imperialism, world system,
Culture of poverty and dependency theories;
Social stratification in Great Britain, USA, South Africa, Nepal, China, Iran and Pakistan;
New Trends in Social Stratification.

Text Books:

Gupta, Dipankar (ed.), 1991, Social Stratification, Oxford University Press, Delhi
Melvin Tumin (1999), Social Stratification - The Forms and Functions of Social Inequality, New Delhi, Prentice .Hall.

Further Reading List:

Beteille Andre (ed), 1969, Social Inequality, Penguin Books, Marmondsworth.
Beteille, Andre, 1966, Caste, Class and Power, Delhi Oxford University Press.
Bhadra, RK, 2007, Ethnicity, Movement and Social Structure, Rawat Publication, Jaipur
Dahrendorf, Ralph, 1959, Class and Class Conflict in Industrial Society, Routledge Kegan Paul, London.
Dorling, D, 2010, Injustice: Why social inequality persists? Rawat, Jaipur.
Dumont, Louis, 1972, Homo-Hierarchieus, Granada Publishing Limited, Paladin, London
Jackson, J.A.(ed.), 1961 Social Stratification, Cambridge University Press, Cambridge
Lenski, Gerhard, 1966, Power and Privilege: A Theory of Social Stratification, McGraw Hill, New York
Lipset, S.M. and R.Bendix (eds.) 1965, Class, Status and Power, The Free Press, New York
Modi, I, 2009, Themes in Social Stratification and Mobility, Rawat Publication, Jaipur
Sharma, K.L. 2010, Perspectives on Social Stratification, Rawat Publication, Jaipur
Sharma, KL, 2007, Indian Social Structure and Change, Rawat Publication, Jaipur.
Shaw, 2007, Handbook of inequality, Rawat Publication, Jaipur.
Singh, Yogendra, 1985, Social Stratification and Change in India, Manohar Publications, Delhi
Subramanyam, V 2010, Social Exclusion, Integration and Inclusive Policies, Rawat Publication, Jaipur.

Course Code: MSO-203

Course: Family, Kinship and Marriage

Total Credits: 4

Course Objectives:

Family, kinship and marriage are three basic social institutions. Mankind throughout the world revolves around these institutions for their survival and continuity. An understanding of these are important to analyse any society or community. This Course broadly aims:

- To acquaint the students with the basic concepts of family, kinship and marriage and to demonstrate how structural principles are used by societies in a consistent logical way to organize groups and categories and infuse them with cultural meanings so that the societal objectives of social integration, social reproduction and social continuity are realized.
- To understand family, kinship and marriage in Indian context.

Course Outcome:

- CO1. To introduce the Theoretical Perspectives on Family, Kinship and Marriage
CO2. To understand family as a social institution, including its concept, structure and changes.
CO3. To understand concept, structure and changes in the institution of marriage.
CO4. To understand kinship as a social institution, its concept, structure and changes.

Course Outline:**Unit I (15+5 hrs)****Theoretical Perspectives:**

- Overview of theoretical developments
- Descent theory
- Alliance theory
- Recent theorizations and their implications

Unit II (15+5 hrs)**Family:**

- Family and household
- Family structure and composition - Development cycle
- Changes in family
- Family and gender issues.

Unit III (15+5 hrs)**Kinship:**

- Basic concepts - Incest, affiliation, consanguinity, affinity, clan, lineage, kindered;
- Kinship and Descent - Unilineal, double and cognatic descent, Complimentary filiation;
- Kinship terminology,
- Reproductive Technologies and Reconfigured Kinship

Unit IV (15+5 hrs)**Marriage:**

- Concept and Types of marriages,
- Rules of Marriage - Endogamy, exogamy, prescriptive and preferential marriage, levirate and sororate, hypogamy and hypergamy;
- Marriage transactions - dowry and bride wealth;
- Challenges to marriage as an institution;

Text Books:

- Uberoi, Patricia. 1993. *Family, Kinship and Marriage in India*. New Delhi, Oxford University Press.
- Fox, Robin: 1967. *Kinship and Marriage: An Anthropological Perspective*. Harmondsworth: Penguin. International Encyclopaedia of Social Science, 1968.

Further Reading List:

- Bourdieu, P. 1975. 'Marriage strategies as strategies of social reproduction' in R. Forster and O. Ranum (eds.): *Family and society: Selections from the Annales*. Baltimore: John Hopkins University Press.
- Carsten, J. (ed.). 2000. *Cultures of relatedness: New approaches to the study of kinship*. Cambridge: Cambridge University Press.
- Carsten, J. 1997. *The Heat of the Hearth: The process of kinship in a Malay fishing community*. Oxford: Oxford University Press.
- Dube, Leela, 1997. *Women and Kinship: Comparative Perspectives on Gender in South and South East Asia*. New Delhi: Sage Publications.
- Goody, J. and S.J. Tambiah. 1975. *Bride-wealth and Dowry*. Cambridge: Cambridge University Press.
- Kahn, S.M. 2000. *Reproducing Jews: A cultural account of assisted conception in Israel*. Durham, N.C: Duke University Press.

- Keesing, R.M.1975. *Kin Groups and Social Structure*: New York: Holt Rinehart and Winston.
- Levine, N.E. 1988. *The dynamics of polyandry: kinship, domesticity and population on the Tibetan border*. Chicago: Chicago University Press.
- Levi-Strauss, C. 1969. *The Elementary Structures of kinship*. London: Eyre and Spottiswoode.
- Parkin, R. and L. Stone (eds.). 2000. *Kinship and family: An anthropological reader*. U.S.A.: Blackwell.
- Parsons, T. 1954. 'The kinship system of the contemporary United States' in T. Parsons' (ed.): *Essays in sociological theory (177-196)*. New York: Free Press.
- Radcliff Brown, A.R., and Daryll Forde (eds.) 1950. *African Systems of Kinship and Marriage*. London: Oxford University Press. (Introduction)
- Robertson, A.F. 1991. *Beyond the family: The Social Organisation of Human Reproduction*. U.S.A: University of California Press.
- Shah, A.M. 1998. *The Family in India: Critical Essays*, New Delhi: Orient Longman.
- Strathem, M. 1992. *After nature: English Kinship in the late Twentieth Century*. Cambridge: Cambridge University Press.
- Trautman, T.R. 1981. *Dravidian Kinship*. Cambridge: Cambridge University Press.
- Trautmann, T.R. 1987. *Lewis Henry Morgan and the Invention of Kinship*. Berkeley: University of California Press.
- Uberoi, P. 1994. *Family, Kinship and Marriage in India*. New Delhi: Oxford University Press.
- Weston, K. 1991. *Families we choose: Lesbians, gays, Kinship*. New York: Columbia University Press.

Course Code: MSO-204

Course: SCIENCE, TECHNOLOGY AND SOCIETY

Total Credits: 4

Course Objectives:

Globalization and liberalization have brought in new dimensions in the development of Science and Technology for the development of our economy, particularly in India. Any effort at development depends on our competitive ability in the international market to sell our products and services. Marketability is dependent on the ability of our scientists to develop new products and processes and in the up-gradation of our technological tools in industry and other service areas. This course is designed with following objectives:

- Introduce students to key conceptual, theoretical, and empirical developments in the sociology of science and technology from the mid-20th century to the early 2000s; and develop students' analytical skills to compare, contrast, and apply approaches in the sociology of science and technology;
- Challenge students to reflect on their own assumptions about the relationships among knowledge, science, technology, medicine, politics, and publics;
- The course, explores the ways in which culture and social structures shape the design and use of technology, and how technology in turn influences cultural and social experience.
- To understand the issues relating to science, technology and society in India both in the historical and globalization contexts.

Course Outcome:

CO1. To enable the students to understand the relationship between science and society, and the importance of studying it.

CO2. To introduce the student to the conceptual and theoretical issues in the study of sociology of science.

CO3. To understand the issues relating to science, technology and society in Indian context

CO4. To understand the issues relating to science, technology and society in the context of globalization.

Course Outline:

Unit I (15 hrs + 5 hrs)

Introduction:

The study of science and technology - its importance, Relationship between society, science and technology;
Science as a social system and as a Community, Norms of science; Ethical Perspective on Science, Technology and Society;
Social Construction of Technology and Users, Sociological understanding of laboratories;
Digital societies and Digital stratification

Unit II (15 hrs + 5 hrs)

Sociology of science and technology

Sociologies of Scientific and technological Knowledge
Contributions to Sociology of Science - Thomas Kuhn, Karl Popper, E Durkheim, R K Merton, Mannheim, P Bourdieu, E Castle, Ulrich Beck, and Lyotard;
Symbolic Interactionist Studies of Science and Technology;
Actor-Network Theory

Unit III (15 hrs + 5 hrs)

Science and Technology in India:

History of Science and technology in India – Development of science and technology, Nature of science and technology education and its quality;
Science and technology policies;
Scientific laboratories and their contribution to the development of technology;
Performance of universities in the development of technology and Interrelationship between industry and universities.

Unit IV (15 hrs + 5 hrs)

Science, Technology and Globalization

Brain drain and Brain gain.
Globalization and liberalization and their impact on science and technology;
WTO and issues related to intellectual property rights;
MNCs and Indian industry;
Political economy of science & technology at the national and international levels;

Text Books:

Gaillard, J., V.V.Krishna and R.Waast, eds. 1997. Scientific communities in the developing world, New Delhi: Sage.
Storer, Norman W. 1966. The social system of science, New York: Holt Rinehart and Winston.

Further Reading List:

Appleyard, R. ed. 1989. The impact of international migration on developing countries, Paris: OECD.
Barber, Bernard 1952. Science and the social order, New York: Free Press.
Chakrabarti, P. *Western Science in Modern India*. Hyderabad: Orient Blackswan, 2001.
Crane, Diana. 1965. "Scientists at major and minor universities: A study of productivity and recognition," American sociological review, 30 (5), Pp. 699-714.
Coler, Myron A. ed. 1963. Essays on the creativity in the sciences New York: New York University Press.

- Cunningham, A. and Willaims, P. .De-centring the .big picture: *The Origins of Modern Science* and the modern origins of science., *Brit. J. Hist. Sci.* (1993), 26, 407-32.
- Debroy, Bibek. 1996. Beyond the Uruguay round: The Indian perspective on GATT New Delhi: Sage.
- Gaillard, J 1991.Scientists in the third world, Lexington: Kentucky University Press.
- Kamala Cahubey ed. 1974, Science policy and national development, New Delhi: Macmillan.
- Kapil, R. *Relocating Modern Science: Circulation and the Construction of Knowledge in South Asia and Europe - 1650-1900*. London: Palgrave Macmillan, 2007.
- Krishna, V.V. 1993, S. S. Bhatnagar on science, technology, and development, 1938-54, New Delhi: Wiley Eastern.
- Kornhauser, William. 1962, Scientists in industry, Berkley: University of California Press,
- Price, Derek J.deSolla, 1963, Little science, big science New York: Columbia University Press.
- Nader, L. *Naked Science: Anthropological Inquiry into Boundaries, Power, and Knowledge*. New York: Routledge, 1996.
- Nandy, A. *Science Hegemony and Violence: A Requiem for Modernity*. New Delhi: Oxford University P, 1990.
- Rahman, A. 1972. Trimurti: Science, technology and society – A collection of essays, New Delhi: Peoples Publishing House.
- Sreekanta, B V, 2009, Science, Technology and Society, JIASR Niwas, New Delhi.
- Olby, R. C., Cantor, G. N., Christie, J. R. R., and Hodge, M. J. S., (eds.), *Companion to the History of Modern Science*, London: Routledge, 1990
- Merton, Robert K. 1973. The Sociology of Science: Theoretical and Empirical Investigations. Norman W. Storer (ed.) Chicago: U. of Chicago Press.
- Bourdieu, P. 1975/1998. The Specificity of the Scientific Field and the Social Conditions of the Progress of Reason. Pp. 31-50 in *The Science Studies Reader*. M Biagioli (Ed.). NY: Routledge.
- Hess, David. 1997. *Science Studies: An Advanced Introduction* . New York: NYU Press.
- Shapin, Steven. 1995. Here and Everywhere: Sociology of Scientific Knowledge. *Annual Review of Sociology*, 21:289-321.
- Wynne, Brian. 1996. Misunderstood Misunderstandings: Social Identities and Public Uptake of Science. Pp. 19-46 in *Misunderstanding Science? The Public Reconstruction of Science and Technology*. A. Irwin and B. Wynne (Eds). Cambridge, UK: Cambridge University Press.
- Timmermans, Stefan. 2000. Technology and Medical Practice. Pp. 309-321 in *Handbook of Medical Sociology*. Chloe Bird, Peter Conrad and Allen M. Fremont (Eds.). Upper Saddle River, NJ: Prentice Hall.
- Joyce, Kelly. 2005. Appealing Images: Magnetic Resonance Imaging and the Production of Authoritative Knowledge. *Social Studies of Science* 35(3): 437– 462.
- MacKenzie, Donald and Judy Wajcman. 1999. Preface and Introductory Essay: The Social Shaping of Technology. Pp. 3-27 in their (Eds.) *The Social Shaping of Technology*, 2nd ed. Buckingham, UK and Philadelphia, PA: Open University Press.
- Hughes, Thomas P. [1987] 1999. “The Evolution of Large Technical Systems.” Pp. 202-223 in *The Science Studies Reader*. M. Biagioli (Ed). New York: Routledge.
- Oudshoorn, Nelly, and Trevor Pinch. 2003. Pp. 1-28 in their (Eds.). *How Users Matter: The Co-Construction of Users and Technology*. Cambridge, MA: MIT Press.
- Reardon, Jennifer. 2001. The Human Genome Diversity Project: A Case Study of Coproduction. *Social Studies of Science*, 31 (3): 357-388.
- Keller, Evelyn Fox. 1987. The Gender/Science System; Or, is Sex to Gender as Nature is to Science? Pp. 234-242 in *The Science Studies Reader*. M. Biagioli (Ed). New York: Routledge.
- Rabinow, Paul (1998/1992). Artificiality and Enlightenment: From Sociobiology to Biosociality. Pp. 407-416 in M. Biagioli (Ed.). *The Science Studies Reader*. NY: Routledge
- Rabinow, Paul and Nikolas Rose. 2003. Biopower Today. To be found at <http://www.lse.ac.uk/collections/sociology/pdf/RabinowandRose-BiopowerToday03.pdf>

Uberoi, J.P.S. *The European Modernity: Science, Truth, and Method*. New Delhi: Oxford University P, 2002.

