

**DAYALBAGH EDUCATIONAL INSTITUTE  
(DEEMED TO BE UNIVERSITY)  
DAYALBAGH AGRA-282005  
DEPARTMENT OF SOCIOLOGY AND POLITICAL SCIENCE**

| <b>Programme: Bachelor of Arts/ Bachelor of Arts in Social Science</b>  |   |                    |  |
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| <b>Status of Course &amp; Credit: MAJOR, CREDIT: 3</b>  |   |                    |  |
| <b>Course Number &amp; Title: SYM 101 SOCIOLOGICAL CONCEPTS</b>   |   |                    |  |
| <b>Lectures/ Week: of 55mts. Each/Week:3(L-3+T-0+P/S-0) [Weeks: 13 Per Semester]</b>  |   |                    |  |
| <b>Total Lectures /Semester: 39/I Semester</b>  |   |                    |  |
| <b>Introduction:</b><br>This paper aims to lay the foundation for students and will assist them in applying sociological perspective, sociological concepts, and principles to substantive areas.   |   |                    |  |
| <b>Objectives:</b><br><ol style="list-style-type: none"> <li>To understand the nature and scope of sociology as a discipline, and its distinct focus on social facts, relationships, and institutions.</li> <li>To introduce key sociological concepts such as institutions, communities, associations, groups, and society and to examine sociology's relationship with other social sciences such as anthropology, political science, and economics.</li> <li>To understand the significance of social ecology in studying the relationship between people, their environments, and social structures.</li> <li>To analyze the concepts of social structure and social system, including how they function to organize social life.</li> <li>To understand social change and its impact on Indian culture and values, exploring both traditional and modern influences on society.</li> </ol> |   |                    |  |
| <b>Course Outcomes (CO):</b>  |   |                    |  |
| <p>After completion of the course, students will be able to have:</p> <p>CO1: Comprehensive understanding of the nature and scope of sociology as a discipline.</p> <p>CO2: Comprehensive understanding of core sociological concepts such as institutions, groups, communities, and their roles in society and increased ability to differentiate between sociology and other social sciences and understand the interdisciplinary nature of the discipline.</p> <p>CO3: Understanding of social ecology and the impact of physical and social environments on human behavior and social organization.</p> <p>CO4: Ability to apply the concepts of social structure and social systems to analyze the organization of societies.</p> <p>CO5: Understanding of social change and its effects on cultural values, traditions, and modernity, particularly in the Indian context</p>             |   |                    |  |
| Unit No   | Topics to be Covered  | Number Of Lectures | Bloom's Taxonomy Learning Outcomes   |
| 1.  | Introduction to Sociology:<br>Nature and Scope, Relationship of Sociology with Economics, Political Science & Anthropology, Concept of Agroecology, Migration & Diaspora, Sustainable Development | 8                  | <i>Students will be able to understand the interdisciplinary nature of the discipline and will develop the ability to critically assess the role of common sense versus sociological approaches in explaining social issues. Student will be able to analyze the causes and consequences of migration and will be able to evaluate the role of diasporas in fostering social change and development, focusing on</i> |

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|    |  |   | <i>how migrant communities contribute to the economic development of their home countries through remittances, skills transfer, and knowledge exchange.</i>   |
| 2. | Primary Concepts:<br>Society, Community, Institution, Association,<br>Social Groups: Meaning & Classification. | 8 | <i>Students will be able to understand core sociological concepts, will develop the ability to examine how institutions evolve and respond to social change, including their role in addressing or perpetuating social inequalities.</i>  |
| 3. | Social Ecology:<br>Concept, Rural-Urban Community, Hazards for<br>Social Ecology.                              | 8 | <i>Students will be able to understand the significance of social ecology in studying the relationship between people, their environments, and social structures and will be able to analyze the role of rural and urban communities in terms of their social dynamics, structures, and cultural differences.</i> |
| 4. | Structure of Society:<br>Concept of Social Structure and Social System   | 8 | <i>Students will develop the ability to apply the concepts of social structure and social systems to analyze the organization of societies.</i>   |
| 5. | Ethics, Religion and Culture:<br>Marriage and Family, Social Stratification, Indian<br>Culture and Values.     | 7 | <i>Students will be able to analyze social change and its effects on cultural values, traditions, and modernity, particularly in the Indian context.</i>  |

### **Suggested Readings**

#### **Text Books**

- Bottomore, T. (1972). *Sociology*. Allen & Unwin.
- Johnson, H. M. (1960). *Sociology: A systematic introduction*. Harcourt, Brace & World.
- Davis, K. (1949). *Human society*. Macmillan.
- Kapadia, K. M. (1958). *Marriage and family in India* (3rd ed.). Oxford University Press.
- Elliot, M., & Merrill, F. E. (1950). *Social disorganization*. Harper & Brothers.
- Ogburn, W. F., & Nimkoff, M. F. (1958). *Handbook of sociology*. Routledge.

#### **References**

- Ritzer, G. (2010). *Sociological theory* (8th ed.). McGraw-Hill.

| Programme: Bachelor of Arts/ Bachelor of Arts in Social Science  |   |                    |  |
|--|---|--------------------|--|
| Status of Course & Credit: Major, CREDIT: 3  |   |                    |  |
| Course Number & Title: SYM102 SOCIETY IN INDIA: STRUCTURE AND CHANGE   |   |                    |  |
| Lectures/ Week: of 55 mts. Each/ Week: 3(L-3+T-0+P/S-0) [Weeks: 13 per semester]   |   |                    |  |
| Total Lectures / Semester: 39/I  |   |                    |  |
| <p><b>Introduction:</b></p> <p>This course aims to educate students about social change and its theories &amp; factors so that they will be in position to evaluate the dynamics of society. This will be helpful to understand the continuity and order of society.</p>   |   |                    |  |
| <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand the concept of social movement, social change and its theories.</li> <li>2. To understand and explore various forms and patterns of social change.</li> <li>3. To understand and explore the various factors of social change.</li> <li>4. To understand different processes of social change.</li> <li>5. To explore and evaluate the importance of social values in society.</li> </ol>  |   |                    |  |
| Course Outcomes (CO):  |   |                    |  |
| <p>At the end of the course, the student will be able to:</p> <p>CO1: Understand features, patterns, theories of social change and causes and forms of social movement.</p> <p>CO2: learn about various forms of social change -social evolution, social progress and social development.</p> <p>CO3: Understand and explore different factors of social change in society.</p> <p>CO4: Understand and analyze important processes of social change in modern times.</p> <p>CO5: Understand and evaluate the concept of social values and its significance in society.</p> |   |                    |  |
| Unit No  | Topics to be Covered  | Number of Lectures | Bloom's Taxonomy Learning Outcomes   |
| 1.   | SOCIAL CHANGE<br>Definition, features and patterns- Linear and Cyclical. Social Movement: Concept & nature. | 9                  | Students will be able to understand patterns and theories of social change and explore the emerging patterns of social change.   |
| 2.   | ALLIED CONCEPTS OF SOCIAL CHANGE<br>Social Evolution Social progress and Social Development.                | 8                  | Students will be able to learn about different forms & patterns of social change and applicability of these patterns according to situation and needs of society.  |
| 3.   | FACTORS OF SOCIAL CHANGE<br>Demographic, Technological, Economic and Cultural.                              | 8                  | Students will get sensitized about different factors of social change and assess the role of these factors for creating social change in general and particularly which factor is more important than other. |

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| 4. | PROCESSES OF SOCIAL CHANGE]<br>Industrialization, Urbanization, Globalization, and Sanskritization.       | 8 | Students will understand the role of different processes-industrialization, urbanization, globalization and Sanskritization for accelerating the social change and analyze which process is more effective than others. |
| 5. | VALUES AND SOCIAL CHANGE<br>Social Values: Concept, Value System and Importance of Values in Social Life. | 6 | Students will assess the relationship between social values and social change and evaluate how social values is responsible to create social change in society.   |

**Textbooks:**

- Bottomore TB: SOCIOLOGY-A GUIDE TO PROBLEMS AND LITERATURE
- Elliot & Merrill: SOCIAL DISORGANISATION
- Jayaram N: INTRODUCTORY SOCIOLOGY
- M Haralambos & RM Heald: SOCIOLOGY
- Schaefer, Richard T & Robert P Lamm: SOCIOLOGY
- Macionis, John, J. (Adapted by Reema Bhatia). 2019. Sociology, 17 Edition. Chapter 25. Social Change. Pearson. New Delhi.

**References:**

- MN Srinivas: SOCIAL CHANGE IN MODERN INDIA
- Yogendra Singh: MODERNIZATION OF INDIAN TRADITION
- Ogburn WF: SOCIAL CHANGE
- RM Maclver & CH Page: SOCIETY
- Macionis, John, J. (Adapted by Reema Bhatia). 2019. Sociology, 17 Edition. Chapter 25. Social Change. Pearson. New Delhi.
- DEI Handbook for Distance and ICT Learning

**Programme: Bachelor of Arts/ Bachelor of Arts in Social Science**

**Status of Course & Credit: HALF COURSE , CREDIT:2**

**Course Number & Title: SYH 101SOCIOLOGICAL CONCEPTS**

**Lectures/ Week: of 55mts. Each/Week:4(L-4+T-0+P/S-0) [Weeks: 13 Per Semester]**

**Total Lectures /Semester: 26/I Semester**

**Introduction:**  
The course "Sociological Concepts" introduces students to the foundational ideas and frameworks of Sociology. It explores the nature and scope of the discipline, its connections with related fields, and key sociological concepts such as society, social groups, and social structures. Students will also examine issues like social ecology, ethics, culture, and values in diverse contexts.