UNCTAD/CSIR Case study in reverse transfer of technology: A survey of problems and policy in India Doc.TD/B/C/6/AC.4/6 and Corr.1, Geneva.

Volti, Rudi. 2009. *Society and Technological Change*. 6th edition. Worth Publishers Inc.

Visvanathan, S. *A Carnival for Science: Essays on Science Technology and Development*. Oxford: Oxford University P, 1997.

Popper, K. *Logic of Scientific Discovery*. New York: Routledge, 2002.

Visvanathan, S. *Organising for Science: The Making of an Industrial Research Laboratory*. New Delhi: Oxford University P, 1985.

Course Code: MSO – 205

Course: POLITICAL SOCIOLOGY

Total Credits: 4

Course Objectives:

In modernized societies the political system and planning have become dominant components of the total social structure. The knowledge on this field is of great importance to understand the functioning of any nation. Accordingly, the major objectives of teaching this course are:

- To acquaint the students with the nature and functioning of political system(s), and the political processes.
- To make the students aware of the prerequisites of sound democratic political system and its vulnerability.
- To inculcate the basic knowledge on planning and its processes.

Course Outcome:

CO1. To study the major themes and debates in political sociology

CO2. To understand the relationships between political institutions and other social institutions and society

CO3. To understand various processes of polity.

CO4. To understand the relationships between polity and society in India.

Course Outline:

UNIT I (15 hrs + 5 hrs)

Introduction:

Nature, Scope and emergence of Political Sociology;

Definition and subject matter of Political Sociology;

Interrelationship between social sciences and Political Sociology;

Distinctive approach of Political Sociology – Behaviouralism, Structuralism, Systems Approach and Marxian;

Unit II (15 hrs + 5 hrs)

Political System:

Democratic and totalitarian systems – socio-economic conditions conducive for their emergence and stability,

Political Parties - Characteristics, social composition of parties, recruitment, mass participation, political apathy, its causes and consequences (with special reference to India.);

Political culture – meaning and significance,

Pressure groups and interests groups – Nature, bases, political significance, Lobbying;

Unit III (15 hrs + 5 hrs)

Political Process:

Political socialization – meaning, significance and agencies, Political Socialization and Political Participation;

Public opinion - Role of mass media and problems of communication in illiterate societies, its reference on parties and polity, Politicization of social life,

The Power Elite Model, Power and authority, power and influence,

Social Policy, Social Planning and politics;

Unit IV (15 hrs + 5 hrs)

Politics and Society in India:

Indian Political Scenario - Past and contemporary with special focus on N E India;

Role of caste, Class, Religion and language in Indian Politics;

Regionalism, Communalism and Nationalism in Indian Politics;

Decentralization and people's participation – PRI and Municipalities;

Text Books:

Das, H H & Choudhury, B C, 2002, Introduction to Political Sociology, Vikas Publishing House Pvt. Ltd., N Delhi.
Jangam R.T. 1980 – Text Book of Political Sociology, Oxford and IBH Publishing Company, New Delhi.

Further Reading List:

Abraham, Francis, Political Sociology,
Ali Ashraf & Sarma LN, Political Sociology, Univ. Press Pvt . Ltd, N Delhi.
Almond A. Gabriel et.al. 1973, Crises, choice and change : Historical studies of Political Development, Boston.
Benedict Anderson, 1983 – Imagined Communities : Reflections on the origin and Spread of Nationalism, Beso, London
Biswas, Dipti Kumar, 1989 – Political Sociology, Firma KLM Private, Calcutta,
Dowse, R. E. & Hughes 1971 – Political Sociology, New York, Basic Book,
Faulks, K, 2011, Political Sociology: A Critical Introduction, Rawat Publication, Jaipur.
Goel, S.L. and Jain, P.K. 1988: Social Welfare Administration, Vol. 1 and 2, New Delhi: Deep & Deep Publication.
Horowitz, Irving L., 1972 – Foundation of Political Sociology, New York, Harper and Row.
Eisenstadt, S. N. (ED) 1971 – Political Sociology, New York, Basic Book,
Jhingon, M.L.2007. : The Economics of Development and Planning, New Delhi, Konark Publishers Pvt. Ltd.
Key V. O. 1964 – Politics, Parities and Pressure Groups, Crowell New York,.
Kornhauser, W. 1971 – The Politics of Mass Society, Penguin.
Kothari, R. 1979 – Politics in India, Orient Longmans Ltd.
Kothari, Rajani 1973 (Ed) – Caste in Indian Politics – Orient Longmans Ltd., 1973 Mitra, Subratha K. 1992 – Power protest and participation – Local Elides and the politics of development in India. Routledge.
Merton R. K. 1952 (ed) – Reader in Bureaucracy. Glenco The Free Press.
Moin, Shakir, 1986, “State and Politics in Contemporary India”, Ajanta Publication, Delhi,.
Mukhopadhaya AK, Political Sociology, KP Bachi & Company
Mills, C.W. & Hans, Gerth, 1946 – Essays in Sociology. Oxford, New York
Sharma, P N and Shastri. C : Social Planning: Concepts and Techniques, Lucknow Print House
Subramanyam, V 2010, Social Exclusion, Integration and Inclusive Policies, Rawat Publication, Jaipur.
Tornquist, Olle, 1999, “Politics and Development” - A Critical Introduction, Sage publication, London.
William Riker et.al., 1973 – An Introduction to Positive Political Theory. Englewood

MA (Sociology)

Third Semester

Course Code: MSO-301

Course: RESEARCH METHODOLOGY

Total Credits: 4

Course Objectives:

Research in any discipline is of utmost requirement for the development of the discipline and of the societies. This course aims to provide an understanding of the nature of social phenomena, the issues involved in social research and the ways and means of understanding and studying social reality. The Course broadly emphasizes on:

- The study of research methods as a means of understanding social reality.
- The tools and techniques of research, and
- The perspectives and methods (as in quantitative and qualitative research) of understanding social phenomena.

Course Outcome:

CO1. To introduce Philosophical Roots of Social Research and Nature of Social Reality.

CO2. To introduce various methodological perspectives in social research.

CO3. To give the students an all-round idea related to practice of various research methods.

CO4. To introduce on Macro data and Data Analysis

Course Outline:

Unit I (15 hrs + 5 hrs)

Philosophical Roots of Social Research and Nature of Social Reality:

Issues in the theory of epistemology - forms and types of knowledge;

Philosophy of social science - Enlightenment, reason and science, Cartesian philosophy, structure of scientific revolution (Kuhn);

Meaning and nature of social research - Nature of social phenomena and Logic of Inquiry in social science research, Scientific method, Objectivity and subjectivity, facts and value, Reliability and Validity;

Inductive and deductive research, Theory building, Hypothesis;

Unit II (15 hrs + 5 hrs)

Methodological Perspectives:

Positivism, Phenomenology, Ethnomethodology and Symbolic Interactionism;

Interpretative understanding;

Hermeneutics - inductive analysis, experiments in ethno-methodology, 'because of' and 'in order to' motive in phenomenological sociology;

Feminist methodological perspectives;

Post-Structuralism and Post Modernism;

Unit III (15 hrs + 5 hrs)

Quantitative methods and survey research and Qualitative Research Techniques:

Assumptions of quantification and measurement, Research design and its types, Sampling design; Techniques of data collection - Questionnaire, interview schedule, interview; Measurement and Scaling, Limitations of Survey;

Techniques and methods of qualitative research - Participant observation/ethnography, interview guide; Case study method, Content analysis, Oral history, narratives, Life history,

genealogy; Methodological dilemmas and issues in qualitative research; Encounters and experiences in field work; Qualitative data format and processing;

Unit IV (15 hrs + 5 hrs)

Macro data and Data Analysis:

Methods and use of macro-statistics and secondary sources - Durkheim's suicide, census, NSS;

Triangulation – Mixing qualitative and quantitative methodologies;

Social Research, Action Research and Participatory Research;

Data analysis, Report writing, and Bibliography and References;

Ethical Issues in Social Research;

Text Book:

Bose, Pradip Kumar, 1995: Research Methodology. New Delhi: ICSSR.

Kothari, CR, 2012, Research Methodology: Methods and Techniques, New Age International Pvt. Ltd.

Young, PV, 2010, Scientific Social Survey and Research, PHI Learning Pvt. Ltd., N Delhi.

Further Reading List:

Barnes, John A. 1979. Who Should Know What? Social Science, Privacy and Ethics, Harmondsworth: Penguin.

Benton, Ted. and Craib, Ian. 2001. *Philosophy of Social Science: The Philosophical Foundations of Social Thought*. New York: Palgrave.

Beteille A, and T.N. Madan. 1975. Encounter and Experience: Personal Accounts of Fieldwork. New Delhi: Vikas Publishing House Pvt. Ltd.

Bleicher, M. 1988. The Hermeneutic Imagination. London: Routledge and Kegan Paul.

Bryman, Alan. 1988. Quality and Quantity in Social Research, London: Unwin Hyman.

Corbetta, Piergiorgio. 2003. *Social Research: Theory, Methods and Techniques*. New Delhi: Sage.

Feyerabend, Paul. 1975. Against Method: Outline of an Anarchistic Theory of Knowledge. London: Humanities Press.

Hawthorne, Geoffrey, 1976. Enlightenment and Despair: A History of Sociology, Cambridge: Cambridge University.

Kuhn, T. S. 1970. The Structure of Scientific Revolutions. London: The University of Chicago Press.

Madge, John. 1970. The Origins of Scientific Sociology. London: Tavistock.

Marsh, Catherine. 1988. Exploring Data. Cambridge: Polity Press.

Michael, A Malec, 2012. Essential Statistics for Social Research, Rawat, Jaipur.

Mukherjee, P.N. (eds.) 2000. Methodology in Social Research: Dilemmas and Perspectives. New Delhi: Sage. (Introduction)

Popper K. 1999. The Logic of Scientific Discovery. London: Routledge.

Punch, Keith. 1986. Introduction to Social Research, London: Sage.

Robert, Dentier, 2012, Practicing Sociology: Selected Fields, Rawat, Jaipur.

Shipman, Martin. 1988. The Limitations of Social Research, London: Longman.

Smelser, Neil J. Comparative Methods in Social Science.

Srinivas, M.N. and A.M. Shah 1979. Field Worker and the Field. New Delhi: Oxford

Srinivas, MN, Shaw, AM & Ramaswami, EA, 2002, The Field workers and the field. OUP, N Delhi.

Course Code: MSO- 302

Course: URBAN AND INDUSTRIAL SOCIETY

Total Credits: 4

Course Objectives:

Urban society differentiating itself from rural society is yet another dimension of part society. The issues require to be dealt with sociological skills to analyse and to diagnose the urban question in India. The planning of solutions of urban question and also urban development need to be looked into from the point of view of sociological principles limited to the part- society i.e. urban society in India.

With the basic background of urban sociology - a determined sub- discipline of traditional Sociology - the student has to be sensitised on urban dimensions of society, its social structure and social process in India.

It is also important to provide an understanding of sociology of industry, labour, human relations and management, to get the students familiarised with the actual problem situations in industrial organisation in sociological perspectives.

Course Outcome:

CO1. To study the basic concepts of urban and industrial sociology

CO2. To introduce major theoretical perspectives on urban and industrial sociology

CO3. To understand the processes of urbanization and industrial in Indian society.

CO4. To understand the policies and programmes relating to urbanization and industrialization in India.

Course Outline:**Unit I (15 hrs + 5 hrs)****Basic concepts:**

Urban Sociology and Industrial Sociology – Definition, nature and scopes;

Urban, Urbanism, Urbanization and Urban Culture, Classification of urban areas;

Industry and industrialization, Factory as a social system, Impact of social structure on industry and Impact of industry on society;

Industrial relations – Changing profile of labour, Changing labour management relations, Conciliation, adjudication and arbitration, Collective bargaining, Trade unions, Workers' participation in management, Quality circles.

Unit II (15 hrs + 5 hrs)**Theoretical Perspectives:**

Urban Ecology (Robert Park and Patrick Geddes)

Urban Question and Information Society (Manuell Castells)

Industrial society in classical sociological tradition – Division of labour, Bureaucracy, Rationality, Production relations, Surplus value and Alienation;

Contemporary sociological contributions on industrial sociology;

Unit III (15 hrs + 5 hrs)**Urbanization and Industrialization in India:**

Urbanization – Magnitude, distribution and patterns;

Urban problems - Housing, drug addiction, juvenile delinquency, prostitution, pollution;

Slum – definition, classification, causes, and culture of slums;

Migration – Concepts, causes and theory of Push-Pull.

Industrialization in India- Magnitude, distribution, patterns and contemporary issues;

Industrialization and social change - on family, education, stratification, health and crime.

Obstacles to and limitations of Industrialization

Unit IV (15 hrs + 5 hrs)**Policies and Programmes in India:**

Urban policies, planning and programmes – National Urban Sanitation Policy; National Urban Housing and Habitat Policy, 2007; National Policy on Urban Street Vendors, 2009; Draft National Urban Rental Housing Policy 2015; A Case Study of Guwahati Municipal Development Agency Master Plan.

Industrial Policies and Planning – Policies, legislations and planning; NEIIPP, 2007
Role of state and planning agencies, NGOs, Social Movements and Role of Civil Society;

Reading List:

- Harry Gold (1982) *Sociology of Urban Life*, Prentice Hall, Englewood Cliffs.
- Anthony Giddens (1993) *Sociology*, Polity Press, Oxford, 2nd Edition.
- Peter Saunders (1981) *Social Theory and the Urban Question*, Hutchinson, London.
- Amitabh Kundu (ed.) (2000) *Inequality, Mobility and Urbanisation*, ICSSR and Manak, New Delhi.
- Kundu, Singh & Shivaramkrishna (ed.) (2005), *Oxford Handbook of Urbanisation In India*, OUP, New Delhi.
- Dupont V, E. Tarlow and D. Vidal, 2000 *Delhi. Urban Space and Human Destinies*, Delhi, Manohar,
- Government of India, 1986, *Report of the National Commission on Urbanisation, Vols I & II*, New Delhi, Government of India
- Harvey, David, 1989 *The Urban Experience*, Baltimore, John Hopkins Press
- Laskar, B I, 1999. Urban Ecology, Underdevelopment and Public Health: A Case Study of Aligarh City in India. *International Journal of Sociology and Social Policy*, 19(7/8): 73-100, University of Hull, United Kingdom.
- National Academic Council, 2003 *Cities Transformed. Demographic Change and Its Implications in the Developing World*, Washington DC, Academic Press
- Patel Sujata and Kushal Deb (ed) 2006 *Urban Studies*, Delhi, Oxford
- Safa, Helen (ed.), 1982 *Towards a political economy of urbanisation in the Third World Countries*, Delhi, Oxford
- Sassen Saskia, 1991 *The Global City*, Princeton, Princeton University Press
- Sennett, Richard (ed.), 1969, *Classic Essays on the Culture of Cities* (Englewood Cliffs: Prentice Hall. Inc.
- Sivaramkrishnan K, A Kundu and B.N.Singh, *Handbook of Urbanisation in India*, 2005, Delhi, Oxford.
- Smith, Michael Peter, 2001, *Transnational Urbanism. Locating Globalisation*, London, Blackwell
- Susser, Ida (ed.), 2002 *The Castells - Reader on Cities and Social Theory*, Malden, Blackwell
- Zukin, Sharon 1995, *The Cultures of Cities*, London, Blackwell
- IHS (2001). *Urban India 2011 - Evidence*, Indian Institute for Human Settlements,
- ADB, 2012, *Community-Driven Development Country Profile – India*, Asian Development Bank.

Course: MSO-303

Course: INTERNSHIP

Total Credits: 2

In the third semester students undertake an internship in Governmental or Non-Governmental organizations or in a community. They will be expected to spend a minimum of 45 hours in these set ups (organizations/ communities) identifying i) the nature of their programmes, intervention strategies and assessing their effectiveness or ii) study the community structure, resources, problems, community organizations, and community welfare/ developmental measures. Students are to submit weekly reports on their progress in the organizations/communities to the concerned Supervisor and will prepare a final report. Students' performances will be evaluated on the basis of their Reports submitted and a Viva-voce conducted by the Department.

Course Outcome:

CO1. To inculcate research culture among students

CO2. To develop among students the sense of working together in a team

CO3. To equip students to acquire the skills of applications of theoretical knowledge to fields.

Course Code: MSO – 304 A

Course: SOCIOLOGY OF HEALTH

Total Credits: 4

Course Objectives:

In spite of many years of independence and several developmental efforts our health status as measured by quality of life is not up to international levels. Though mortality rates have come down significantly our morbidity rates are high and regional imbalances are marked. People still suffer from preventable communicable and infectious diseases. Nutritional disorders are quite high. While primary care is lacking in many parts of India high-tech and high cost medical care is fostered. With globalization and liberalization the problems of health are; likely to aggravate and should come into the picture to bring out into the open the social science dimension of health for rectifying the present anomalies in the health sector.

The specific objectives of this Course are:

- i. To understand the concepts of health, its dimensions and relationships with social institutions;
- ii. To incur theoretical perspectives on sociology of health and illness; and
- iii. To understand the problems of health and health care in India and to understand the political economy of health and health care.

Course Outcome:

CO1. To introduce basic concepts of health, illness and health care.

CO2. To comprehend, compare and contrast a variety of theoretical perspectives in the sociology of health.

CO3. To understand the dynamics of health status among Indian population.

CO4. To develop an understanding of the various health care policies and programmes in India.

CO5. To understand the diverse related to health.

Course Outline:

Unit I (22 hrs + 8 hrs)

Introduction:

Definition, dimensions, determinants and indicators of Health;

Health and its relationship to Social institutions (Family, Marriage, Economy, Polity, Education, Religion, etc.);

Basic Concepts - Illness and Sickness, Ability and Disability, Culture and disease, Communicable, Non-communicable and life-style Diseases, Community Health, Vital statistics, Rehabilitation and its types, Health care system, Primary Health Care.

Unit II (16 hrs + 6 hrs)

Theoretical Perspectives and Concepts in Sociology of Health:

Sociology of Health and its emergence;

Functionalist, Conflict, Symbolic Interactionist, Feminist and Post-modernist perspectives;

Theoretical Concepts - Mind-Body Dualism, Embodiment, Gendered Body, Risk Society, Medicalisation of society.

Unit III (26 hrs + 10 hrs)

Health Status and Health Care Services in India:

Health status - Birth rate, Death rate, IMR, MMR, Malnutrition, Disease-specific and age-specific morbidity and mortality;

Hospital as a social organization – Its structure and functions;

Health care services in India - its structure, hierarchy and present scenario;

Health care programmes in India – Brief about major programmes, National Vector Borne Disease Control Programme (NVBDCP), National Aids Control Programme, National Health Mission.

Unit IV (24 hrs + 8 hrs)

Political Economy of Health and Health care:

Health as a fundamental right and People's Health Movements in India;

National Health Policy of India;

Pharmaceutical industries - Issues of quality, availability and accessibility;

Financing of health care and health insurance;

Bio-medicine and others systems of medicine - Allopathy, Ayurveda, Siddha, Unani,

Homeopathy and Folk Medicine;

Text Book:

Akram, Mohammad, 2013, Sociology of Health, Rawat, Jaipur

Kennedy, P, 2010, Using Theory to Explore Health, Medicine and Society, Rawat, Jaipur

Park, K, 2009, Preventive and Social Medicine, Banarsidas Bhanot Publishers, Jabalpur.

Further Reading List:

Albrecht, Gary L. and Fitzpatrick, R. 1994. Quality of life in healthcare: Advances in medical sociology. Mumbai: Jai Press.

Bhasin Veena-1994. People, Health and Disease: The Indian scenario. Delhi, Kamla Raj Enterprises.

Cockerham, William C. 1997. Medical sociology. New Jersey: Prentice Hall.

Cockerham, William C. 1997. Readings in medical sociology. New Jersey: Prentice Hall.

Conrad, Peter et al. 2000. Handbook of medical sociology, New Jersey: Prentice Hall.

Dasgupta, R. 1993. Nutritional planning in India. Hyderabad: NIN.

Fox, Renee C. 1988. Essays in medical sociology: Journeys into the field. New York: Transaction Publishers.

Gupta Giri Raj. (ed): 1981. Main currents in Indian Sociology (iv, The social and cultural context of Medicine in India), Vikas Publishing House Pvt. Ltd.

Janes Linda J. 1994. The social context of Health and Health work, London: Macmillan press Ltd.

White, Kevin 2002, An introduction to the sociology of health and illness, Sage Publications, London.

Laskar, B I, 1999. "Urban Ecology, Underdevelopment and Public Health: A Case Study of Aligarh City in India." *International Journal of Sociology and Social Policy*, 19(7/8): 73-100. University of Hull, United Kingdom.

Nagla Madhu. 1998. Medical sociology. (A Study of Professional and their clients) Printwell publishers, Jaipur.

Nayar, K.R. 1998. Ecology and health: A system approach. New Delhi: APH Publishing Corporation.

Oommen, T.K.1978, Doctors and nurses: A study in occupational role structure, New Delhi. Mcmillan.

Pokama K.L. 1994. Social Beliefs, cultural practices in Health and Disease, Rawat Publications, New Delhi.

Rao, Mohan. 1999. Disinvesting in health: The World Bank's prescription for health, New Delhi: Sage.

Rebach, Howard M. and John G. Bruhn, eds. 2001. Handbook of Clinical Sociology, Second Edition. New York: Kluwer Plenum Press.

Scrambler, Graham and Paul Higgs. 1998. Modernity, medicine and health: Medical sociology towards 2000. London: Routledge.

Venkataratnam, R. 1979. Medical sociology in an Indian setting, Madras: Macmillan.

Course Code: MSO – 304 B
Course: SOCIAL DEMOGRAPHY
Total Credits: 4

Course Objectives:

Population size is often considered a crucial variable in appreciating social issues. The problems of developing societies are attributed to their population size. These views demand a proper academic and objective understanding of the dynamics of population. The Course is intended:

To understand the influence of population on social phenomena.

To acquaint students the demographic features and trends of Indian society vis-à-vis World population.

To understand population control in terms of social needs.

To appreciate population control measures and their implementation.

Course Outcome:

CO1. To understand the key concepts of Social Demography.

CO2. To relate theories of population with the present society.

CO3. To understand the dynamics of population, i.e., fertility, mortality and migration.

CO4. To understand the dynamics of population growth in India and related policies.

Course Outline:

Unit I (15 hrs + 5 hrs)

Introduction:

Definition, Nature and Scope of Demography.

Measures of population change.

Structure, Distribution and Composition of population with reference to India.

Sources of population data and its uses (India and World).

Population and society.

Unit II (15 hrs + 5 hrs)

Theories of Population:

Malthusian Theory,

Optimum Theory,

Theory of Demographic Transition.

Unit III (15 hrs + 5 hrs)

Population Dynamics:

Mortality-Definition, Measurement of Mortality, Causes of Death, Trends in Mortality in Developed and Developing Countries, Differential Mortality, Infant Mortality, Causes of Infant Mortality.

Fertility- Definition, Measurement of Fertility, Determinants of Fertility, Differential Fertility, Trends in Fertility in Developed and Developing Countries.

Migration- Meaning, Types of Migration, Factors and consequences of migration. Trend of Migration in India.

Unit IV (15 hrs + 5 hrs)

Population growth:

Population policies in India.

Growth of Indian population since 1901.

Causes of population growth in India.

Population as a constraint and as a resource for development.

Measures taken for population control.

Life Table- Construction and uses, Concepts of stable population, Methods of population projection.

Text Books:

Asha Bhende and Tara Kanitkar, 2003, Principles of Population Studies, Bombay: Himalaya Publishing House.
Pathak, Lalit.P. 1998. *Population Studies*. Rawat, India.

Further Reading List:

Chandrasekhar.S.: Infant Mortality, Population Growth and Family Planning in India Govt. of India, 2011. Census of India Reports, 2011.
Ross, John A. (ed.), 1985, International Encyclopedia of Population, Vols. I &II, New York: The Free Press.
Srinivasan,K. 2006. *Population Policies and Family Planning Programmes in India: A Review and Recommendations*. IIPS Newsletter
United Nations, 1973, The Determinants and Consequences of Population Trends, New York: Department of Economic and Social Affairs.
United Nations, 2012, Demographic Yearbook, 2012, New York: United Nations.
Weeks, John.2002. *Population: An Introduction to Concepts and Issues*. Wadsworth Publishing Company, California.
Aijazuddin Ahmad et.al. (eds.), Demographic Transition: The Third World Scenario (New Delhi: Rawat, 1997).
Hauser, Philip M. and Otis Dudley Duncan (eds.), The Study of Population: An Inventory and Appraisal (Chicago: Chicago University Press, 1959).
Heer, David and Jill S.Grigsby, Society and Population (N.Delhi: Prentice-Hall of India, 1994).
Kenneth Kammeyer C.W.and Helen Ginn , An Introduction to Population (New Delhi: Archives Books, 1988).
Ross, John A. (ed.), International Encyclopedia of Population, Vols. I &II (New York: The Free Press, 1985).
Stephen Castles et. al. (eds.), The Age of Migration: International Population Movements in the Modern World (London: Macmillan, 1998)
Tim Dyson et.al. (eds.), Twenty-first Century India: Population, Economy, Human Development, and the Environment (New Delhi: Oxford, 2004)
Tri-Academy Panel on Population and Land-Use, Growing Populations, Changing Landscapes: Studies from India, China and the United States (Washington D.C.: National Academy Press, 2001)

Course Code: MSO – 304 C**Course: HUMAN RESOURCE DEVELOPMENT****Total Credit: 4****Course Objectives:**

To introduce the students to the basic concepts of human resource development and its relationships with national development;

To help students learn the Action area of Human Resource Management/ Development;

The students need to learn about HR, Planning & Career Development Concepts and the importance of training and development;

Course Outcome:

CO1. To help students learn the basic concepts of Human Resource Development;

CO2. To introduce Personnel Management, Human Resource Management and HR Planning to students.

CO3. To understand Recruitment and Selection process.

CO4. To understand various aspects of Job Evaluation.

Course Outline:**Unit I: (15 hrs + 5 hrs)****Introduction**

Human Resource Development - Definitions of Human Resource Development (HRD), Nature and characteristics of HRD, Principles of HRD;

Training and Development - Concepts, Needs and Importance of training, Limitation of training, Training and Management Development Programme, Methods of Training, Principles of training;

Unit II: (15 hrs + 5 hrs)

Personnel Management, Human Resource Management and HR Planning:

Manpower planning – Definition, Objectives, Importance and Factors affecting;

Human Resource Planning – Definition, Process, Problems and Limitations;

Job Analysis – Definition, Significance, Process, Methods and Characteristics;

Unit III: (15 hrs + 5 hrs)

Recruitment and Selection:

Meaning, Sources, Evaluation, Recruitment policy, Selection of personnel (procedure);

Principles of Recruitment policy;

Problems in proper selection in India;

Interviews – Types, Methods, Tests and Importance of interviews in selection of employees;

Unit IV: (15 hrs + 5 hrs)

Job Evaluation:

Job Evaluation – Definition, Elements, Methods and Importance;

Job Analysis, Evaluation performance and Appraisal methods;

Modern Performance Appraisal and Modern Methods of performance;

MBO – Meaning, Features and Benefits;

Reading List:

Abraham E (1983), Alternative approaches and strategies of Human Resources Development, Jaipur: Rawat Publication.