- Objectives:**
- By the end of this course, students should be able to:
1. Understand the nature and scope of Sociology and its relationship with other social sciences such as Economics, Political Science, and Anthropology.
  2. Analyze core sociological concepts like society, community, institutions, associations, and the dynamics of social groups, including topics such as migration and diaspora in agro-ecological contexts.
  3. Explore and explain the concept of social ecology and distinguish between rural and urban communities.
  4. Identify and differentiate between the structures of society, including social structure and social systems.
  5. Examine the role of ethics, religion, marriage, family, social stratification, and cultural values within Indian society.

**Course Outcomes (CO):**

At the end of the course, the student will be able to:

CO1: Describe the relationship between Sociology and other social sciences  
 CO1: Classify and explain various sociological concepts such as social groups, institutions, and associations  
 CO1: Analyze rural and urban social structures, focusing on their ecological dimensions  
 CO1: Discuss the components of social structure and social systems and their impact on society  
 CO1: Interpret the significance of ethical values, religion, family structures, and social hierarchies in shaping Indian culture.

| Unit No | Topics to be Covered   | Number Of Lectures | Bloom’s Taxonomy Learning Outcomes  |
|---------|--|--------------------|---|
| 1.      | INTRODUCTION TO SOCIOLOGY: Sociology-Nature and Scope, Relationship of Sociology with Economics & Political Science & Anthropology.                    | 9                  | <i>Students would be able to Identify and recall the key concepts and definitions of Sociology, social groups, and social systems.</i>                                    |
| 2.      | PRIMARY CONCEPTS: (a) Society, Community, Institution, Association (b) Social Groups: Meaning & Classification (c) Agro ecology: Migration & Diaspora. | 11                 | <i>Students will be able to Explain the relationships and distinctions between primary sociological concepts, such as society, community, and institution.</i>            |
| 3.      | SOCIAL ECOLOGY: Concept. Rural-Urban Community.  | 12                 | <i>Students will be able Use sociological concepts to analyze real-life situations, such as migration patterns and social stratification in rural and urban settings.</i> |

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| 4. | STRUCTURE OF SOCIETY: Concepts: Social Structure and Social System.                                  | 12 | <i>Students will be able to Differentiate between social structures and systems and assess the role of these structures in influencing human behavior.</i> |
| 5. | ETHICS, RELIGION AND CULTURE: Marriage and Family, Social Stratification, Indian Culture and Values. | 8  | <i>At the end of the course students will be able to Critically evaluate the impact of cultural values, marriage, and family in Indian society.</i>        |

**Text Books**

Johnson, H. M. (1960). Sociology: A systematic introduction. Harcourt, Brace & World.  
 Bottomore, T. B. (1971). Sociology: A guide to problems and literature. Allen & Unwin.  
 Prasad, N. (1985). Samaj Shastra ke mool tatva (4th ed.). Rajkamal Prakashan.  
 Rao, C. N. S. (2009). Sociology: Principles of sociology with an introduction to social thought (6th ed.). S. Chand & Company.  
 Haralambos, M., & Holborn, M. (2008). Sociology: Themes and perspectives (7th ed.). Collins.

**References**

Maclver, R. M., & Page, C. H. (1961). Society: An introductory analysis (5th ed.). Rinehart & Co.  
 Elliott, M., & Merrill, F. E. (1950). Social disorganization. Harper & Brothers.  
 Kapadia, K. M. (1966). Marriage and family in India (2nd ed.). Oxford University Press.  
 Inkeles, A. (1964). What is sociology? Prentice Hall.  
 Davis, K. (1949). Human society. Macmillan.  
 Ogburn, W. F., & Nimkoff, M. F. (1950). A handbook of sociology. Routledge.

| Program Name: Bachelor of Arts/ Bachelor of Arts in Social Science            |  |                             |   |
|---|--|-----------------------------|---|
| Status of Course & Credit : Half course 2                                     |  |                             |   |
| Course Number & Title : SYH 102 SOCIETY IN INDIA:STRUCTURE & CHANGE           |  |                             |   |
| Lectures/ Week: of 55mts. Each/Week:2(L-2+T-0+P/S-0) [Weeks: 13 Per Semester] |  |                             |   |
| Total Lectures / Semester : 26  |  |                             |   |
| 1   | <b>Introduction:</b><br>This course on <i>Social Change</i> explores the key concepts, patterns, and factors driving societal transformations. It covers the evolution, progress, and development of societies, examining processes like industrialization, urbanization, globalization, and Sanskritization.  |                             |   |
| 2   | <b>Objectives:</b><br>1. To define and understand the concept of social change and its patterns, including linear and cyclical forms.<br>2. To explore allied concepts of social change, such as social evolution, progress, and development.<br>3. To identify and analyze the various factors that contributes to social change, including demographic, technological, economic, and cultural factors.<br>4. To understand and evaluate the processes of social change, including industrialization, urbanization, globalization, and Sanskritization.<br>5. To examine the role of values in social life and their importance in shaping social change. |                             |   |
| 3   | <b>Course Outcomes</b><br>By the end of this course, students will be able to:<br>CO1. Define social change and differentiate between linear and cyclical patterns.<br>CO2. Demonstrate an understanding of social movements and their role in societal transformation.<br>CO3. Analyze how demographic, technological, economic, and cultural factors contribute to social change.<br>CO4. Evaluate the impact of industrialization, urbanization, and globalization on modern societies.<br>CO5. Apply the concept of social values in understanding and influencing social change.  |                             |   |
|   | <b>Course Contents</b>   | <b>Number of Lecture(s)</b> | <b>Bloom's Taxonomy Learning outcome</b>  |
| 1   | UNIT 1: SOCIAL CHANGE<br>Definition, features and patterns- Linear and Cyclical. Social Movement: Concept & nature   | 9                           | Students will be able to define social change and its key features, such as linear and cyclical patterns.                 |
| 2   | UNIT 2: ALLIED CONCEPTS OF SOCIAL CHANGE<br>Social Evolution Social progress and Social Development  | 8                           | Students will be able to compare and contrast social evolution, progress, and development in different societal contexts. |
| 3   | UNIT 3: FACTORS OF SOCIAL CHANGE<br>Demographic, Technological, Economic and Cultural.   | 8                           | Students will be able to assess the significance of technological advancements in driving social transformation.          |
| 4   | UNIT 4: PROCESSES OF SOCIAL CHANGE<br>Industrialization, Urbanization, Globalization, and Sanskritization  | 8                           | Students will be able to critically evaluate the effects of globalization on social structures and cultures.              |
| 5   | UNIT 5: VALUES AND SOCIAL CHANGE<br>Social Values: Concept, Value System and Importance of Values in Social Life   | 6                           | Students will be able to apply the concept of social values to specific examples of social change in history.             |

#### Suggestive Readings

1. Bottomore, T. B. (1972). *Sociology: A guide to problems and literature*. Harper & Row.
2. Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2017). *Introduction to sociology* (10th ed.). W. Norton & Company.

3. Johnson, M. H. (1982). *Sociology: A systematic introduction*. Harper & Row.
4. Nagla, B. K., & Singh, S. B. (2019). *Introducing sociology*. Rawat Publications.
5. Singh, J. P. (2019). *Sociology: Concepts and theories* (6th ed.). Pearson Education.

| Program Name- B.A. Sociology Under-Graduate Course                      |  |
|---|--|
| Status of Course & Credit : Major Course, 2                             |  |
| Course Number & Title : SYW 101 UPLIFT & EMPOWERMENT OF WEAKER SECTIONS |  |
| Lectures/ Week : of 55 mts. Each. [Week 13 per semester] : L-2          |  |
| Total Lectures / Semester :52   |  |
| 1   | <p><b>Introduction:</b></p> <p>The program aims to empower students by engaging them in literacy, skill development, and digital education initiatives for underprivileged women, fostering self-employment and conducting community surveys for impactful outcomes.</p>   |
| 2   | <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Each student will make at least one illiterate female, a literate. They will cover 50% course in first semester.</li> <li>2. Students will participate in welfare activities. They will impart skill development training to women of weaker section to make them self-employable and will teach these to the learners to make them self-dependent in terms of income.</li> <li>3. To educate the masses to digital usage.</li> <li>4. The survey of the area will be conducted with tools and data collection will be framed.</li> <li>5. Students will be required to prepare the report.</li> </ol>   |
| 3   | <p><b>Course Outcomes</b></p> <p>By the end of this course,</p> <p><b>CO1.</b> Students will successfully teach at least one illiterate female to achieve literacy, covering 50% of the basic course material by the end of the first semester.</p> <p><b>CO2.</b> Students will actively participate in welfare activities, imparting skill development training to women from weaker sections, enabling them to become self-employable and financially independent.</p> <p><b>CO3.</b> Students will educate the local population in the effective use of digital tools and technologies, enhancing their ability to access information, services, and opportunities online.</p> <p><b>CO4.</b> Students will design and implement area surveys, using appropriate tools and methods for data collection, and will analyze the data to understand the socio-economic conditions of the targeted communities.</p> <p><b>CO5.</b> Students will compile and present a comprehensive report documenting their activities, findings from the survey, and the impact of their interventions on literacy, skill Development, and digital usage in the community.</p> |