Aswathappa K (2001), Human Resource & Personal Management (Text & Cases) Tata McGraw Hill Publishing Company Limited, New Delhi.

Gopal R. Jaya (1980), Human Resources Development Conceptual Analysis & Strategies.

Mamoria C.B. & Gankar S.V. (2002), Personal Management (Text & Cases).

Michael VP (1998), Human Resources Management & Human Relations, Himalaya Publishing House, New Delhi.

Rao T.V. & Pereira D.F., Recent Experience in Human Resource Development, Oxford & IBM Publishing Co, New Delhi.

Rudrabasavaraj MN (1988), Cases in Human Resource Management, Himalaya Publishing House, New Delhi.

Sheikh A.M. (2003), Human Resource Development & Management, S. Chand & Company, New Delhi.

Subba Rao (2000), Personal & Human Resource Management, Himalaya Publishing House, New Delhi.

Course Code: MSO – 304 D

Course: SOCIAL MOVEMENTS

Total Credit: 4

Course Objectives:

The objective of this course is to sensitize postgraduate students to the variety and dynamics of social movements and their role in social transformation. The course will hopefully enable the students to look at social movements in a sociological and comparative perspective.

Course Outcome:

- CO1. To introduce key concepts of Social Movements
CO2. To understand social movements leading to social changes.
CO3. To understand various theories of social movements
CO4. To study Social movements in India

Course Outline:**Unit I: (15 hrs + 5 hrs)****Introduction**

Defining features and dynamics of social movements, Types of social movements;
Social movements and the distribution of power in society;
The social base: class, caste, ethnicity, gender;
Role and types of leadership; relationship between leaders and the masses;
The bearing of political institutions and processes on social movements;
Role of media.

Unit II: (15 hrs + 5 hrs)**Social movements and social change:**

Reform, revival, revolution;
Schisms and splits;
Counter movements;
Transformation and decline.

Unit III: (15 hrs + 5 hrs)**Theories of the emergence of social movements:**

Marxist and post-Marxist
Weberian and post-Weberian
Structural-functional

Unit IV: (15 hrs + 5 hrs)**Social movements in India:**

Traditional social movements in India - Peasant movement; labour and trade union movement; tribal movement; nationalist movement.
New social movements in India - Dalit movement; Women's movement; Ecological and Environmental movement, Ethnic movements.

Text Books:

- Banks, J.A. 1972. The Sociology of Social Movements. London : Macmillan.
Rao, M.S.A., 1979. Social Movements in India. New Delhi : Manohar.

Further Reading List:

- Desai, A.R. Ed. 1979. Peasant Struggles in India. Bombay : Oxford University Press.
Dhanagare, D.N., 1983. Peasant Movements in Indian 1920-1950. Delhi : Oxford University Press.
Gore, M.S., 1993 : The Social Context of an Ideology : Ambedkar's Political and Social Thoughts (New Delhi : Sage)
Gouldner, A.W., 1950 ed. : Studies in Leadership (New York : Harper and Brothers)
Oomen, T.K., 1990 : Protest and Change : Studies in Social Movements (Delhi ; Sage)
Oommen, T.K., 1972 : (Charisma, Stability and Change : An Analysis of Bhoodan Grandan Movement. (New Delhi : Thomas Press)
Rao, M.S.A., 1979 : Social Movements and Social Transformation (Delhi : Macmillan)
Selliott, Eleanor, 1995 : From Untouchable to dalit : Essays on the Ambedkar Movement (New Delhi : Manohar)
Shah, Ghanshya, 1977 : Protest Movements in two Indian States. New Delhi : Ajanta.
Shah, Ghanshyam, 1990 : Social Movements in India; a review of the literature (Delhi: Sage)
Shah, Nandita, 1992 : The Issues at Stake : Theory and Practice in the Contemporary women's movements in India (New Delhi : Kali for Women)
Shiva, Vandana, 1991 : Ecology and the Politics of Survival (New Delhi : Sage)
Singh, K.S., 1982 : Tribal Movements in India (New Delhi : Manohar)

Course Code: MSO – 305 A
Course: SOCIOLOGY OF GENDER
Total Credits: 4

Course Objectives:

Gender is a concept and dimension, needs to be studied in present context looking at the gender disparities across the world and in India particularly. This course focuses on the emergence of women's movements and women's studies in the context of feminist thought and critiques of sociological theories and methodologies. The objectives of this Course are to:

- Trace the evolution of gender as a category of social analysis in the late twentieth century.
- Provide a broad perspective on global scenario and also on issues concerning Indian women.
- Understand the linkages between gender and development.

Course Outcome:

CO1. To make the students understand the diversity in Gender studies

CO2. To understand the gender relationship and the Social Construction of Gender

CO3. To study the problems faced by the gender minorities and various women's movement in India.

CO4. To study the changes in gender relationship.

Course Outline:

Unit I (15 hrs + 5 hrs)

Social Construction of Gender:

Definition and types;

Models of gendered socialisation, Cultural symbolism and general roles;

Gender vs. Biology;

Social structure and gender inequality – patriarchy and matriarchy, division of labour – production and reproduction.

Unit II (15 hrs + 5 hrs)

Theories and Perspectives:

Theories of gender relation - Liberalist, radical, socialist and post-modernist;

Mapping various women's movements;

Gender and Sociological Analysis - Feminist critiques of sociological theories/prevaling theories;

Feminist methodology as critique of sociological methods/methodology;

Emergence of women's studies.

Unit III (15 hrs + 5 hrs)

Culture, Laws and Gender:

Caste, class, religion and gender;

Personal Laws and Civil Code - Hindu code Bill, Syrian Christian Law, Muslim Personal Law;

Customary Law and Tribal Women in NE India;

Widow Remarriage Act, Dowry Prohibition Act, Child Marriage Prohibition Act, Sexual Harassment at Workplace Act, Domestic Violence Act, The Rights of Transgender Persons Bill, 2015;

Unit IV (15 hrs + 5 hrs)

Gender, women and development:

Effects of development policies on gender relations,

Perspectives on gender and development – welfarist, developmentalist and empowerment;

Women and development in India – Issues, Schemes and Strategies for women’s development,
Voluntary sector and women’s development,
Globalisation and women’s development, Eco-feminism.

Text Books:

Desai, Neera and M. Krishnaraj. 1987. Women and Society in India. Delhi: Ajanta.
Kurane, A, 2012, Issues in Women development, Rawat, Jaipur.
Chanana, Karuna. 1988. Socialization, Women and Education: Explorations in Gender Identity, New Delhi: Orient Longman.

Further Reading List:

Altekar, A.S. 1983. The Position of Women in Hindu Civilization. Delhi: Motilal Banarasidass, Second Edition: P Fifth reprint..
Chodrow, Nancy. 1978. The Reproduction of Mothering. Berkeley: University of California Press.
Dube, Leela et.al. (eds.) 1986. Visibility and Power: Essays on Women in Society and Development. New Delhi: OUP.
Forbes, G. 1998. Women in Modern India. New Delhi, Cambridge University Press.
Jackson, S, 2011, Contemporary Feminist theories, Rawat, Jaipur.
Kalpagam, U, 2011, Gender and Development in India: Current Issues, Rawat, Jaipur.
Maccoby, Eleanor and Carol Jacklin. 1975. The Psychology of Sex Differences. Stanford: Stanford University Press.
Mookherjee, M, 2011, Women’s rights as multicultural claims, Rawat, Jaipur.
Shulamitz, Reinhartz and Lynn Davidman. 1991. Feminist Research Methods. New York:Oxford University Press.
Srinivas, M.N. Caste: Its Modern Avatar, New Delhi: Penguin (Leela Dube’s Article on Caste and Women).
Agarwal, B. 1994. A Field of One’s Own: Gender and Land Rights in South Asia, Cambridge: Cambfidge University Press.
Dube, Leela. 1997. Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia. Tokyo: United Nations University Press.

Course Code: MSO – 305 B

Course: SOCIOLOGY OF EDUCATION

Total Credits: 4

Course Objectives:

This course plan is designed to contextualize the study of education within the discipline of sociology. It begins with a discussion of the major theoretical perspectives and the contributions of sociologists which have left their mark in the study of education and society. It assumes a basic knowledge of sociological concepts and theories. It is divided into two parts. The first part acquaints the students with major concepts, theoretical approaches and development of sociology of education. It also focuses on some important aspects which are salient in any discussion of the interface between education and society. The second part shifts to the Indian situation. Beginning with a historical perspective, it moves to the contemporary situation. It carries forward the discussion of the some dimensions/themes from the first part and embeds them in the Indian context.

Course Outcome:

CO1. To explain the basic concepts in Sociology of Education
CO2. To introduce important Theories and Perspectives in the sociology of education
CO3. To understand various Dimensions of education
CO4. To illustrate the relationships between Education and Society in India.

Course Outline:

Unit I (15 hrs + 5 hrs)

Theoretical Perspectives:
Theories and Perspectives in the sociology of education;
Functionalism;

Conflict/Radical Perspectives/Cultural Reproduction;
Micro-Interpretative approaches: phenomenology/symbolic interactionism; Feminism;
Modernism and post-modernism

Unit II (15 hrs + 5 hrs)

Socialisation, family and social class;
State, ideology and educational policy,
Education and social stratification, social change and social mobility;
School as a system: schooling as process,
Language as medium of instruction,
Curriculum and identity,
Assessment and evaluation,
Teacher as change agent.

Unit III (15 hrs + 5 hrs)

Equality of educational opportunity:
Equity, excellence and efficiency, employment;
Leadership and management,
Education and Information Technology,
The State and Education: Basic education and social development,
Higher Education: system, governance and finance,
Higher Education: skill development, globalisation and social mobility.

Unit IV (15 hrs + 5 hrs)

Education and society in India:
Socio-historical context: education in pre-colonial and colonial India,
Education, diversities and disparities: region, tribe, caste, gender, rural-urban residence,
Education and modernization,
Equity and equality: positive discrimination and reservations,
Gendering inequalities: education of girls and women.

Reading List:

- Acker, S. 1994. *Gendered Education: Sociological Reflections on Women*, Buckingham: Open University Press.
Banks. Olive. 1971. *Sociology of Education*, (2nd Ed.), London: Batsford.
Banks, James A. And Lynch, James (eds.) 1986. *Multicultural Education in Western Societies*, London: Holt Saunders.
Blackledge, D. And Hunt, B. 1985. *Sociological Interpretations of Education*. London: Crom Helm.
Brint, Steven. 1998. *Schools And Societies*. Thousand Oaks, Calif: Pine Forge Press, A Division of Sage.
Chanana, Karuna. 1988. *Socialization, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.
Chanana, Karuna. 1979. 'Towards a Study of Education and Social Change', *Economic and Political Weekly*, 27,14 (4):157-64.
Chitnis, Suma & P.G. Altbach. 1993. *Higher Education Reform in India, Experience and Perspectives*, New Delhi: Sage.Craft, Maurice (ed.). 1970. *Family, Class and Education: A Reader*; London: Longman.
Dreze, Jean and Amartya Sen. 1995. *India Economic Development and Social Opportunity*. Oxford: Oxford University Press.
Gandhi, M.K.1962. *Problems of Education*, Ahmedabad: Navjeevan Prakashan.
Gore, M.S. et.al. (ed.).1975. *Courses on the Sociology of Education in India*, New Delhi, NCERT.

Course Code: MSO – 305 C

Course: SOCIOLOGY OF MASS COMMUNICATION

Total Credits: 4

Course Objectives:

Popular culture in the form of folk theatre, cinema and folk music touches the lives of millions of people in cities as well as in the countryside. Similarly, the mass media of communication now

play an increasingly important role in society. The objective of this course is to provide a sociological perspective on the role of popular culture and the mass media in modern society, especially in the context of Indian society.

Course Outcome:

- CO1. To study the basic concepts and theories of Mass Communication
- CO2. To understand the relationship of mass media, culture and Development of identity.
- CO3. To understand impacts of Globalization on mass media
- CO4. To study the social uses, abuses and impact of the media on society
- CO5. Understanding of popular culture as reflected in different media

Course Outline:

Unit I (15 hrs + 5 hrs)

Introduction:

Mass communication – Concept, types, scopes and Functions of Mass Media;
Mass media and culture - Relationship between mass media and culture, Identity and community consciousness as mediated and reinforced through mass media;
Theories of mass communication – Critical Cultural theory, Hypodermic Needle theory and Propaganda theory;

Unit II (15 hrs + 5 hrs)

Communication and Development:

Communication and dialogue as a prerequisite of development,
Functions of media in development – Watchdog, Opinion Forum, Educator, Entertainer, Value promoter;
Scope of media for development in India – rural over urban, education over entertainment, poor over elite.

Unit III (15 hrs + 5 hrs)

Globalization and the mass media:

Global media as an agency of globalization;
Syncretism in global culture;
Control of MNCs over global information flow as well as entertainment;
Diffusion of global culture through the mass media and its impact on youth in respect of values, consumerism, food preferences, fashions and entertainment.

Unit IV (15 hrs + 5 hrs)

The social uses, abuses and impact of the media:

Dissemination of awareness about social issues; social marketing; violence and the media;
Folk groups of musicians in traditional Indian society; popular culture as reflected in festivals and films;
Satellite television, Social media and its impact on youth culture;
Commercialization of folk culture and online shopping.

Reading List:

- Bathla, Sonia, 1998: Women, Democracy and the Media: Cultural and Political Representation in the Indian Press (Delhi : Sage)
- Breckenridge, C. : Consuming Modernity : Public Culture in Contemporary India.
- Brosius, C. and M. Butcher, 1999, eds. : Image Journey : Audio Visual media and cultural change in India (Delhi : Sage)
- Curran, J and M. Gurevitch, 1991, eds : Mass Media and Society (London : Edward Arnold)
- French, D and Michael Richard, 2000, eds. : Television in Contemporary Asia (London: Sage)
- Gunaratne, S. 2000, eds. : Handbook of the Media in Asia (London : Sage)
- Johnson, K., 2000,: Television and social change in rural India (London : Sage)
- Manuel, P., 1998 : Cassette Culture : Popular Music and Technology in North India

- Mitra, A. 1993 : Television and Popular Culture in India (Delhi : Sage)
 Singhal, A. and E.M. Rogers, 2000: India's Communication Revolution (Delhi: Sage)
 Appadorai, Arjun, 1997: Modernity at Large: Cultural Dimensions of Globalization (New Delhi: Oxford University Press)
 Axford, B and Richard Huggins, 2001: New Media and Politics (London: Sage)
 Leach, E.1976 : Culture and Communication (Cambridge : Cambridge University Press)
 Page, D. and William Crawley, 2001: Satellites over South Asia (London: Sage)
 Preston, P., 2001 : Reshaping Communications (London : Sage)
 Robertson, R., 1992 : Globalisation, Social Theory and Global Culture (London : Sage)
 Tunstall, J., 1977 : The Media are American (New York : Columbia University Press)

Course Code: MSO – 305 D

Course: SOCIOLOGY OF DEVELOPMENT

Total Credits: 4

Course Objectives:

The course offers a broad overview of the way development is conceptualized and contested in social sciences literature. The emergence and influence of different perspectives on development are located in the respective historical-political conditions. A review of the debates on development allows for a better understanding of contemporary issues in the field. The course is designed to achieve the following objectives:

- to provide conceptual and theoretical understanding of development as it has emerged in sociological literature;
- to offer an insight into the ways in which social structure impinges on development and development on social structure;
- to address in particular the Indian experience of development, with special focus on NE India; and
- to prepare the students for professional careers in the field of development planning, including governmental, non-governmental and international agencies engaged in development.

Course Outcome:

CO1. To provide conceptual and theoretical understanding of development as it has emerged in sociological literature;

CO2. To offer an insight into the ways in which social structure impinges on development and development on social structure

CO3. To address in particular the Indian experience of development, with special focus on NE India; and

CO4. To prepare the students for professional careers in the field of development planning, including governmental, non-governmental and international agencies engaged in development.

Course Outline:

Unit 1 (12 hrs + 4 hrs)

Changing Conceptions of Development:

Economic growth, human development,
 Social development; Sustainable development,
 Question of socio-cultural sustainability,
 Multiple sustainability.

Unit II (15 hrs + 5 hrs)

Critical Perspectives on Development:

Ecological, liberal, Marxian,
 Theories of Development and Underdevelopment - modernization theories, centre-peripheri, world-systems, unequal exchange;

Paths and Agencies of Development- capitalist, socialist, mixed economy, Gandhian; state, market, non-governmental organizations

Unit III (15 hrs + 5 hrs)

Social Structure and Development:

Structure as a facilitator/inhibitor,

Development and socio-economic disparities,

Culture and Development: culture as an aid/impediment to development,

Development and displacement of tradition,

Development and upsurge of ethnicity.

Unit IV (18 hrs + 6 hrs)

Indian Experience of Development:

Sociological appraisal of Five-Year Plans,

Social consequences of economic reforms,

Social implications of info-tech revolution;

Development of NE India - Patterns of industrialisation and urbanisation;

Entrepreneurships and Small Scale Industries (SSI) in NE India; Welfare programmes and schemes of NE India; Current issues, challenges and future prospects for NE India.

Text Books:

Singh Sheobahal, 2010, Sociology of Development, New Delhi, Rawat Publications

Dereze, Jean and Amartya Sen. 1996. India: Economic Development and Social Opportunity. New Delhi: OUP.

Desai, A.R. 1985. India's Path of Development: A Marxist Approach. Bombay: Popular Prakashan.

Further Reading List:

Abraham, M.F. 1990. Modern Sociological Theory: An Introduction. New Delhi: OUP

Appadurai, Arjun. 1997. Modernity At Large: Cultural Dimensions of Globalization. New Delhi: OUP

Giddens Anthony, 1996. "Global Problems and Ecological Crisis" in Introduction to Sociology. IInd Edition: New York: W.W.Norton & Co.

Harrison, D. 1989. The Sociology of Modernization and Development. New Delhi: Sage.

Haq, Mahbub Ul. 1991. Reflections on Human Development. New Delhi, OUP

Moor, Wilbert and Robert Cook. 1967. Social Change. New Delhi: Prentice-Hall (India)

Sharma, SL1986. Development: Socio-Cultural Dimensions. Jaipur: Rawat.(Chapter1).

Srinivas, M.N. 1966. Social Change in Modern India. Berkley: University of Berkley.

Giddens, Anthony. 1990. The Consequences of Modernity. Cambridge: Polity Press.

MA (Sociology)
Semester IV

Course Code: MSO- 401

Course- CONTEMPORARY SOCIOLOGICAL THEORY

Total Credit-4

Course Objectives:

The major objective of this course is to understand the various theoretical perspectives and use them as tools of critical analysis. Additional goals include:

To provide a historical context within which contemporary sociological theory/ideas have developed.

To acquaint students with the Contemporary Sociological perspectives such as Neo-Marxism, Neo-Functionalism, Post-Structuralism, Modernity and Development.

To analyze contemporary society and social issues through the application of sociological perspectives.

To acquaint students with contemporary sociological theorists and their works.

Course Outcome:

CO1. To introduce the evolution and emergence of contemporary sociological theories

CO2. To understand major contributions on Neo-Marxism, Neo Functionalism & Theories of Development in sociology

CO3. To understand major contributions on Post Structuralism and Multiculturalism

CO4. To understand major contributions on Modern and Post-Modern social theories.

Course Outline:

Unit- I (12 hrs + 4 hrs)

Introduction to Contemporary Sociological Theories:

Comparative analysis of classical, modern and contemporary theoretical perspective.

Concepts of modernity, post-modernity and contemporary

Emergence and development of contemporary theories

Contemporary Thinkers

Unit-II (12 hrs + 4 hrs)

Neo-Marxism, Neo Functionalism & Theories of Development:

Neo Marxism

Antonio Gramsci- Hagemony

Jurgen Habermas- Communicative Action, Life world

Neo Functionalism & Theories of Development

Jefrey. C. Alexander- Neo-Functionalism

Modernization theories, world-systems, unequal exchange

Unit-III (14 hrs + 5 hrs)

Post Structuralism and Multiculturalism:

Post Structuralism

Derida- Deconstruction

Michel Foucault- Knowledge and Power

Multiculturalism

P.Bourdieu- Theory of Practice

Will Kymlicka- Multi-cultural citizenship

Unit-IV (16 hrs + 5 hrs)

Modernity and Post-Modernity:

Modernism

Anthony Giddens- Juggernaut of modernity

Zygmunt Bauman- Liquid Modernity

Post Modernity

Lyotard- The Postmodern Condition

Jean Baudrillard- Simulacra and Simulations

Text Books:

Delaney, Tim, 2008, Contemporary Social Theory – Investigation and Application, Pearson Education, N Delhi.

Ritzer, George. 1992 (3rd edition). Sociological theory. New York: McGraw-Hill.

Further Reading List:

Ashley, David and David M. Orenstein. 1995. *Sociological Theory: Classic Statements*. Boston: Allyn & Bacon.

Calhoun, Craig. 1996. *Critical Social Theory*. Oxford: Blackwell.

Collins, Randall. 1994. *Four Sociological Traditions* New York: Oxford

Coser, Lewis A. and Bernard Rosenberg. 1989. *Sociological Theory: A Book of Readings* (5th edition). Prospect Heights, IL: Waveland Press.

Coser, Lewis. 1975. *Masters of Sociological Thought*. NY: Harcourt, Brace, Jovanovich.

Giddens Anthony, 1990, The Consequences of Modernity, UK, Polity Press and Blackwell Publisher Ltd.

Haralambos, 2007, Sociology: Themes and Perspectives, Bombay, Oxford University.

Jones Pip, 2003, Introducing Social Theory, UK, Polity Press & Blackwell Publishing Ltd.

Lemert, Charles. 1993. *Social Theory: The Multicultural and Classic Readings*. Boulder, CO: Westview.

Loyal Steven, 2003, The Sociology of Anthony Giddens, London, Pluto Press,

Malson, Micheline R. et al. 1989. *Feminist Theory in Practice and Process*. Chicago: University of Chicago.

Münch, Richard. 1994. *Sociological Theory*, Vols. 1, 2 & 3. NY: Nelson-Hall.

Poloma, Margaret. 1979. *Contemporary Sociological Theory*. NY: Macmillan.

Seidman, Steven. 1994. *Contested Knowledge: Social Theory in the Postmodern Era*. Oxford: Blackwell.

Slattery Martin, 2003, Key Ideas in Sociology, UK, Nelson Thornes Ltd.

Turner, Bryan S. 1996. *The Blackwell Companion to Social Theory*. Oxford: Blackwell

Turner, Jonathan H. 1995 (4th edition). The structure of sociological theory. Jaipur and New Delhi: Rawat Alexander,

Jeffrey C. 1987. Twenty lectures: Sociological theory since World War II. New York: Columbia University Press.

Wallace, Ruth A. and Alison Wolf. 1995. *Contemporary Sociological Theory* (4th Edition). Englewood Cliffs, NJ: Prentice-Hall.

Waters, Malcolm. 1994. *Modern Sociological Theory*. London: Sage.

Course Code: MSO - 402

Course: STATISTICAL ANALYSIS AND COMPUTER APPLICATION

Total Credits: 2

Course Objectives:

The objectives of the course are: To teach the methods of collecting data and the way of presentation, to acquaint the student about various methods of statistics uses in social science, to understand the importance of computer in social science research.

Course Outcome:

CO1. To introduce basic concepts associated with social statistics.

CO2. To understand data analysis and observation and certain integral parts of research through application of social statistics.

CO3. The technical knowledge of computer and its application is attempted to be delivered.

Course Outline:

Unit I (12 hrs + 4 hrs)

Social Statistics:

Statistics - Meaning and significance, Relationships between Statistics and Sociology;

Units of observation in Sociology and Sociological variables (Independent and Dependent);

Measurement in Sociology – Quantity, Quality and Social Aggregates;

Classification and Tabulation of data – Meaning, Objectives and Types;

Unit-II (10 hrs + 4 hrs)

Applications of Statistics:

Frequency distribution in Public Sociology – Frequency table, Proportions, Percentages and Probabilities, Bar Graphs, Histograms, Frequency Polygons (Line Graph), Cumulative Frequencies and Percentages, Crosstab;

Measures of Central Tendency in Micro-sociology - Meaning and computation of Mode, Median and Mean;

Dispersion and the Analysis of Social Deviance - Meaning and computation of range, quartile deviation, standard deviation and average deviation;

Correlation Description and Induction in Comparative Sociology - Meaning, Types and Methods; Difference between Correlation and Regression;

Unit-III (8 hrs + 2 hrs)

Computer applications in Sociology:

Computer for Data Processing, Basics of MS Word and MS Excel 2003/2007;

Basics of SPSS, Data management, analysis and presentation

Text Books:

Weinstein, Jay Allan, 2011, *Applying Social Statistics – An Introduction to Quantitative Reasoning in Sociology*, Rowman & Littlefield Publishers, Maryland.

Further Reading List:

Reichmann, W.J. 1981. Use and Abuse of Statistics, Penguin Books.

Sirkin, R. Mark 1995. Statistics for Social Sciences, sage publications, New Delhi

Yeomans, K.A. 1979. Statistics for social Scientist: 2, applied statistics, Penguin Books.

Gupta.C.B.1973. An introduction to Statistical Methods; Agra, Ram Prasad and sons.

Gupta, S.P. & Gupta A, 2006, Statistical Methods, Delhi, Sultan Chand and Sons.

Elhance, D.N, 1978. Fundamental of Statistics, Allahabad, Kitab Mahal.

MC Millian, W. 1952. Statistical methods for social Workers, university of Chicago press.

Aggarwal, Y.P. 1989. Statistical Methods; Concepts Applications and Computation New Delhi Stergy.
Yeomans, K. A. 1979. Statistics for the Social Scientist: 2, Applied Statistics, Penguin Books.
Coolidge, Frederick L. Statistics: A Gentle Introduction, New 2000 Delhi: Sage Publication
Foster, J.J. 1998. Data Analysis Using SPSS for Windows: A Beginner's Guide, New Delhi: Sage Publication
Blalock, H.M.1972. Social Statistics, New York, McGraw Hill.
Banerjee, S. 2008. Fundamentals of Research Methodology, Allahbad Kitab Mahal
Garrett, H. E., 1966. Statistics in Psychology and Education.

Course: MSO – 403

Course: DISSERTATION

Total Credits: 4

Objectives and Guidelines:

- A Dissertation on a topic within sociology or social anthropology is offered as a compulsory Course in Semester 4.
- The topic of the dissertation/ project report should be arrived at in consultation with teachers of the department, and may either be fieldwork based or based exclusively on library consultation.
- The student can discuss her/his proposal with and take official guidance from any faculty member who agrees to supervise.
- The dissertation is for 6 credits and will carry 100 marks, of which 70 marks will be for the written dissertation and 30 marks will be for a viva examination.
- It will consist of 2 weeks of course work and 10 weeks of research and writing.
- The dissertation is important for those who may or may not intend to go immediately for a research degree. The Dissertation can be an additional certification as well as serving as an effective index of competence to deal with field situation and report writing.
- The exercise of doing an independent dissertation involves considerable individual initiative and thinking among students at Master's level. Students may meet up with individual teachers of the department in fortifying their plans and finalising their options.
- If the supervisor agrees, the student can extend the date of submission of the dissertation. The last date for submission of the dissertation will be the last day of class of the semester.