| Programme name: Bachelor of Arts/ Bachelor of Arts in Social Science |   |                           |  |
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| Status of Course & Credit: Major course & credit 3                   |   |                           |  |
| Course Number & Title: SYM 201 Social Psychology                     |   |                           |  |
| Lectures/ Week: of 55 mts. Each. [Week 13 per semester]: L-3         |   |                           |  |
| Total Lectures / Semester: 39  |   |                           |  |
| 1  | <p><b>Introduction:</b> This course on Social Psychology delves into the nature, scope, and methods of social psychology, highlighting its relationship with sociology, social anthropology, and psychology. It explores key concepts such as motivation, attitudes, personality, leadership, and mass psychology, with a focus on how individuals and groups interact within societal contexts.</p>  |                           |  |
| 2  | <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To provide students with a comprehensive understanding of the nature and scope of social psychology and its relationships with sociology, social anthropology, and psychology.</li> <li>2. To enable students to analyze the concepts of motivation, including needs, drives, and incentives, and to identify the features and types of motivated behavior.</li> <li>3. To help students understand the characteristics, functions, and classifications of attitudes, as well as the processes of attitude formation and change.</li> <li>4. To facilitate an in-depth examination of personality determinants, types, and leadership traits, enabling students to connect personality psychology with leadership dynamics.</li> <li>5. To equip students with the knowledge to analyze concepts in mass psychology, including public opinion, propaganda, and the dynamics of crowds and audiences.</li> </ol> |                           |  |
| 3  | <p><b>Course Outcomes</b></p> <p><b>CO1.</b> Students will be able to articulate the relationship between social psychology and related disciplines, demonstrating an integrated understanding of social behavior.</p> <p><b>CO2.</b> Students will be able to assess various motivational factors that influence behavior and classify different types of motives in a social context.</p> <p><b>CO3.</b> Students will be able to evaluate the impact of attitudes on behavior and identify strategies for attitude change.</p> <p><b>CO4.</b> Students will be able to analyze different leadership styles and the role of personality traits in effective leadership within social groups.</p> <p><b>CO5.</b> Students will be able to apply concepts of mass psychology to real-world situations, critically evaluating the effects of propaganda and public opinion.</p>  |                           |  |
| 4  | <b>Course Contents</b>  | <b>Number of Lectures</b> | <b>Bloom's Taxonomy Learning outcome</b>   |
|  | <p><b>Unit 1: Social Psychology</b><br/>Nature and Scope, Relation of Social Psychology with Sociology and Social Anthropology and Psychology. Methods of Social Psychology</p>   | 7                         | Students will be able to define social psychology and explain its scope and describe the relationship between social psychology, sociology, social anthropology, and psychology. |
|  | <p><b>Unit 2: Motivation</b><br/>Meaning, Need, Drive and Incentive, Features of Motivated Behaviour, Types of Motives: Biological &amp; Social</p>   | 8                         | Students will be able to Define motivation and explain its key concepts, including need, drive, and incentive.   |

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|  | <b>Unit 3: Attitudes</b><br>Characteristics, Functions, Classification, Attitude Formation and Change  | 9 | Students will be able to Identify the characteristics and functions of attitudes.   |
|  | <b>Unit 4: Personality and Leadership</b><br>Personality: Determination, Basis, Types of Personality, Leadership: Meaning, Types and traits. | 9 | Students will be able to Define personality and its types, along with leadership concepts and styles in various contexts. |
|  | <b>Unit 5: Mass Psychology</b><br>Public Opinion, Propaganda, Crowd & Audience   | 6 | Students will be able to Define mass psychology and its key components, such as public opinion and propaganda.            |

**Textbooks:**

- Johnson HM: SOCIOLOGY-A SYSTEMATIC INTRODUCTION
- Bottomore TB: SOCIOLOGY
- Narbdeswver Prasad: SAMAJ SHASTRA KE MOOL TATVA
- CN Shankar Rao: SOCIOLOGY
- MD Harlambos: SOCIOLOGY
- Davis Kingsley: HUMAN SOCIETY
- Bottomore TB: SOCIOLOGY
- KM Kapadia: MARRIAGE AND FAMILY IN INDIA
- Elliot & Merril: SOCIAL DISORGANIZATION
- Maclver RM & Page CH: SOCIETY
- Ogburn & Ninikoff: HANDBOOK OF SOCIOLOGY

Suggestive Readings

**Textbooks :**

1. Baron, R. A., Branscombe, N. R., & Byrne, D. (2018). *Social Psychology* (14th ed.). Pearson Education.
2. Myers, D. G., & Twenge, J. M. (2018). *Social Psychology* (12th ed.). McGraw-Hill Education.
3. Kassir, S., Fein, S., & Markus, H. R. (2016). *Social Psychology* (10th ed.). Cengage Learning.
4. Taylor, S. E., Peplau, L. A., & Sears, D. O. (2016). *Social Psychology* (13th ed.). Pearson Education.
5. Gazzaniga, M. S., Ivry, R., & Mangun, G. R. (2018). *Cognitive Neuroscience: The Biology of the Mind* (5th ed.). W.W. Norton & Company.

| Programme: Bachelor of Arts/ Bachelor of Arts in Social Science  |  |                    |   |
|--|--|--------------------|---|
| Status of Course & Credit: Major, CREDIT: 3  |  |                    |   |
| Course Number & Title: SYM202 SOCIAL ANTHROPOLOGY  |  |                    |   |
| Lectures/ Week: of 55 mts. Each/ Week: 3(L-3+T-0+P/S-0) [Weeks: 13 per semester]   |  |                    |   |
| Total Lectures / Semester: 39/II   |  |                    |   |
| <p><b>Introduction:</b></p> <p>This course aims to educate students about social anthropology and its methods, theories, institutions so that they will be able to compare the primitive society from modern society. This will help to understand the present society from anthropological point of view.</p>   |  |                    |   |
| <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1.To understand the concept of anthropology including nature, scope, applications and methods</li> <li>2.To understand and explore the approaches and theories of cultural growth.</li> <li>3.To understand and explore the various institutions of primitive societies like marriage, family, clan and kinship.</li> <li>4.To analyze nature, sources, and bases of primitive law and justice in tribal society.</li> <li>5.To evaluate the nature, bases and mechanism of primitive economy.</li> </ol>   |  |                    |   |
| Course Outcomes (CO):  |  |                    |   |
| <p>At the end of the course, the student will be able to:</p> <p>CO1: Understand the nature, scope, applications, methods of anthropology and its relationship with other social sciences.</p> <p>CO2: Understand the concept of culture and critically analyze different approaches and theories of cultural growth.</p> <p>CO3: Assess the functions of marriage, family, clan, kinship and youth organization among primitive societies.</p> <p>CO4: Analyze the sources and bases of primitive law and justice and examine their roles to control and regulate their life.</p> <p>CO5: Assess to evaluate the structure and functions of economic organization in primitive societies.</p> |  |                    |   |
| Unit No  | Topics to be Covered   | Number of Lectures | Bloom's Taxonomy Learning Outcomes  |
| 1.   | SOCIAL ANTHROPOLOGY<br>Nature & Scope, Application of Anthropology to the problems of Tribal population of India. Methods of Social Anthropology; Historical, Comparative, Functional and Archaeological.                                | 8                  | Students will be able to understand the nature, uses, methods of social anthropology and explore its applications for solving the problems of tribal societies.   |
| 2.   | THEORIES OF CULTURAL GROWTH<br>Evolutionary, Diffusionist, Functional, Configurational & Thematic approach. Tribal Culture: The problem of Culture Contact, Components of Culture, Culture Traits, Culture Complex and Culture Patterns. | 8                  | Students will be able to know about composition of culture and explore different approaches and theories of cultural growth and their applications in modern society.   |
| 3.   | INSTITUTIONS IN PRIMITIVE SOCIETY<br>Primitive Social Organization with special reference to Indian Tribes, Marriage and Family among Indian Tribes, Clan and Kinship. Youth organization among primitive societies.                     | 8                  | Students will get sensitized about different institutions in primitive society and assess the role of these institutions for maintaining and regulating the behavior of people in primitive society. They will also be able to differentiate these institutions |

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|    |  |   | from modern form of institutions.  |
| 4. | PRIMITIVE LAW & JUSTICE<br>Nature and Sanctions of Law, Laws and Customs, Justice in Primitive Societies, Punishment, Governance in Primitive Societies. | 8 | Students will be able to evaluate the bases, sources and sanctioned authority of primitive law and justice in tribal societies. They will also be able to assess the difference between primitive law and justice system with modern law and justice system. |
| 5. | PRIMITIVE ECONOMY AND RELIGION<br>Economic Organization. Religion, Magic and Totemism.   | 7 | Students will be able to assess nature, bases and mechanism of primitive economy. They will also be able to critically evaluate the function of religion, magic and totemism in regulating the primitive economy.  |

**Textbooks:**

- Majumdar DN & TN Madan: AN INTRODUCTION TO SOCIAL ANTHROPOLOGY
- Boas F: GENERAL ANTHROPOLOGY
- Doshi: SAMAJIK MANAV SHASTRA

**References:**

- Majumdar DN: RACES AND CULTURES IN INDIA
- Dube SC: MANAV AND SANSKRITY
- DEI Handbook for Distance and ICT Learning

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| <b>Programme: Bachelor of Arts/ Bachelor of Arts in Social Science</b>  |
| <b>Status of Course &amp; Credit: WORK EXPERIENCE, CREDIT: 2</b>  |
| <b>Course Number &amp; Title: SYW 201 AWARENESS OF CIVIL &amp; POLITICAL RIGHTS</b>   |
| <b>Lectures/ Week: of 55mts. Each/Week:4(L-4+T-0+P/S-0) [Weeks: 13 Per Semester]</b>  |
| <b>Total Lectures /Semester: 52/II Semester</b>   |
| <p><b>Introduction:</b></p> <p>This paper aims to raise awareness of civil and political rights, emphasizing the role of empowerment and education in fostering active citizenship. It aims to equip students with the knowledge and practical skills to advocate for rights, promote political participation, and engage with marginalized communities, particularly women and underprivileged groups. The course is designed to blend theoretical understanding with hands-on activities, allowing students to make a real-world impact while learning the socio-political and legal frameworks that govern civil and political rights. By participating in literacy campaigns, skill-development initiatives, and community engagement programs, students will work towards empowering individuals to become self-reliant and politically active.</p>  |
| <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand civil and political rights, empowering them to recognize, exercise and protect these rights.</li> <li>2. To enhance contribution to social empowerment by actively engaging students in literacy and skill-development programs to empower underprivileged women and children.</li> <li>3. To develop community engagement skills by providing students with practical experience of interacting with marginalized communities.</li> <li>4. To conduct social research by engaging students in gathering data, and analyzing social issues, thus giving them the tools to assess community needs and support informed decision-making.</li> <li>5. To develop leadership and advocacy skills that will enable students to motivate others, particularly women, to participate in welfare programs and civic activities, contributing to social and political change.</li> </ol> |
| <b>Course Outcomes (CO):</b>  |
| <p>After completion of the course, students will be able to have:</p> <p>CO1: Comprehensive understanding of civil and political rights, empowering students to advocate for their own rights and assist others in accessing theirs.</p> <p>CO2: Improved ability to engage with marginalized communities and contribute to their socio-economic development.</p> <p>CO3: Improved literacy, economic empowerment, and civic participation amongst disadvantaged communities, helping to drive tangible social change.</p> <p>CO4: Develop hands-on experience in conducting surveys, collecting data, and analyzing social issues, which will enhance their research and critical thinking skills.</p> <p>CO5: By motivating others to participate in political processes and welfare programs, students will be able to enhance their leadership attributes, communication, and advocacy abilities.</p>   |

| <b>Programme: Bachelor of Arts/ Bachelor of Arts in Social Science</b>  |  |                    |  |
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| <b>Status of Course &amp; Credit: ANCILLARY, CREDIT: 2</b>  |  |                    |  |
| <b>Course Number &amp; Title: SYH 251 SOCIOLOGICAL CONCEPTS</b>   |  |                    |  |
| <b>Lectures/ Week: of 55mts. Each/Week:2(L-2+T-0+P/S-0) [Weeks: 13 Per Semester]</b>  |  |                    |  |
| <b>Total Lectures /Semester: 26/I Semester</b>  |  |                    |  |
| <b>Introduction:</b><br>This paper aims to lay the foundation for students and will assist them in applying sociological perspective, sociological concepts, and principles to substantive areas.   |  |                    |  |
| <b>Objectives:</b><br><ol style="list-style-type: none"> <li>To understand the nature and scope of sociology as a discipline, and its distinct focus on social facts, relationships, and institutions.</li> <li>To introduce key sociological concepts such as institutions, communities, associations, groups, and society and to examine sociology's relationship with other social sciences such as anthropology, political science, and economics.</li> <li>To understand the significance of social ecology in studying the relationship between people, their environments, and social structures.</li> <li>To analyze the concepts of social structure and social system, including how they function to organize social life.</li> <li>To understand social change and its impact on Indian culture and values, exploring both traditional and modern influences on society.</li> </ol> |  |                    |  |
| <b>Course Outcomes (CO):</b>  |  |                    |  |
| <p>After completion of the course, students will be able to have:</p> <p>CO1: Comprehensive understanding of the nature and scope of sociology as a discipline.</p> <p>CO2: Comprehensive understanding of core sociological concepts such as institutions, groups, communities, and their roles in society and increased ability to differentiate between sociology and other social sciences and understand the interdisciplinary nature of the discipline.</p> <p>CO3: Understanding of social ecology and the impact of physical and social environments on human behavior and social organization.</p> <p>CO4: Ability to apply the concepts of social structure and social systems to analyze the organization of societies.</p> <p>CO5: Understanding of social change and its effects on cultural values, traditions, and modernity, particularly in the Indian context</p>             |  |                    |  |
| Unit No   | Topics to be Covered   | Number Of Lectures | Bloom's Taxonomy Learning Outcomes   |
| 1.  | Introduction to Sociology:<br>Nature and Scope, Relationship of Sociology with Economics, Political Science & Anthropology | 6                  | <i>Students will be able to understand the interdisciplinary nature of the discipline and will develop the ability to critically assess the role of common sense versus sociological approaches in explaining social issues.</i>         |
| 2.  | Primary Concepts:<br>Society, Community, Institution, Association, Social Groups: Meaning & Classification.                | 5                  | <i>Students will be able to understand core sociological concepts, will develop the ability to examine how institutions evolve and respond to social change, including their role in addressing or perpetuating social inequalities.</i> |

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| 3. | Social Ecology:<br>Concept, Rural-Urban Community, Hazards for Social Ecology.                          | 5 | <i>Students will be able to understand the significance of social ecology in studying the relationship between people, their environments, and social structures and will be able to analyze the role of rural and urban communities in terms of their social dynamics, structures, and cultural differences.</i> |
| 4. | Structure of Society:<br>Concept of Social Structure and Social System                                  | 5 | <i>Students will develop the ability to apply the concepts of social structure and social systems to analyze the organization of societies.</i>   |
| 5. | Ethics, Religion and Culture:<br>Marriage and Family, Social Stratification, Indian Culture and Values. | 5 | <i>Students will be able to analyze social change and its effects on cultural values, traditions, and modernity, particularly in the Indian context.</i>  |

### **Suggested Readings**

#### **Text Books**

- Bottomore, T. (1972). *Sociology*. Allen & Unwin.
- Johnson, H. M. (1960). *Sociology: A systematic introduction*. Harcourt, Brace & World.
- Davis, K. (1949). *Human society*. Macmillan.
- Kapadia, K. M. (1958). *Marriage and family in India* (3rd ed.). Oxford University Press.
- Elliot, M., & Merrill, F. E. (1950). *Social disorganization*. Harper & Brothers.

#### **References**

- Ritzer, G. (2010). *Sociological theory* (8th ed.). McGraw-Hill.

| Program Name: Bachelor of Arts/ Bachelor of Arts in Social Science      |  |                             |   |
|---|--|-----------------------------|---|
| Status of Course & Credit : Half Course , 2                             |  |                             |   |
| Course Number & Title : SYH 252/262 SOCIETY IN INDIA:STRUCTURE & CHANGE |  |                             |   |
| Lectures/ Week : of 55 mts. Each. [Week 13 per semester] : L-2          |  |                             |   |
| Total Lectures / Semester : 26  |  |                             |   |
| 1   | <p><b>Introduction:</b><br/>This course on <i>Social Change</i> explores the key concepts, patterns, and factors driving societal transformations. It covers the evolution, progress, and development of societies, examining processes like industrialization, urbanization, globalization, and Sanskritization.</p>  |                             |   |
| 2   | <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand the origin, nature, and scope of sociology and its relationship with other social sciences.</li> <li>2. To explore the fundamental sociological concepts such as society, culture, socialization, and social processes.</li> <li>3. To examine social structures and institutions, their roles, and their impacts on individuals and society.</li> <li>4. To analyze the processes of social change and control in contemporary society.</li> <li>5. To encourage critical thinking about emerging sociological concepts, such as gender, justice, human rights, social exclusion, and inclusion.</li> </ol> |                             |   |
| 3   | <p><b>Course Outcomes</b><br/>By the end of this course, students will be able to:</p> <p>CO1. Define and discuss the origin and development of sociology, and differentiate it from other social sciences.</p> <p>CO2. Demonstrate an understanding of key sociological concepts like society, culture, and social institutions.</p> <p>CO3. Apply sociological theories to analyze social relationships, structures, and institutions.</p> <p>CO4. Critically evaluate the impact of social changes and social control mechanisms on society.</p> <p>CO5. Construct arguments related to emerging concepts like gender, social inclusion, and justice using sociological perspectives.</p>   |                             |   |
|   | <b>Course Contents</b>   | <b>Number of Lecture(s)</b> | <b>Bloom's Taxonomy Learning outcome</b>  |
| 1   | Unit I- Sociology: origin, nature and scope- sociology and other social sciences, sociology and history, sociology and economics, sociology and political science, sociology and psychology, sociology and anthropology, sociology and demography, nature and scope of sociology, sociological perspective and sociological imagination.   | 6                           | Students will be able to identify the origin and key definitions of sociology and explain the relationship between sociology and other social sciences such as political science, history, and economics. |
| 2   | Unit II- Society, community and institutions- meaning, features, social structure, function, status and role, individual and society. Community- definition of community, elements, types. social institutions- meaning, characteristics and types. Association- meaning, characteristics and types. Major social institutions- marriage- meaning, features, types and function, family- definition,   | 5                           | Students will be able to define key concepts such as society, community, and social institutions and use structural-functionalism to explain the roles and functions of social institutions               |