Course Outcome:

- CO1. To develop a clear sense of direction early on in the project and to create an interest in research work
CO2. To engage the students with their area of interest in a more critical manner
CO3. To create an opportunity to contribute new knowledge in their field of interest
CO4. To engage students in and conduct original research

Elective Courses (Sem. -IV)

Course Code: MSO - 404 A

Course: SOCIOLOGY OF ENVIRONMENT

Total Credits: 4

Course Objectives:

The course plan aims to provide knowledge and scholarship of sociological basis of environment and society interface. It seeks to impart social skills in environmental concerns in order to understand the human suffering. As a prelude to it, the course focuses on 'environment in Sociological Theory', both classical and contemporary. The course also aims at providing knowledge of the debate on environment and development with a focus on environmental justice, policy and action. The study of inter connections between environment and society has gained in enormous significance in recent times on account of the debilitating effects on the environment and society. In view of this, it is understandable that the focus of environmental studies has moved from Sociology of environment to environmental Sociology. The course is designed to focus on the environmental issues in the perspective of environmental Sociology.

Course Outcome:

CO1. To introduce the emergence and major theories on Sociology of environment

CO2. To Understand the relationships between Environment and Society

CO3. To understand the environmental issues in global context.

CO4. To understand the environmental issues in Indian context.

Course Outline:

Unit I (15 hrs + 5 hrs)

Introduction:

Sociology of environment – its emergence and development;

Classical Sociological tradition- Karl Marx, Emile Durkhiem and Max Weber on environmental concerns;

Emerging theoretical parameters in environmental sociology;

Contributions of Zavestoskis, Dunlap and Catton, Ramachandra Guha, Patrick Giddens, Radha Kamal Mukerjee and Ulrich Beck.

Unit II (15 hrs + 5 hrs)

Environment and Society:

Synthesis of societal and environmental dialect;

Environmental Issues pertaining to land, water and air,

Housing and urban development;

Rural poverty from environmental perspective;

Unit III (15 hrs + 5 hrs)

Global concerns on environmental issues:

Social impact assessment of environmental issues,

Development, displacement, Relocation and environmental problems;

Global Environmentalism;

Environmental justice, policy and action.

Unit IV (15 hrs + 5 hrs)

Environmental issues and policies in India:

Deforestation, Climate change, Man-animal conflicts, Soil erosion and displacement;

National Environmental Policy, 2006;

The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006;
Environmental movements in India and NE India.

Reading List:

Chandna R.C. 1998. Environmental Awareness, Kalyani Publishers.

CSE (Centre for Science and Environment) 1985. The State of India's Environment 1984-85: The Second Citizen's Report. New Delhi.

Gadgil, Madhav and Guha, Ramchandra 1996. Ecology and Equity: The Use and Abuse of Nature in contemporary India. New Delhi: OUP

Giddens, Anthony. 1996 "Global Problems and Ecological Crisis" in Introduction to Sociology. 2nd Edition. New York: W.W. Norton and Co.

Gole, Prakash 2001: Nature conservation and sustainable development in India. Rawat publications, Jaipur and New Delhi.

Guha, Ramachandra 1998: Social Ecology, OUP, New Delhi.

Journal – Down to Earth, CSE, Delhi

Kaushik and Kaushik 2004. Perspectives in Environmental studies. New Age International Limited Publishers, New Delhi.

Kumar S.B 2002. 'Environmental problems and Gandhian solutions'. Deep-Deep publication, New Delhi.

Michael Mayerfeld Bell, 1998: Sociology for new century. An Invitation to Environmental sociology. Pine Forge press.

Michael Redclift and Graham Woodgate, 2010, The international Handbook of environmental sociology. Edward Elgar Publishing.

Michael Redclift, 1984 Development and the Environmental Crisis, Meheun Co. Ltd. New York.

Munshi, Indra. 2000 "'Environment' in Sociological Theory" Sociological Bulletin. Vol.49, No.2.

Narain, Sunita 2017, State of India's Environment 2017. Centre for Science and Environment, New Delhi.

O Schnaiberg Allan, 1980, The Environment, Oxford University Press. N.Y.

Pawar S.N., Patil. R.B (Eds) 1998: Sociology of Environment. Jaipur : Rawat Publications.

Shiva V 1991, Ecology and the politics of survival, U.N University press and Sage Publications

Shiva Vandana, 1988. Staying Alive, Kali for Women, New Delhi.

UNDP, 2003. Sustainable Development. New York: OUP

Wolfgang Sachs(ed) 1992, The Development Dictionary; Orient Longman.

World Commission on Environment and Development, 1987. Our common future Brundtland report, New Delhi :Oxford university press.

Course Code: MSO-404 B

Course: SOCIOLOGY OF MARGINALIZED COMMUNITIES

Total Credits: 4

Course Objectives:

In recent years, there has been a growing emphasis on the contextualization of Indian sociology. One of the ways of going about this task is to focus on those segments of the population which have lived on the margins of society and which have not received, until recently, adequate scholarly attention. This course is aimed at sensitizing students to the significance of the sociological study of Dalits, tribal communities and nomadic castes and tribes. The focus of the Course is on groups and communities which have suffered extreme poverty, deprivation and discrimination over a long period of time.

Course Outcome:

CO1. To study Marginalization and its socio-economic indices.

CO2. To understand the social structure and culture of marginalized communities.

CO3. To understand various Perspectives on marginalization

CO4. To comprehend Social movements among marginalized communities.

Course Outline:

Unit I (15 hrs + 5 hrs)

Marginalization and its socio-economic indices:

Poverty, relative isolation, deprivation, exploitation, discrimination,

Educational backwardness;

Inequality;

A critical view of the caste system;

Untouchability: historical and social roots, dysfunctions.

Unit II (15 hrs + 5 hrs)

The social structure and culture of marginalized communities:

Status of SC, ST, OBC, Minorities, Children, Women, Elderly and Transgendered;

Problems of marginalized communities;

Social mobility; development and identity formation.

Unit III (15 hrs + 5 hrs)

Perspectives on marginalization:

Role of ideology in marginalization;

Views of Jotirao Phule, Periyar, Babasaheb Ambedkar, Ram Manohar Lohiya and Sir Syed Ahmad Khan.

Unit IV (15 hrs + 5 hrs)

Social movements among marginalized communities:

Nature and dynamics;

Perspectives on social movements - protest, reform, sub-nationalism, nativism, millenarianism;

Role of Christian missionaries and NGOs in social reform movements;

Marginalization and affirmative action - Constitutional provisions; implementation; impact on marginalized communities; limitations; critical review.

Reading List:

Beteille, Andre 1981, Backward classes and the new social order, Delhi: Oxford University Press.

Beteille, Andre, 1992 : The Backward Classes in Contemporary India, Delhi: Oxford University Press.

Chaudhuri, S.N. 1988, Changing Status of depressed castes in contemporary India, Delhi, Daya Publishing House.

Gore, M.S. 1993, The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb Ambedkar, New Delhi, Sage.

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

Jogdand, P.G., 2000 : New Economic Policy and Dalits (Jaipur : Rawat)

- Jogdand P.C., 1991 : Dalit Movement in Maharashtra (New Delhi : Kanak Publications, 1991)
- Mahajan, Gurpreet, 1998 : Democracy, Difference and Social Justice (New Delhi : Oxford University Press)
- Omvedt, Gali, 1995 : Dalit Visions : the anti-caste movement and the construction of an Indian Identity (New Delhi : orient Longman)
- Omvedt, Gali, 1999 : Dalits and the Democratic Revolution (New Delhi : Sage)
- Oommen, T.K., 1990 : Protest and Change : Studies in Social Movements. (Delhi : Sage)
- Shah, Ghansham, 1990 : Social Movements in India : a Review of Literature. (Delhi: Sage)
- Singh, K.S., 1998 : The Scheduled Castes (Delhi : Anthropological survey of India)
- Singh, K.S. 1995 : The Scheduled Tribes (Delhi : Oxford University Press)

Course Code: MSO- 404 C

Course: SOCIOLOGY OF CHILDHOOD IN INDIA

Total Credits: 4

Course Objectives:

This is an elective course that takes a sociological approach to the study of children. The objectives of this Course are:

To develop an understanding of the history of childhood and the changing societal definitions of childhood and children's "place" in society.

To become familiar with the various methods of studying children, and the ethical issues involved in studying children.

To learn the major perspectives on childhood and socialization of children.

Become familiar with the major agencies of socialization, such as family, peers, media, and school, with a special emphasis on peer cultures.

To develop an understanding of the larger economic, political, and social forces that affect and influence children.

Come to understand the major social problems confronting children and families.

To understand national and global mechanisms on protection of child rights.

Course Outcome:

CO1. To introduce the Sociological Understandings of Children and Childhood

CO2. To look into the status of the children in India

CO3. To understand National Mechanisms on Child Protection and Child Rights

CO4. To understand International Mechanisms on Child Protection and Child Rights

Course Outline:

Unit I (15 hrs + 5 hrs)

Sociological Understandings of Children and Childhood:

Conceptions of childhood - childhood over time and across cultures; Child development and socialization – infancy to adolescence; peer cultures and constructing gender, race and ethnic identity;

Sociological Perspectives on Childhood;

Methods of studying Childhood;

Unit II (15 hrs + 5 hrs)

Children in India:

Definition and Demographic Profile of children in India and the World

Health and Nutritional Status of children

Education status of children

Vulnerable Children & Children's Issues – Child Abuse and Violence, Girl Child and Child Marriage, Street Children and Child Labour, Missing Children and Child Trafficking, Children with Disabilities, Children affected by Substance Abuse, Children in Armed Conflict and in Conflict with Law, Children without Parental care, Children in Poverty.

Unit III (15 hrs + 5 hrs)

National Mechanisms on Child Protection and Child Rights:

Constitutional and Legal Provisions;

National Policy on Children, 2013 – Objectives, goals and strategies;

National Actors on child protection and development;

Schemes and Programmes - Mid-day Meal Scheme, Integrated Child Development Scheme, Integrated Child Protection Scheme, Sarva Shiksha Abhiyan, Nutrition Programme for Adolescent Girls (NPAG), Balika Samridhhi Yojana (BSY), CHILDLINE services, Shishu Greha Scheme; Reproductive and Child Health Programme; and National Child Labour Project.

Unit IV (15 hrs + 5 hrs)

International Mechanisms on Child Protection and Child Rights:

United Nations Convention on the Rights of the Child (CRC);

UN Special Rapporteur of the Commission on Human Rights on the sale of children, child prostitution and child pornography;

UN Agencies - UNICEF and International Labour Organisation,

Child Rights Information Network and International Juvenile Justice Observatory;

National and international NGOs working on Children;

Text Books:

Ariès, Phillipe, 1973. *Centuries of Childhood*. Harmondsworth, UK: Penguin.

Baron. R.A., Byrne, D.& Bhardwaj. G, 2010. *Social Psychology* (12th Ed).New Delhi: Pearson.

Further Reading List:

Behera, Deepak, ed. 2007, *Childhoods in South Asia*. Delhi: Pearson Longman.

Choudhury D. Paul, 2005 *Child welfare and Development*, New Delhi: Atma Ram & Sons.

Corsaro, William (2005). *The Sociology of Childhood*. Pine Forge Press (Courseback).

Corsaro, William (2003). *We're Friends, Right?* Joseph Henry Press (Courseback).

GoI, 2013, *The National Policy for Children, 2013*, Ministry of Women and Child Development, GoI, N. Delhi.

Government of India, 2012, *Children in India 2012 - A Statistical Appraisal*, Social Statistics Division, Central Statistics Office, Ministry of statistics and Programme Implementation, New Delhi.

GoI, 2007, *Study on Child Abuse - India 2007*, Ministry of Women and Child Development, Govt. of India, New Delhi.

GoI, 1993, *National Nutrition Policy*, Government of India, Department of Women & Child Development, Ministry of Human Resource Development, New Delhi.

Hurlock, E B, 2008, *Developmental Psychology – A Lifespan Approach*, Tata McGraw Hill, N Delhi.

James, Alison, and Adrian L. James, 2004. *Constructing Childhood: Theory, Policy, Social Practice*. Basingstoke, UK: Palgrave Macmillan.

Laskar, B I, 1996, Child labour and health: an exploratory study of Aligarh lock industry in India. *International Child Health*, VII (4): 85-98, University of California, USA.

Laskar, B I, 2000, Child labour in Aligarh lock industry. *Economic & Political Weekly*, XXXV (7): 510-13, Feb

Laureau, Annette, 2011. *Unequal Childhoods: Class, Race and Family Life*. 2d ed. Berkeley: University of California Press.

NHRC, 2014, *Report of the NHRC Committee on Missing Children*, National Human Rights Commission, New Delhi.

Pattnaik, Jyotsna, ed. 2005, *Childhood in South Asia: A Critical Look at Issues, Policies and Programs*. Greenwich, CT: Information Age.

Course Code: MSO- 404 D

Course: PROJECT PLANNING AND PROGRAMME IMPLEMENTATION

Total Credits: 4

Course Objectives:

Explain and demonstrate components of approaches and models to programme preparation.

Understand and explain how programmes need to be adapted to fit diverse cultural contexts, and how programmes can be designed to focus on empowerment strategies.

Design a programme model illustrating programme components, consumer pathways, staffing pattern and desired outcomes.

Develop a professional level Programme Proposal suitable for submission to a funding agency.

Course Outcome:

CO1. To introduce basic concepts associated with Project and project cycle.

CO2. To understand Project Formulation, Implementation, Evaluation and Monitoring Planning.

CO3. To understand the steps and guidelines of Project Proposal preparation.

CO4. To train students on preparing Project Proposals through Case studies.

Course Outline:

Unit I (15 hrs + 5 hrs)

Project and project cycle:

Project – Concept and Principles; Project Cycle Management; Project Design steps;

Logical framework tool; Project rating index,

Programme Planning Approaches and Programme Models;

Project identification- Stakeholder analysis and target group selection; Problem analysis;

Objective analysis and Alternative selection;

Unit II (15 hrs + 5 hrs)

Project Formulation, Implementation, Evaluation and Monitoring Planning:

Formulation – Logical framework; Objectives, outputs and activities; Indicators and means of verification; Key assumptions;

Implementation planning – Work breakdown matrix, Responsibility matrix, Calendar of activities, Resource plan and budget;

Planning of Monitoring and Evaluation – Monitoring plans and Planning the evaluation;

Unit III (15 hrs + 5 hrs)

Project Proposal:

Concept and development of Proposal Preparation;

Elements of a Proposal, Basic steps in writing a proposal;

Problems and issues in proposal preparation;

Project personnel empowerment & training

Unit IV (15 hrs + 5 hrs)

Case studies:

Preparation of five (05) Project Proposals of different funding agencies - National & International.