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|   | types and function. Education- definition, forms, functions and changes. The government definition forms and functions. Concept of system, social group, social organization.  |   |   |
| 3 | Unit III Culture- definition of culture, contents of culture, cultural traits, functions, theories, sub-culture, cultural lag, variability of culture, ethnocentrism.  | 5 | Students will be able to Define culture and sub-culture, and explain the concept of cultural traits<br>Discuss the variability of culture and why ethnocentrism prevails in society<br>Apply the concept of cultural lag in the context of technological or societal developments |
| 4 | Unit IV- socialization and social processes- socialization- concept, nature and agencies. Processes- co-operation, competition, conflict, accommodation, assimilation and acculturation, association   | 5 | Students will be able to recall the concept and process of socialization and explain the role of social agencies in the socialization process.  |
| 5 | Unit-v- Social change and social control- social change- concept and meaning, social evolution, diffusion, social progress and development. Emerging concepts- gender, human rights, justice, social exclusion and inclusion. Social control- meaning and forms- formal and informal, direct and indirect, agencies of social control, change in social structure, theories- dialectical and cyclical. | 5 | Students will be able to Define social change and social control and explain the difference between social evolution and social progress  |

### Suggestive Readings

1. Bottomore, T. B. (1972). *Sociology: A guide to problems and literature*. Harper & Row.
2. Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2017). *Introduction to sociology* (10th ed.). W. W. Norton & Company.
3. Johnson, M. H. (1982). *Sociology: A systematic introduction*. Harper & Row.
4. Nagla, B. K., & Singh, S. B. (2019). *Introducing sociology*. Rawat Publications.
5. Singh, J. P. (2019). *Sociology: Concepts and theories* (6th ed.). Pearson Education.

| <b>Programme: Bachelor of Technology</b>  |  |                    |  |
|---|--|--------------------|--|
| <b>Status of Course &amp; Credit: Half Course, CREDIT: 2</b>  |  |                    |  |
| <b>Course Number &amp; Title: SYH281 SOCIOLOGICAL CONCEPTS</b>  |  |                    |  |
| <b>Lectures/ Week: of 55 mts. Each/ Week: 2(L-2+T-0+P/S-0) [Weeks: 13 per semester]</b>   |  |                    |  |
| <b>Total Lectures / Semester: 26/II</b>   |  |                    |  |
| <b>Introduction:</b>  |  |                    |  |
| This course aims to educate students about sociology so that they will be in position to evaluate the practicability of social interaction, social relationship and social action in society. It is to be organized in such a way that even students without any previous exposure to sociology could acquire an interest in the subject and follow it  |  |                    |  |
| <b>Objectives:</b>  |  |                    |  |
| <ol style="list-style-type: none"> <li>1.To understand and explore the concept of sociology and its relationship with other social sciences.</li> <li>2.To understand and analyze the primary concepts of sociology like- social group, association, institution, community and society.</li> <li>3.To understand and analyze the concept of social ecology and its relationship with other communities like rural and urban communities.</li> <li>4.To evaluate the structure of society, focusing on the concept of social structure and social system and their elements.</li> <li>5.To understand and analyze the core concepts of sociology like marriage, family, culture, social stratification and values.</li> </ol> |  |                    |  |
| <b>Course Outcomes (CO):</b>  |  |                    |  |
| At the end of the course, the student will be able to:  |  |                    |  |
| CO1: Understand sociology focusing on nature, scope, importance and explore its relationships with Economics, Political Science and Anthropology  |  |                    |  |
| CO2: Understand various concepts of sociology and critically analyze the difference among them.   |  |                    |  |
| CO3: Understand the concept of ecology and critically the linkage between natural world and social world.   |  |                    |  |
| CO4: Understand the structure and system of society and evaluate the functions with the help of its elements.   |  |                    |  |
| CO5: Assess the importance of marriage, family, social stratification, culture and values and analyze their role to control the human behaviour in society.   |  |                    |  |
| Unit No   | Topics to be Covered   | Number of Lectures | Bloom's Taxonomy Learning Outcomes   |
| 1.  | INTRODUCTION TO SOCIOLOGY<br>Sociology-Nature and Scope, Relationship of Sociology with Economics & Political Science & Anthropology | 5                  | Students would be able to analyze nature, scope and importance of sociology and other social sciences                  |
| 2.  | PRIMARY CONCEPTS<br>(a) Society, Community, Institution, Association (b) Social Groups: Meaning & Classification                     | 5                  | Students will be able to analyze the reality of society and differentiate the relationship in various forms of groups. |

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| 3. | SOCIAL ECOLOGY<br>Concept. Rural-Urban Community: Concept.   | 5 | Students will get sensitized about evolving different types of communities and assess the positives and negatives occurred in them  |
| 4. | STRUCTURE OF SOCIETY<br>Concepts: Social Structure and Social System.                                  | 5 | Students will understand the structural and functional aspects of society and evaluate the continuity and order of society.         |
| 5. | ETHICS, RELIGION AND CULTURE<br>Marriage and Family, Social Stratification, Indian Culture and Values. | 6 | Students will assess the significance of core institutions of society and enhance their understanding about its hierarchical order. |

**Textbooks:**

SUGGESTED READINGS:

Johnson HM: SOCIOLOGY-A SYSTEMATIC INTRODUCTION  
 Bottomore TB: SOCIOLOGY  
 Narbdeswver Prasad: SAMAJ SHASTRA KE MOOL TATVA  
 CN Shankar Rao: SOCIOLOGY  
 MD Harlambos: SOCIOLOGY

References:

Davis Kingsley: HUMAN SOCIETY  
 Bottomore TB: SOCIOLOGY  
 KM Kapadia: MARRIAGE AND FAMILY IN INDIA  
 Elliot & Merril: SOCIAL DISORGANIZATION  
 Maclver RM & Page CH: SOCIETY  
 Ogburn & Ninikoff: HANDBOOK OF SOCIOLOGY  
 Inkles Alex: WHAT IS SOCIOLOGY  
 DEI Handbook for Distance and ICT Learning

| <b>Programme: Bachelor of Arts/ Bachelor of Arts in Social Science</b>   |  |                    |   |
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| <b>Status of Course &amp; Credit: MAJOR, CREDIT: 4</b>   |  |                    |   |
| <b>Course Number &amp; Title: SYM 301 SOCIAL DEMOGRAPHY</b>  |  |                    |   |
| <b>Lectures/ Week: of 55mts. Each/Week:4(L-4+T-0+P/S-0) [Weeks: 13 Per Semester]</b>   |  |                    |   |
| <b>Total Lectures /Semester: 52/III Semester</b>   |  |                    |   |
| <b>Introduction:</b><br>This paper aims to provide students with an in-depth exploration of the relationship between population dynamics and social structures, offering students a comprehensive understanding of key demographic processes, demographic theories, methods of demographic analysis, and the social, economic, and environmental factors that influence population trends.   |  |                    |   |
| <b>Objectives:</b><br><ol style="list-style-type: none"> <li>To understand the nature and scope of social demography, relation of demography with sociology, fundamental concepts of social demography, including population structure, distribution, and dynamics</li> <li>To examine the relationship between demographic factors such as fertility, mortality, migration, and social structures like family, education, and economy.</li> <li>To analyze demographic theories and their relevance in understanding population changes and trends.</li> <li>To encourage the application of demographic knowledge to policy formulation, social planning, and sustainable development.</li> <li>To understand the impact of demographic changes on economic growth and development.</li> </ol>   |  |                    |   |
| <b>Course Outcomes (CO):</b>   |  |                    |   |
| <p>After completion of the course, students will be able to have:</p> <p>CO1: Comprehensive understanding of demographic concepts and the ability to apply them to social analysis.</p> <p>CO2: Students will demonstrate an understanding of how fertility, mortality, and migration patterns influence family dynamics, educational systems, and economic structures, providing a comprehensive analysis of demographic-societal interactions.</p> <p>CO3: Students will be able to critically assess key demographic theories such as the Malthusian theory, Demographic Transition Theory, and Optimum Population Theory, and apply them to explain current population trends and shifts.</p> <p>CO4: Students will apply demographic insights to propose changes aimed at addressing population challenges, contributing to effective social planning, and promoting sustainable development goals.</p> <p>CO5: Students will analyze how demographic changes, such as aging populations or youthful demographics, affect labor markets, savings, consumption, and overall economic growth, offering solutions for balanced economic development.</p> |  |                    |   |
| Unit No  | Topics to be Covered   | Number Of Lectures | Bloom's Taxonomy Learning Outcomes  |
| 1.   | Social Demography:<br>Meaning, Nature, and Scope of Demography, Relation of Demography with Sociology, Sources of Demographic Data | 10                 | <i>Students will be able to analyze sources of demographic data, such as censuses, surveys, and population registers, and will be able to apply demographic concepts to research and to sociological issues, such as family dynamics, education, health, and social inequality.</i> |

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| 2. | Demographic Changes:<br>Fertility, its Definition and Meaning, Features of Data related to Birth, Factors Affecting Fertility, Methods of Calculating Fertility Rates (CBR, GFR, ASFR, TFR), Mortality: Its Meaning, Limitations of Mortality Data, Mortality Rates (CDR, its merits, demerits, ASDR and Causes of Death) | 11 | <i>Students will be able analyze and interpret data related to birth and death. Also, student will be able to evaluate the factors affecting fertility, such as socio-economic status, gender, education, cultural norms, and their implications for population trends.</i>  |
| 3. | Theories of Population:<br>Malthusian theory and theory of optimum population, Natural and Biological theories of population, Critical appraisal of theories of population.   | 12 | <i>Students will be able to analyze the assumptions and limitations of different theories and will be able to evaluate each theory's relevance in modern contexts of population control, technological advancements, and resource distribution.</i>  |
| 4. | Population Policy and Family Welfare in India:<br>Impact of policies on Mortality, Fertility and Migration.   | 11 | <i>Students will be able to have a comprehensive understanding of population policies in India, which will enable them to analyze and evaluate the impact of population policies on fertility rates and mortality rates.</i>   |
| 5. | Population and Economic Development:<br>Meaning of economic development, effects of economic development on population growth, effect of population growth on economic development.   | 8  | <i>Students will be able to analyze how population growth can act as both a driver and a constraint on economic development, depending on factors like human capital, resource allocation, and policy responses and will be able to evaluate country-specific case studies that show the positive and negative effects of population growth on economic development, and vice versa.</i> |

### **Suggested Readings**

#### **Text Books**

- Premi, MK, A Ramanamma, Usha Bambawale. (1983). An Introduction to Social Demography, 1983, Vikas Publishing House
- Davis, Kingsley. (1951). Population of India & Pakistan. Princeton University Press
- Government of India Publication: Census Reports
- Smith, Lynn. (1960). Fundamentals of Population Stud. Lippincott
- Lundberg. (2006). Social Research: A Study in Methods of Gathering Data. Longmans
- Merton. (1959). Sociology Today: Problems & Prospects. Basic Books

#### **References**

- Shryock, Henry & Jacob S. (1976). The Methods and Materials of Demography. Academic Press Inc.

| <b>Programme: Bachelor of Arts/ Bachelor of Arts in Social Science</b>  |   |                    |   |
|---|---|--------------------|---|
| <b>Status of Course &amp; Credit: MAJOR, CREDIT: 3</b>  |   |                    |   |
| <b>Course Number &amp; Title: SYM 302, Research Methodology</b>   |   |                    |   |
| <b>Lectures/ Week: of 55mts. Each/Week:3(L-3+T-0+P/S-0) [Weeks: 13 Per Semester]</b>  |   |                    |   |
| <b>Total Lectures /Semester: 39/III Semester</b>  |   |                    |   |
| <b>Introduction:</b><br>This course educates students about basics of research methodology specially research design, techniques of data collections, various research methods such as pure and applied, historical and empirica methods in social sciencel. It also explores observation, case studies, and the use of inductive & deductive methods and presenting narratives to convey research findings.  |   |                    |   |
| <b>Objectives:</b><br>1. It aims to develop students' critical thinking to analyze the scientific method and its application in social research, emphasizing the balance between objectivity and subjectivity.<br>2. To provide students with a comprehensive understanding and to select appropriate research design, formulate and testing of hypothesis.<br>3. To enable students with the knowledge and skills to effectively design and conduct surveys, interviews, and questionnaires including primary and secondary sources of data.<br>4. To explore fundamental distinctions between various types of research and to identify and utilize descriptive, exploratory, and experimental research.<br>5. To enhance students skill to utilize various research methods including observation, case studies, inductive & deductive methods and presenting narratives.  |   |                    |   |
| <b>Course Outcomes (CO):</b>  |   |                    |   |
| At the end of the course, the student will be able to:<br>CO1: Understand the scientific method in social science research, emphasizing the importance of objectivity. They will also critically evaluate the role of subjectivity in interpreting social research.<br>CO2: Effectively formulate and test hypotheses and gain the ability to understand the role of concepts in research.<br>CO3: Demonstrate proficiency in using various data collection techniques- surveys, interviews, questionnaires and schedule and differentiate between primary and secondary data sources in research.<br>CO4: Differentiate between pure, applied, historical, and empirical research methods. They will also understand the purposes of descriptive, exploratory, and experimental research.<br>CO5: Apply various research methods, including observation and case studies, to gather data effectively and understand the principles of inductive and deductive reasoning. Additionally, they will develop skills to present narratives. |   |                    |   |
| Unit No   | Topics to be Covered  | Number of Lectures | Bloom's Taxonomy Learning Outcomes  |
| 1.  | <b>SOCIAL RESEARCH:</b> The Scientific Method, Objectivity and Subjectivity in Social Science.  | 8                  | Students will be able to define and explain and understand social research, to apply scientific method while conducting small scale research. They will be able to distinguish between the objectivity and subjectivity in social research. |
| 2.  | <b>FORMULATION OF RESEARCH DESIGN:</b> Concepts and Hypothesis. Formulation and Testing of Hypothesis, Sources of Hypothesis, Types of Research Design. | 8                  | Students will be able to apply concepts in formulation and testing of of hypothesis and they also be able to explore various sources of hypothesis.   |

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| 3. | <b>TECHNIQUES OF DATA COLLECTION</b><br>Survey, Interview, Questionnaire, Schedule. Primary and Secondary Sources of data. | 8 | Students will be able to define and characterised the features of various techniques of data collection in social research and types of data.<br>They also able to understand and apply various techniques of data collection including sources of data. |
| 4. | <b>TYPES OF RESEARCH</b> Pure and Applied, Historical & Empirical. Descriptive, Exploratory, Experimental.                 | 8 | Students will be able to define and distingusih various types of researches in social sciences.<br>They will be able to apply different forms of expermental researches in social sciences.  |
| 5. | <b>METHODS OF SOCIAL RESEARCH</b><br>Observation, Case Study, Inductive & Deductive Methods. Presenting Narratives .       | 7 | Students will be able to understand and describe various methods of social research such as observation, case study and narrative research.<br>Students will be able to critically analyze inductive and deductive reasoning in social research.         |

### Suggested Readings

#### Text Books

- Ahuja, R. (2010). Research methodology. New Delhi: Rawat Publication.
- Gopal, M.H. (1964). An introduction to research procedure in social sciences. Bombay: Asia Publishing House.
- Goode, P.K. & Hatt, W.J. (1952). Methods in social research. Mc Graw Hill.
- Jahoda & Cook, W. (1971). Research Methods in Social Relations. Harcourt Brace Jovanovich, New York.
- Kerlinger, F. N. (1964). Foundations of behavioural research. New York: Hold, Rinehart, and Winston.
- Kothari, C.R. (2010). Research methodology: Methods and technique. New Delhi: New Age International Publishers.
- Mukherji (ed.). P.N. (2000). Methodology in Social Research- Dilemmas and Perspectives. Sage Publications India Private Limited. New Delhi
- Neuman, W.L. (2013). Social research methods: Qualitative and quantitative approaches. Pearson.
- Sjober, G. & Nett, R. (1997). A Methodology for Social Research. Rawat Publications Jaipur.
- Sharma, R. D. (1988). Research Methods in Social Sciences. National Book Organization. New Delhi.
- Thenua, B.S. (2021). Research Methodology. Dayalbagh Educational Institute. E-book Ist Edition. Available on Vidya Prasar.

#### References

- Ackoff, R.L. (1961). The design of social research. Chicago: University of Chicago Press.
- Moser, C., & Kalton, G. (1985). Survey methods in social investigation. Ashgate Pub. Co.
- Lawrence, N.W. (2009). Qualitative Research Design in Social Research Methods. Pearson Intenational. New Delhi.
- Moore, D. S. (2007). The Basic Practice of Statistics. New York: W.H. Freeman.
- Young, P. V. (2001). Scientific Social Survey and Research. Prentice-Hall of India Private limited. New Delhi.

| <b>Programme: Bachelor of Arts/ Bachelor of Arts in Social Science</b>   |  |                    |   |
|--|--|--------------------|---|
| <b>Status of Course &amp; Credit: MAJOR, CREDIT: 4</b>   |  |                    |   |
| <b>Course Number &amp; Title: SYM 303 SOCIAL STATISTICS</b>  |  |                    |   |
| <b>Lectures/ Week: of 55mts. Each/Week:4(L-4+T-0+P/S-0) [Weeks: 13 Per Semester]</b>   |  |                    |   |
| <b>Total Lectures /Semester: 52/III Semester</b>   |  |                    |   |
| <b>Introduction:</b><br>This paper aims to provide students with a foundational understanding of social statistics, equipping them with the analytical skills necessary to collect, analyze, and interpret data in social research, while also emphasizing the application of statistical methods to real-world social issues.   |  |                    |   |
| <b>Objectives:</b><br>1. To introduce basic concepts and importance of social statistics.<br>2. To develop students with skills to calculate central tendency and dispersion measures.<br>3. To introduce students to correlation methods and their applications.<br>4. To teach effective graphical presentation of data.<br>5. To present critical evaluation of statistical methods in social research.                                       |  |                    |   |
| <b>Course Outcomes (CO):</b>   |  |                    |   |
| After completion of the course, students will be able to:<br>CO1: Demonstrate an understanding of social statistics' significance.<br>CO2: Accurately calculate mean, median, and mode.<br>CO3: Analyze data variability using measures of dispersion.<br>CO4: Apply correlation methods to assess variable relationships.<br>CO5: Create clear and effective data visualizations.<br>CO6: Identify limitations of statistical research methods. |  |                    |   |
| Unit No  | Topics to be Covered   | Number Of Lectures | Bloom's Taxonomy Learning Outcomes  |
| 1.   | Social Statistics, Meaning and Nature, Statistical Series, Implications of Social Statistics in Social Research.                 | 10                 | <i>Students will define and explain key concepts and the importance of social statistics, applying these ideas to construct and interpret statistical series.</i>   |
| 2.   | Measures of Central Tendency: Mean, Median and Mode  | 11                 | <i>Students will be Focuses on measures of central tendency, where students will list and calculate the mean, median, and mode for both discrete and continuous data.</i>   |
| 3.   | Measures of Dispersion: Limit method-Range, Methods of Average Deviation-Quartile  | 12                 | <i>Students will understand the significance of measures of dispersion and apply techniques to compute range, interquartile range, and standard deviation.</i>  |
| 4.   | Correlation and Methods of Correlation Karl Pearson Correlation, Charls Spearman and Product Movement Correlation Method. Method | 11                 | <i>Learners will differentiate between correlation methods and perform correlation analyses using Pearson and Spearman techniques.</i>  |
| 5.   | Graphical Presentation of Data Presentation of Data  | 8                  | <i>At the end of the course students will be Focus on the graphical presentation of data, where students will discuss the aims and limitations of different diagrams and apply their skills to create effective</i> |

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|  |  |  | <i>visual representations of data.</i> |
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## **Suggested Readings**

### **Text Books**

- Babbie, E. (2021). *The practice of social research* (15th ed.). Cengage Learning.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
- Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Pearson.