Reading List:

Britha Mikkelsen, 2005. *Methods for Development work and research*. New Delhi: Sage Publications Ltd.

Cedric Saldhana and John Whittle, 1998. *Using the Logical Framework for sector Analysis and Project Design - A users' Guide*. Manila: Asians Development bank.

David I. Cleland, 1995. *Project Management: Strategic Design and implementation*. McGraw Hill Inc.

- Gamble, D.N. & Weil, M. 2009. Chapter 8. 'Inclusive Program Planning', in *Community Practice Skills: Local to Global Perspectives*. Thousand Oaks, CA: Sage.
- Gopalakrishnan. P. and V.E. Ramamurthy, 1993. *Text Book of Project Management*, Macmillan India Ltd.
- Goodman, J. and Ralph Ngatata Love, 2000. *Integrated Project Planning and Management Cycle*. Hawaii: Fast West Centre.
- John M. Nicholas, 2005. *Project Management for Business and technology: Principles and Practice*. New Delhi: Pearson Prentice Hall.
- Jyotsna Bapat, 2005. *Development Projects and critical theory of Environment*. New Delhi: Sage Publication.
- Kettner, P.M., Moroney, R. M. and Martin, L.L. 2008. *Designing and managing programs: An effectiveness-based approach*. Thousand Oaks, CA: Sage.
- Netting, F. Ellen, O'Connor, M.K. and Fauri, D.P., 2008. *Comparative approaches to program planning*. Hoboken, NJ: John Wiley & Sons.
- Prasanna Chandra, 1987. *Projects: Preparation, appraisal, budgeting and implementation*. New Delhi: Tata McGraw Hill Publishing company Ltd.
- Pawlak, E.L. & Vinter, R.D. 2004. *Designing & planning programs for nonprofit & governmental organizations*. San Francisco: Jossey Bass, Wiley.
- Yuen, F.K.O. & Terao, K.L. 2010. *Practical grant writing and program evaluation*. San Diego: Brooks/Cole.

Course Code: MSO- 405 A

Course: COUNSELING AND GUIDANCE

Total Credit: 4

Course Objectives:

The objectives of the course are: i) To equip students with the importance of counseling and guidance from sociological perspective; ii) To impart knowledge on the process and skills of counseling; and iii) To make students equip with modern trends in counseling.

Course Outcome:

CO1. To introduce the basic concepts and the importances of Counseling and Guidance

CO2. To understand the types of Counseling and guidance

CO3. To understand the Tools and techniques of Counseling and guidance

CO4. To understand the Modern Trends in Counselling and guidance

Course Outline:

Unit I (15hrs + 5 hrs)

Meaning of guidance and counselling – relationship and differences; Need and significance of guidance service; Bases of guidance; Principles of guidance - physiological, psychological, sociological and educational.

Types of guidance - Educational guidance, vocational/ career guidance and personal guidance, Individual and group guidance – Advantages of group guidance and Techniques of group guidance.

Unit II (15hrs + 5 hrs)

Tools and techniques of guidance – Psychological tests, Sociometric tests, Interview, Rating Scales, Cumulative Records, Achievement Record, Anecdotal Record, Personality Assessment.

Guidance of children with special needs - Gifted and creative, under achievers, disadvantaged, learning disabled, visual impaired.

Unit III (15hrs + 5 hrs)

Types of counseling - Directive Counselling, Non-Directive Counselling and Eclectic Counselling, Differences.

Objectives and approaches - Behaviouristic, Gestalt Psycho, Analytic and Humanistic. Transactional Analysis and Group Counselling; Counselling Process and Stages in Counselling; Counselling Skills and Qualities of a Counsellor; Communication in Counselling.

Unit IV (15hrs + 5 hrs)

Modern Trends in Counselling - Cognitive methods, Neuro-Linguistic Programming (NLP), Rational Emotive Behaviour Therapy (REBT).
Assertion training / Social skills Training - Stress management, Promotion of Mental Health, Health awareness programme, Improvement of Family Relationship, Personal Adjustment, marriage counseling, family counseling, Counselling Children and Adolescents, Preventive Counselling, Rehabilitative counseling, Crisis Counselling, Developmental Counselling.

Reading List:

- Berlin S B 2008 Clinical Social Work Practice Apprentic Publications.
Bessell, R., B.T., Butsford, 2001. : Interviewing and Counselling, London
Burgun, T., & Anderson, S. (1975). The counsellor and the Washington, D.C : American Personnel and Guidance Association Press.
Chopra, R.N. and Chopra, F.C., 2005. Drug Addiction with special reference to India, New Delhi Council of Scientific & Industrial Research
Dave, Indu. 2006. : The Basic Essentials of Counseling, New Delhi SterlingPublishers Pvt.LTD
Fullmer, D.W.& Benard, H.W, 2003 : Counselling, Content and Process, New Delhi, Thomson Press, India.
Gibson, Robert L. & Marianne H.Mitchell (1995). Introduction to counselling and guidance (1997). Counselling: The skills of finding solutions to Problems: London, Rout ledge.
Hasan, James C , Richard R. Sieve and Richard W. Warner Jr (1986). Counseling” Theory and process (IV Ed). Boston: Allen and Bacon, Inc.
Jowitt 2011 Social Work with Children and Family Rawat Publications.
Neukrug E 2012 Counselling Theory and Practice Rawat Publications.
Peterson, J.A. (1970). Counselling and Values. Scranton : International Textbook.
Tyler, L. (1969). The work of the counsellor (3rd ed.). New York : Appleton – Century – Crofts.
Upadhyay, R.K. & Sandhya ,2004 : Mental Disorders and Mental Health Policy,New Delhi, Kanishka

Course Code: MSO- 405 B

Course: SOCIOLOGY OF RELIGION

Total Credit: 4

Course Objectives:

The course lays primacy to the understanding of religious over individual religions. Drawing heavily from classical writings on the subject it reinforces importance of the positions developed in these texts. It covers Indian perspective too. Implicitly numerous interconnections are to be attempted between various themes, manifestly the overarching concern of the Course is to follow up the linkage between social and religious.

Course Outcome:

- CO1. To introduce the Approaches to the study of religion
CO2. To understand the Structures of Religion.
CO3. To understand the various Religious reform movements in Indian context.
CO4. To understand the relationships between Religion, Institution and Identity

Course Outline:

Unit I (15hrs + 5 hrs)

Approaches to the study of religion:

Introduction to the classical approaches to the study of religion - Emile Durkheim's, Karl Marx's, and Max Weber's contributions to religion.

Introduction to the contemporary approaches to the study of religion - Phenomenological approach, Freudian approach, and Anthropological approach to the study of religion

Indian perspectives on Religion - B.R. Ambedkar's, Swami Vivekananda's and Sir Syed Ahmed Khan's contribution to religion

Unit II (15hrs + 5 hrs)

Structures of Religion

Introduction to forms of religion - Concept of cult, sect, denomination and ecclesia
Introduction to the global and local religions - Religion as a way of life,
Religion and magic, Religion and shrine, Religious socialization,
Religious Conversion, Religious Switching, Religious ritual;

Unit III (15hrs + 5 hrs)

Religious reform movements

Introduction to Religious reform movements
The protestant reformation,
Bhakti movement and Vaishnavism,
Sufism and Tabligh movement,
Ram Krishna Mission;

Unit IV (15hrs + 5 hrs)

Religion, Institution and Identity

Religion, race, and gender;
Religion, politics and inequality;
Religion, social action and terrorism;
Religion, secularization, globalization and science;

Reading List:

- Baird, Robert D. (ed.). 1995 (3rd edition). Religion in modern India. Delhi: Manohar.
- Berger, P. 1967. *The Sacred canopy: Elements of a Sociological Theory of Religion*. New York: Doubleday and Company.
- Bhargava, R. 1998. *Secularism and its Critics*. Delhi: Oxford University Press.
- Bocock, R. and K. Thompson. Ed. 1985. *Religion and Ideology: A Reader*. Manchester: Manchester University Press.
- Clarke, S. 1999. *Dalits and Christianity: Subaltern Religion and Liberation Theology in India*. Delhi: Oxford University Press.
- Eaton, R. M. 2000. *Essays on Islam and Indian History*. Delhi: Oxford University Press.
- Emile Durkheim. 1955. *The elementary forms of religious life*. Translated by Karen E. Fields. New York: The Free Press.
- Jones, Kenneth W. 1989. Socio-religious reform movements in British India (The new Cambridge history of India III-1). Hyderabad: Orient Longman.
- Madan, T. N. 1997. *Modern Myths, Locked Minds: Secularism and Fundamentalism in India*. Delhi: Oxford University Press.
- Madan, T.N. (ed.). 1992 (enlarged edition). Religion in India. New Delhi: Oxford University Press.
- Malinowski, Bronislaw. 1948. *Magic, science and religion and other essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press.
- Max Weber. 2001. *The Protestant ethic and the spirit of capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press.
- Muzumdar, H.T. 1986. India's religious heritage. New Delhi: Allied.
- Roberts, Keith A. 1984. Religion in sociological perspective. New York: Dorsey Press.
- Shakir, Moin (ed.). 1989. Religion, state and politics in India. Delhi: Ajanta Publications.
- Srinivas, M. N. 1952. *Religion and society among the Coorgs of south India*. Clarendon : Oxford.
- Stark, R. and R. Finke. 2000. *Acts of Faith: Explaining the Human Side of Religion*. Berkeley: University of California Press.
- Tambiah, Stanley Jeyaraja. 1990. *Magic, science, religion and the scope of rationality*. Cambridge: Cambridge University Press.
- Turner, Bryan S. 1991 (2nd edition). Religion and social theory. London: Sage.

Varshney, A. 2002. *Ethnic Conflict and Civic Life: Hindus and Muslims in India*. Delhi: Oxford University Press.

Viswanathan, G. 1998. *Outside the Fold: Conversion, Modernity, and Belief*. Delhi: Oxford University Press.

Course Code: MSO-405 C

Course: CRIMINOLOGY & PENOLOGY

Total Credits: 4

Course Objectives:

Crime is an integral feature of social order. The nature and types of crime have changed with times, and so have its explanations. Present-day societies are witnessing eruption of certain types of crimes which were either not known in times past or were not so rampant. Similarly, the socio-economic milieu from which criminals are drawn today is not the same as yesterday. With the advances in our knowledge of crime causation, there has come about a significant shift in our approaches to crime control and prevention. Correction has emerged as an important alternative/compliment to punishment. Hence, the relevance of the course. The course is designed to achieve the following objectives:

- i. To acquaint the students with the changing profile of crime and criminals
- ii. To equip them with the emerging perspectives of crime causation with particular stress on sociological explanations
- iii. To sensitize them to the emerging idea of correction, its types and measures to prepare them for professional roles of correctional agents in agencies of criminal justice administration system, particularly in prison and other reformatory institutions

Course Outcome:

CO1. To sensitize students the basic concepts of Criminology and Penology.

CO2. To understand various Perspectives and Trends on Criminology and Penology

CO3. To provide better understanding for different forms of crime.

CO4. To provide knowledge about prison system and national policy on prisons.

CO5. To provide an understanding of the prevailing correctional administration in India.

Course Outline:

Unit: I (15 hrs + 5 hrs)

Basic Concepts:

Criminology and Penology – Meaning, definitions and scopes;

Defining Crime - Legal, behavioural and sociological approaches;

Deviance and its forms, Crime and delinquency; Measurement of Anomie, Anomia and Alienation;

Types of crimes – economic, violent and white-collar;

Unit: II (15 hrs + 5 hrs)

Perspectives and Trends:

Perspectives on Crime Causation - classical, psychological, sociological, Marxian, geographical;

Recent theoretical advances – *Social disorganization theory*, Differential association/social learning theory, Anomie/institutional anomie theory, Conflict theory, Control theories, *Labeling theory*, Deterrence/rational choice theory, *Feminist theory*, Behavioral theory, and Developmental/life-course theory

Changing trends in crime - Organized crimes, Crimes against women and children,

Corruption, Drug addiction, Terrorism and Cyber crimes; Suicide,

Changing profile of criminals in India and Northeast India;

Unit: III (15 hrs + 5 hrs)

Punishment:

Punishment – meaning, significance and forms of punishment

Theories of Punishment - retributive, deterrent, reformatory, utility and cost of punishment;

Agencies of punishment – Police, courts and jails.

Problems in punishment – Legal, social and infrastructural.

Social abuse of the criminals and victims.

Unit: IV (15 hrs + 5 hrs)**Correction and Parole:**

Correction – meaning, significance and forms of correction (prison-based and community-based);

Correctional programmes – educational, vocational, psychiatric, meditation, recreation, etc; New Delhi Model of Correction;

Alternatives to imprisonment - Probation, parole, open prisons, after-care and rehabilitation;

Emerging Paradigms - Restorative and community justice, Reemerging interest in treatment, Specialized courts, Reintegration and reentry, Technology, and Evidence-based corrections.

Reading List:

Akers, R. L. & Sellers, C. S. (2008). *Criminological theories: Introduction, evaluation, and application*, 5th edition. New York: Roxbury Publishing.

Ahuja, Ram, 2008, *Criminology*, Jaipur: Rawat Publications.

Banks, C. 2004. *Criminal justice ethics: Theory and practice*. Thousand Oaks, CA: Sage.

Bayley, D.H. 1994 *Police for the Future*. New York: Oxford University Press.

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

Borbor, Jayanta, 2008, *The Thieves: A Sociological Understanding in North East India*, Guwahati: DVS Publishers.

Chakrabarti, N K, (Ed) 2015. *Administration of Criminal Justice (in 5 Volumes)*, Delhi: Deep Publishers.

Cole, G. F., Gertz, M. G., & Bungler, A. 2004. *The criminal justice system: Politics and policies*. Wadsworth.