### **References**

- Agresti, A., & Finlay, B. (2018). *Statistical methods for the social sciences* (5th ed.). Pearson.
- Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
- Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2013). *Applied multiple regression/correlation analysis for the behavioral sciences* (3rd ed.). Routledge.
- Healey, J. F. (2019). *Statistics: A tool for social research* (10th ed.). Cengage Learning.
- McClave, J. T., & Sincich, T. (2017). *Statistics* (14th ed.). Pearson

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| <b>Programme: Bachelor of Arts/ Bachelor of Arts in Social Science</b>  |
| <b>Status of Course &amp; Credit: MAJOR, CREDIT: 2</b>  |
| <b>Course Number &amp; Title: SYW 301, PARTICIPATORY RESEARCH: THEORY &amp; APPLICATION</b>   |
| <b>Lectures/ Week: of 55mts. Each/Week:4(L+T-0+P-4/S-0) [Weeks: 13 Per Semester]</b>  |
| <b>Total Lectures /Semester: 52/ III Semester</b>   |
| <p><b>Introduction:</b><br/> This course immerses students in practical, field-based research to explore real-world social issues. It introduces essential research methods like observation, interviews, and case studies while emphasizing ethical engagement with communities. Students will work in diverse settings such as slums, old-age homes, special schools, and rural areas, addressing issues like juvenile care, environmental challenges, and political awareness. The course aims to develop research skills through hands-on experience, culminating in a well-documented fieldwork report.</p>  |
| <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>6. To introduce students to the fundamentals of social research and its significance in understanding social realities and familiarize students with different types of research (qualitative, quantitative, participatory) and essential research methods (observation, interviews, and case studies).</li> <li>7. To develop skills for effective data collection through questionnaires, group interviews, and field methods.</li> <li>8. To foster awareness of research ethics, including the role of trust, respect, and responsibility in teacher-student-community relationships.</li> <li>9. To encourage students to engage with marginalized communities (e.g., slums, juvenile centers) and analyze socio-political and environmental issues.</li> <li>10. To equip students with the necessary skills for report writing and maintaining fieldwork files for systematic documentation.</li> </ol> |
| <p><b>Course Outcomes (CO):</b></p> <p>At the end of the course, the student will be able to:</p> <p>CO1: Understand the purpose and significance of social research and apply it to real-world contexts.<br/> CO2: Gain familiarity with various research methods such as observation, interviews, and case studies.<br/> CO3: Conduct ethical fieldwork by building trust with participants and following research norms.<br/> CO4: Develop analytical skills to explore issues related to rural problems, special children, slum conditions, and environmental concerns.<br/> CO5: Gain practical experience in report writing and documentation by preparing a comprehensive fieldwork file.</p>  |
| <p><b>Student Learning Outcomes</b></p> <p>After completing this course students will be able to :</p> <ol style="list-style-type: none"> <li>1. Design and conduct small-scale research projects using participatory research approaches.</li> <li>2. Utilize observation and interview techniques effectively to gather qualitative data.</li> <li>3. Apply research ethics in interactions with participants from various communities and organizations.</li> <li>4. Analyze social problems such as juvenile care, rural development, environmental sustainability, and political culture through hands-on involvement.</li> <li>5. Prepare and submit a well-structured research report/fieldwork file documenting their field experiences and findings.</li> </ol>  |

| <b>Programme: Bachelor of Arts/ Bachelor of Arts in Social Science</b>   |   |                    |  |
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| <b>Status of Course &amp; Credit: MAJOR, CREDIT: 4</b>   |   |                    |  |
| <b>Course Number &amp; Title: SYM 401 RURAL SOCIOLOGY</b>  |   |                    |  |
| <b>Lectures/ Week: of 55mts. Each/Week:4(L-4+T-0+P/S-0) [Weeks: 13 Per Semester]</b>   |   |                    |  |
| <b>Total Lectures /Semester: 52/IV Semester</b>  |   |                    |  |
| <b>Introduction:</b><br>This course provides an overview of rural society, focusing on its structures, institutions, and social change. It aims to equip students with the tools to analyze rural development and leadership and address key issues in rural India.  |   |                    |  |
| <b>Objectives:</b><br>1. To introduce the fundamental concepts and scope of rural sociology.<br>2. To examine the social structure and institutions of rural communities, including caste, family, and religion.<br>3. To understand the role of Panchayati Raj in rural governance and development.<br>4. To analyze the dynamics of the rural economy, production relations, and land reforms.<br>5. To explore the processes of social change in rural India, including leadership, power structures, and development issues.   |   |                    |  |
| <b>Course Outcomes (CO):</b>   |   |                    |  |
| At the end of the course, the student will be able to:<br>CO1: Explain the key concepts, origin, and significance of rural sociology.<br>CO2: Analyze the social structure of rural communities, focusing on caste, family, and religious institutions.<br>CO3: Evaluate the role and impact of Panchayati Raj in rural governance and development.<br>CO4: Understand the economic and structural transformations in rural India, including land reforms and production relations.<br>CO5: Critically assess the processes of social change in rural India, focusing on leadership, power dynamics, and development issues. |   |                    |  |
| Unit No  | Topics to be Covered  | Number Of Lectures | Bloom's Taxonomy Learning Outcomes   |
| 1.   | RURAL SOCIOLOGY: Meaning, Origin, Nature, Scope and Significance.   | 9                  | <i>Students will be able to understand key concepts of rural sociology like rural social structure, Panchayati Raj, and rural economy.</i> |
| 2.   | RURAL SOCIAL STRUCTURE: Features of village community, Rural-Urban Continuum, Agrarian Social Structure; Institutions, caste, family and religion. Organisations: Caste and Khap panchayat. | 11                 | <i>Students will be able to explain the significance of rural sociology and the role of Panchayati Raj.</i>                                |
| 3.   | PANCHAYATI RAJ: Meaning, organization and aims. Panchayati Raj and Rural development.   | 12                 | <i>Students will be able to apply concepts like rural-urban continuum to real-world rural and urban interactions.</i>                      |
| 4.   | RURAL ECONOMY: Production relations, Economy, Structural integration, Zamindari Eradication.  | 12                 | <i>Students will be able to analyze the impact of social structures (caste, family) on rural development.</i>                              |

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| 5. | SOCIAL CHANGE IN RURAL INDIA: Rural Leadership, Power, Land Ceiling and Class, Development Issues. | 8 | <i>At the end of the course students will be able to critically evaluate rural development programs and their role in social change.</i> |
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### **Suggested Readings**

#### **Text Books**

- Bhattacharya, S. (2013). Rural sociology: Concepts and applications. Pearson Education.
- Desai, A. R. (1969). Rural sociology in India (5th ed.). Popular Prakashan.
- Doshi, S. L., & Jain, P. C. (2001). Rural sociology. Rawat Publications.
- Chitamber, J. B. (1997). Introductory rural sociology (2nd ed.). Wiley Eastern.
- Singh, K. (2009). Rural development: Principles, policies, and management (3rd ed.). SAGE Publications.

#### **References**

- Dumont, L. (1980). Homo hierarchicus: The caste system and its implications (2nd ed.). University of Chicago Press.
- Jha, S. N. (1999). Decentralization and local politics: Readings in Indian government and politics. Sage Publications.
- Jodhka, S. S. (2012). Village society. Orient BlackSwan.
- Mathew, G. (1994). Panchayati Raj: From legislation to movement. Concept Publishing Company.
- Oommen, T. K. (1984). Social structure and change. Sage Publications.
- Redfield, R. (1947). The folk society. The American Journal of Sociology, 52(4), 293-308.
- Srinivas, M. N. (1962). Caste in modern India and other essays. Asia Publishing House.
- Srinivas, M. N. (1987). The remembered village. Oxford University Press.