Dabney, Dean A. 2003. *Crime Types: A Text Reader*. Belmont, CA: Wadsworth.

Foucault, M. 1977 & 1995. *Discipline and punish: The birth of the prison*. New York: Vintage.

Garland, D. 2002. *The culture of control: Crime and social order in contemporary society*. Chicago: University of Chicago Press.

Garland, D. 1990. *Punishment and modern society: A study in social theory*. Chicago: The University of Chicago Press.

Gill, S.S. 1998. *The Pathology of Corruption*. New Delhi : Harper Collins Publishers (India).

Goel, Rakesh M. and Manohar S. Powar. 1994. *Computer Crime: Concept, Control and Prevention*. Bombay: Sysman Computers Pvt. Ltd.

Goodman, Marc, 2015. *Future Crimes: Inside the Digital Underground and the Battle for Our Connected World*, London: Transworld Publishers.

Holt, Thomas J, 2011. *Crime On-Line: Correlates, causes and contexts*. Durham: Carolina Academic Press.

Laskar, B I, 2001. *Policing and Human Rights in India: Some Critical Issues*. *ALP JIAN Quarterly- A Chronicle of Minorities*, II (1): 26-31.

Lilly, J. Robert, Francis T. Wallen and Richard Ball A. 1995 *Criminological Theory, Context and Consequences*. New Delhi: Sage Publications

Makkar, S.P. Singh and Paul C. Friday. 1993 *Global perspectives in Criminology*. Jalandhar : ABC Publications.

- Maxfield, M. G., & Babbie, E. R. 2006. Basics of research methods for criminal justice and criminology. Belmont, CA: Wadsworth.
- Ministry of Home Affairs, 2015. Crime in India. New Delhi: Government of India.
- Mohanty, Rabindra K & Mohanty, Satyajit 2015. Text Book of Criminology, Penology & Victimology, Himalaya Publishing House.
- Noaks, L., & Wincup, E. 2004. Criminological research: Understanding qualitative methods. Thousand Oaks, CA: Sage.
- Petersilia, Joan (Ed), 1998. Community Corrections: Probation, Parole, and Intermediate Sanctions (Readings in Crime and Punishment), New York: Oxford University Press.
- Reid, Suetitus. 1976. Crime and Criminology. Illinayse : Deydan Press.
- Roth, M. P. 2005. Crime and punishment: A history of the criminal justice system. Belmont, CA: Wadsworth.
- Samenow, Stanton E, 1984 & 2009. Inside the Criminal Mind, New York: Crown Publishers.
- Shankardas, Rani Dhavan, 2000. Punishment and the Prison: India and International Perspective. New Delhi: Sage Publications.
- Sutherland, Edwin H. and Donald R. Cressey. 1968. Principles of Criminology Bombay: The Times of India Press.
- Tonry, M. 1998. The Handbook of Crime and Punishment. New York: Oxford University Press.
- Tonry, M. 1998. Sentencing Matters. New York: Oxford University Press.
- Unnithan, N Prabha, 2013. Crime and Justice in India, New Delhi: Sage India.
- Walklete, Sandra. 1998. Understanding Criminology. Philadelphia: Open University Press.
- Weisburd, D., Waring, E., and Chayet, E. (2001) White-Collar Crime and Criminal Careers. Cambridge, UK: Cambridge University Press.
- Williams, Frank P. and marilym D. Meshare. 1998. Criminological Theory. New Jersey: Prentice-Hall.

Course: MSO-405 D

Course: Sociology of Tribal Society

Total Credits: 4

Course Objectives:

The tribal people constitute a significant segment of Indian society. By and large, students have a partial and superficial knowledge about them. The objective of this course is to provide a comprehensive profile of tribal people in terms of their distribution and concentration, demographic features, social structure and cultural patterns.

Course Outcome:

CO1. To introduce the Approaches to the study of Tribal Society, basic concepts and major classifications of tribal people among Indian tribes.

CO2. To understand Demographic and Socio-cultural profile of Indian tribes.

CO3. To study Social mobility and change among Indian tribes.

CO4. To understand major Problems of Indian Tribes and Tribal development.

Course Outline:

Unit – I

Tribal Society:

Approaches to the study of tribes - Sociological and Anthropological;
Definition and characteristics of Tribes;
Differences between tribes and non-tribes, and tribe and caste,
Classification of tribal people: food gatherers and hunters, shifting cultivators, nomads, pastoralists, peasants and settled agriculturists, artisans;

Unit II

Demographic and Socio-cultural profile:

Habitat, distribution and concentration of tribal people; Tribal zones;
Ethnic and cultural diversity;
Kinship, marriage and family;
Tribal languages, religious beliefs and practices;

Unit III

Social mobility and change:

Impact of industrialization and urbanization on tribal society;
Media and tribal Society;
Changes in Social, Economical and Political life;
Issues of Tribal Identity and Tribal Movements;

Unit IV

Problems of Tribes and Tribal development:

Problems of tribal people - Poverty, Illiteracy, Indebtedness, Land alienation, Health Problem, Displacement and rehabilitation;
Approaches to tribal development: Isolationist, Assimilationist and Integrationist;
Constitutional rights of the scheduled tribes;
The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006;

Reading List:

- Arunkumar, Edt M.C., Hanjabam, S S, Mangang, PN Jennifer Kipgen & Pukhrabam Kiranbala. The Tribes of North East India (7 volumes), Maxford Books.
- Beteille, A. 1998. "The Idea of Indigenous People". *Current Anthropology*, 39, 187-191.
- Bose, N. K. 1967. Culture and Society in India, Asia Publishing House.
- Bose, A., Nangbri, T. & Kumar, N. 1990. Tribal demography and development in North-East India, Delhi.
- Census of India, 2013. Scheduled Tribes in India as revealed in Census 2011, New Delhi: Registrar General & Census Commissioner, India, Ministry of Home Affairs.
- Das, Bidhan Kanti & Das, Rajat Kanti (eds), 2017. Rethinking Tribe in Indian Context: Realities Issues & Challenges, Jaipur: Rawat Publications.
- Desai, A. R. 1979. Peasant struggles in India, Oxford University Press, Bombay.
- Doshi S.L and Jain P.C. 1997. Introduction to Anthropology, New Delhi: Rawat Pub.
- Dube, S.C. 1977. Tribal Heritage of India, New Delhi: Vikas.
- Elwin. V. 1990. The Tribal World of Verrier Elwin: An Autobiography. Delhi: Oxford University Press.
- H.S. Saksena, Vinay Kumar Srivastava, Sukant K. Chaudhary (eds.) 2006. Scheduled Tribes and Development. New Delhi: Manohar Publications.
- Haimendorf, Christoph von. 1982. Tribes of India: The Struggle for Survival, Oxford University Press.
- Hasnain, N. 1983. Tribes in India, New Delhi: Harnam Publications.
- Hasnain, Nadeem. 2005. Tribal India. Delhi: Palka Prakashan.
- Laskar, B. I. 2017. "Dynamics of better health status among tribal population of Mizoram", *Women's Link*, 23(3): 13-20.
- Laskar, B. I. 1999. "Tribal Health in India- Some Issues", *Third World Impact*, X (118), October.
- Laxmi, Harasukar 2005. The Tribals and their Development, Agra: Current.
- Louis, Prakash. 2008. Rights of Scheduled Tribes of India: Acts, Commissions and Recommendations. New Delhi: Manohar Publications.
- Mahapatra, L.K. 1994. Tribal Development in India, Myth and Reality. Delhi: Vikas Publishing House.
- Megejee, Rinchin, 2017. Stratification and Social Change among Tribals: An Anthropological Study among the Sherdukpens of Arunachal, New Delhi: Rawat Publications.
- MTA, 2013. Statistical Profile of Scheduled Tribes in India 2013, New Delhi: Ministry of Tribal Affairs, Statistics Division, Government of India.
- MTA, 2014. Tribal Profile at a Glance, 2014, New Delhi: Ministry of Tribal Affairs, Statistics Division, Government of India.
- Munshi, I. 2007. Adivasi Life Stories: Context, Constraints, Choices. New Delhi: Rawat Publications.
- Nakane, Chie. 1967. Garo and Khasi: A Comparative Study in matrilineal systems. Paris: Mouton & Co.
- Nehru, Jawaharlal. 1946. The Discovery of India. Oxford University press, New Delhi.
- Padel, Felix. 2009. Sacrificing People: Invasions of a Tribal Landscape. Hyderabad: Orient Blackswan.
- Pati, B. 2011. Adivasis in Colonial India: Survival, Resistance and Negotiation. New Delhi: Orient Blackswan.
- Panda, Nishakar. 2006. Policies, Programmes, and Strategies for Tribal Development: A Critical Appraisal. Delhi: Kalpaz Publications.
- Pati, Rabindra Nath & Dash, Jagannatha. 2002, Tribal and Indigenous People of India: Problems and Prospects, New Delhi: APH Publishing.
- Purkayastha, N. 2016. "Concept of Indian Tribes: An Overview", *International Journal of Advanced Research in Management and Social Sciences*, 5(2): 1-9.

- Purkayastha, N. 2015. "Tribal Development Approaches in India", *International Journal of Multidisciplinary Research and Development*, 2(8): 630-633.
- Rao, M.S.A. 1979. *Social Movements in India*, Delhi: Manohar.
- Rao, Palla Trinadha. 2017. *Tribal Land Question*. Jaipur: Rawat Publications.
- Raza, Moonis and A. Ahmad. 1990. *An Atlas of Tribal India*, Delhi: Concept Publishing.
- Saksena, H.S. 2018. *Tribal Studies and Beyond: Contributions of D.N. Majumdar to Indian Anthropology*, Jaipur: Rawat Publications.
- Sharma, Suresh, 1994. *Tribal Identity and Modern World*, New Delhi: Sage.
- Singh, K.S. 1982. *Tribal Movements in India*, Vol. I and II, New Delhi: Manohar.
- Singh, K.S. 1984. *Economies of the Tribes and Their Transformation*, New Delhi: Concept Publishing.
- Singh, K.S. 1985. *Tribal Society*, Delhi: Manohar.
- Singh, K.S. 1986. *Tribal Situation in India*. Shimla: Indian Institute of Advanced Studies.
- Singh, K.S. 1995. *The Scheduled Tribes*, New Delhi: Oxford University Press.
- Vidhyarthi L.P and Roy B.K. 2000. *Tribal Culture in India*, New Delhi: Concept.
- Walker, Anthony. 1986. *The Toda of south India: a new look*. Delhi: Hindustan Publishing Co.
- Xaxa, V. 1999. "Tribes as Indigenous People of India". *Economic and Political Weekly*, December 18.
- Xaxa, V. 2003. "Tribes in India". *The Oxford India Companion to Sociology and Social Anthropology*. Delhi: Oxford University Press.

Course: MSO-406

Course: Viva-Voce

Total Credits: 2

Course Objectives:

To assess the overall knowledge developed by the students on the subject. Also to develop their verbal communication and equip them to face interviews.

The Viva-Voce is conducted by inviting an expert/experienced faculty member from other university/ institution.

Course Outcome:

CO1. To assist in authenticating that students' knowledge in the subject matter.

CO2. To help determine the students' learning and understanding of the different topics or Courses taught throughout their post graduate programme

CO3. To enable the students to effectively and confidently communicate verbally and also to prepare them to face interviews at the academic and industrial sector.

Course: HVP-740

Course: Human Values and Professional Ethics Non-Credit Compulsory Course

Course Description: The purpose of this course is to examine various ethical issues that may arise in one's professional life, and how such a life intersects one's personal life and self-understanding with the core focus to enlighten the students regarding value based approaches within a variety of context. The concept of value is understood in two different contexts; one is People's judgments about what is important or meaningful in their lives and the other is principles or standards for behavior, supported by religion, constitution and norms.

Course Objectives:

- 1) To critically understand ethical issues as they pertain to professional and personal identity.
- 2) To learn to consider oneself and the world around from these basic ethical positions.
- 3) To develop sharpened analytic powers and capacities for oral and written expression.

Unit-1: Ethics and Human Values

[8 Lectures]

Definition, Importance and Relevance in present-day Society.

Indian Constitutional Values: Fundamental Rights and Duties; Freedom, Equality, Fraternity, Justice; Directive Principles of State Policy.

Religious and Cultural Values: Values embedded in different religions; Religious Tolerance.

Unit-2: Basic Human Virtues

[8 Lectures]

Concept of Honesty, Punctuality, Responsibility, Courtesy, Discipline, Courage, Compassion, Empathy and Restrain

Family responsibilities: Duties as a Member of the Society, Guidance to youngsters; Gender Equality.

Social Concerns: Evils of Dowry & Caste System, Racial Discrimination, Suicidal Tendencies, Substance Abuse and Addiction.

Unit-3: Introduction to Professional Ethics

[8 Lectures]

Need, Importance and Goals; Ethical Values in Different Professions: Dignity of Labour, Respect for Authority, Code of Conduct, Conflicts of Interest.

Occupational Crime; Sexual and Mental Harassment in work place.

Professional Rights: Employee Rights, Intellectual Property Rights (IPR).

Unit-4: Ethics in Professional and Global Space

[5 Lectures]

Cyber Ethics and Etiquette.

Correct and Judicious use of Mobile Phones/electronic gadgets, Social Networking in professional space.

Environmental Ethics; Ethics in Research.

Suggested Readings:

- 1) Jayashree Suresh and B S Raghavan- *Human Values and Professional Ethics: Values and Ethics of Profession*. S Chand, 2005.
- 2) Martin, Clancy, Wayne Vaught, and Robert Solomon (eds.)- *Ethics Across the Professions: A Reader for Professional Ethics*. Oxford: Oxford University Press, 2010.
- 3) R.R. Gaur, R. Sangal and G.P. Bagaria- *A Foundation Course in Human Values and Professional Ethics* (Courseback). Excel Books, 2010
- 4) Terrence M. Kelly- *Professional Ethics: A Trust-Based Approach*. Lexington Books, 2018.
- 5) R. S. Naagarazan- *Professional Ethics and Human Values*. New Age International (Second ed.), 2019.