| <b>Programme: Bachelor of Arts/ Bachelor of Arts in Social Science</b>   |   |                    |  |
|--|---|--------------------|--|
| <b>Status of Course &amp; Credit: MAJOR, CREDIT: 4</b>   |   |                    |  |
| <b>Course Number &amp; Title: SYM 402 SOCIOLOGY OF HUMAN RIGHTS</b>  |   |                    |  |
| <b>Lectures/ Week: of 55mts. Each/Week:4(L-4+T-0+P/S-0) [Weeks: 13 Per Semester]</b>   |   |                    |  |
| <b>Total Lectures /Semester: 52/IV Semester</b>  |   |                    |  |
| <b>Introduction:</b><br>This paper aims to provide students with understanding of key global and regional frameworks, types of rights, institutional mechanisms, and the role of human rights movements, with a focus on India.  |   |                    |  |
| <b>Objectives:</b>   |   |                    |  |
| <ol style="list-style-type: none"> <li>To understand the historical evolution of human rights and their significance in modern societies and examine the role of the United Nations and its agencies in promoting and protecting human rights globally.</li> <li>To differentiate between various types of human rights, including civil, political, economic, social, and cultural rights, as well as collective rights.</li> <li>To critically assess the role of the National Human Rights Commission of India (NHRC) and State Human Rights Commission (SHRC) in safeguarding human rights within the Indian context, with help of case studies.</li> <li>To investigate the role of human rights movements in India, focusing on movements related to women, Dalits, child and democracy, freedom.</li> <li>To analyze the relationship between human rights and social change, particularly in marginalized communities.</li> </ol>  |   |                    |  |
| <b>Course Outcomes (CO):</b>   |   |                    |  |
| <p>After completion of the course, students will be able to have:</p> <p>CO1: Comprehensive understanding of the global human rights framework, including key documents such as the UN charter, UDHR and regional declarations like the American, European, and African conventions, Vienna Conference on Human Rights</p> <p>CO2: Ability to differentiate between and analyze various types of rights, such as civil, political, economic, social, and collective rights, and understand their relevance in different sociopolitical contexts.</p> <p>CO3: Critical evaluation of the role of the National Human Rights Commission of India (NHRC) in addressing human rights violations and promoting justice in India, with help of case studies.</p> <p>CO4: Ability to analyze contemporary human rights issues in India using insights from various human rights movements and their impact on marginalized groups.</p> <p>CO5: Understanding of how human rights drive social change, particularly in contexts of caste, gender, and social justice in India</p> |   |                    |  |
| Unit No  | Topics to be Covered  | Number Of Lectures | Bloom's Taxonomy Learning Outcomes   |
| 1.   | Evolution of Human Rights:<br>Concept of Human Rights, Welfare & Duties, Universal Declaration of Human Rights, Vienna Conference on Human Rights, UNO on Human Rights.   | 10                 | <i>Students will be able to analyze the shift from natural rights to universal human rights, understanding how concepts like individual freedom, equality, and justice have evolved over time. Student will also be able to evaluate the effectiveness and significance of UDHR &amp; Vienna Conference on Human Rights in reaffirming the universality, indivisibility, and interdependence of all human rights</i> |
| 2.   | Definition and Scope of Human Rights:<br>Difference between Legal and Political Rights, Individual and Collective Rights, Civil, Socio-Economic and Cultural Rights; Continental arrangements for Human Rights. | 11                 | <i>Students will be able to evaluate the difference between types of rights, analyze the tensions between individual and collective rights, evaluate the effectiveness of continental human rights mechanisms in addressing human rights violations.</i>   |

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|    |   |    | <i>Also, will be able to apply the concepts of civil, socio-economic, and cultural rights to analyze current global and regional human rights challenges, recognizing how these rights are prioritized and protected differently across continents</i>   |
| 3. | National Human Rights Commission:<br>National Human Rights Commission (NHRC)-<br>Nature, Organization and Functions, State<br>Human Rights Commission (SHRC):<br>Organization & Function, Regional Arrangements<br>of Human Rights. | 12 | <i>Student will be able to analyze NHRC's and SHRC's role in investigating human rights violations, focusing on how it addresses complaints related to police excesses, custodial violence, and discrimination against marginalized communities, will be able to understand and evaluate effectiveness (strengths and limitations) of Commission's advisory role, particularly in providing recommendations to the government on human rights legislation, policy reforms, and the implementation of international human rights treaties</i>   |
| 4. | Human Rights Movement in India<br>Human Rights Movement in India (1) National<br>Freedom Movement (2) Dalit Movement (3)<br>Women's Rights (4) Child Rights (5) Basic<br>Democratic Rights  | 11 | <i>Student will be able to analyze the impact of the Dalit Movement, Women's Movement and Freedom Movement on India's human rights landscape, focusing on its fight against violence, caste-based discrimination, social exclusion, and its role in advocating for equal rights, gender just society, affirmative action, and dignity for marginalized communities.</i><br><br><i>Understanding of how the National Freedom Movement laid the groundwork for modern human rights in India, connecting historical anti-colonial struggles to contemporary debates on human dignity, equality, and justice. Students will be able to apply sociological theories to the study of human rights movements, analyzing how movements like the Dalit, Women's, and Child Rights movements have redefined social norms, challenged power structures, and contributed to societal transformations in India.</i> |
| 5. | Human Rights & Social Change<br>Role of Non-Governmental Organization in<br>Promoting Human Rights.   | 8  | <i>Students will be able to analyze how NGOs contribute to social change, focusing on their work in areas such as poverty alleviation, gender equality, education, healthcare, and the protection of marginalized groups.</i><br><br><i>Understanding of the strategies and methods used by NGOs to monitor and report human rights violations, including research, documentation, advocacy, and partnerships with governmental and international bodies. Students will be able to evaluate the role of NGOs in bridging the gap between the government and civil society, by providing legal aid, awareness campaigns, and social services to underrepresented populations and its impact in specific human rights areas.</i>   |

## **Suggested Readings**

### **Text Books**

- Cranston, Maurice. (1975). What are Human Rights? Cambridge University Press.
- Finnis, John: Natural Law and Natural Rights. (1980). Oxford University Press.
- Baxi, Upendra. (2002). The Future of Human Rights: Mambrino's Helmet? Oxford University Press.
- NHRC-Annual Reports, New Delhi
- PUCL-Annual reports, New Delhi
- Saxena, KP. (1999). Human Rights: Perspective and Challenges. Lancer Books
- Livezey, W. Lowell. (1986). Non-Governmental Organizations and the Ideas of Human Rights. Princeton University

### **References**

- Donnelly, John & Rhoda E. Howard (1975). International Handbook on Human Rights. Greenwood Press.

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| <b>Programme: Bachelor of Arts/ Bachelor of Arts in Social Science</b>     |
| <b>Status of Course: Major Course Credit:3</b>                             |
| <b>Course Number: SYM-403, SOCIOLOGY OF SOCIAL STRATIFICATION IN INDIA</b> |
| <b>Lectures/Week: of 55 mts. Each. [Week 4 per semester]: L- 4</b>         |
| <b>Total Lectures /Semester: 52</b>  |

**Introduction:** The sociology of social stratification in India analyses the hierarchical ranking of social groups, shaped by historical, economic, and cultural factors, including caste, class, gender, and religion.

**Objectives:**

1. Analyse the historical foundations of social stratification in India, focusing on the traditional caste system and its influence on contemporary society.
2. Explore the roles and responsibilities associated with the four varnas (Brahmins, Kshatriyas, Vaishyas, Shudras) and their impact on social interactions and opportunities.
3. Investigate how contemporary social stratification is shaped by class factors, including income, education, and occupational status, and identify key trends and challenges.
4. Assess the impact of gender on social stratification by examining barriers women encounter in education, employment, and property rights, alongside initiatives promoting gender equality.
5. Identify strategies for promoting inclusive development and social justice in light of the structural inequalities present in Indian society.

**Course Outcomes (CO)**

**At the end of this course the student will be able to**

CO1-Students will be able to articulate the key concepts related to social stratification, including caste, class, status, role, power, and authority, and understand their significance in the Indian context.

CO2-Students will critically assess the interplay between power and authority in Indian society and how these dynamics contribute to social stratification.

CO3-Students will demonstrate the ability to apply major sociological theories of stratification to analyze social structures and dynamics in India, recognizing their relevance and limitations.

CO4-Students will explore the factors influencing social mobility in India and identify barriers that affect individuals' opportunities for upward mobility.

CO5-Students will engage in critical discussions about contemporary issues related to social stratification, such as caste discrimination, economic inequality, and the effectiveness of social policies.

CO6-Students will demonstrate an understanding of the implications of social stratification for social justice and equity, and articulate informed perspectives on strategies for promoting social change.

| <b>Unit No</b> | <b>Topic to be covered</b>  | <b>Number of lecture</b> | <b>Bloom's Taxonomy Learning Outcomes</b>   |
|----------------|---|--------------------------|---|
| <b>1</b>       | SOCIAL STRATIFICATION Social Stratification and Hierarchy, Division, differentiation and social inequality. | <b>8</b>                 | Students will be able to define social stratification and describe its fundamental characteristics, including hierarchy, division, and differentiation.<br>Students will explain how social stratification creates hierarchical structures in society and the implications of these hierarchies for individuals and groups. |
| <b>2</b>       | SOCIAL STRATIFICATION IN INDIA  | <b>11</b>                | Students will identify and analyze the various  |

|   |   |    |   |
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|   | Social Stratification in India: Caste, Class, Gender and Power  |    | forms of division within society, including class, caste, race, gender, and ethnicity.<br>Students will analyze the historical development of caste and class systems in India and their implications for social dynamics.  |
| 3 | CONTEXTS OF SOCIAL STRATIFICATION IN INDIA Contexts of Social Stratification in India-(a) Rural/Agrarian (b) Urban-Industrial (c) Tribal. | 11 | Students will be able to define social stratification and explain its significance in the context of Indian society.<br><br>Students will examine the characteristics of social stratification in rural and agrarian settings, including the role of the caste system, land ownership, and economic activities.<br><br>Students will analyze the dynamics of social stratification in urban-industrial contexts, including class structure, migration patterns, and the impact of globalization.  |
| 4 | POWER AND AUTHORITY Theories of Stratification, Status, Role, Power, Authority and Elite. Difference between Power and Authority.         | 11 | Students will be able to define and explain the key concepts of power, authority, status, role, and elite in sociological terms.<br><br>Students will describe and compare major theories of stratification (Functionalist, Conflict, and Weberian) and their relevance to understanding power and authority in society.<br><br>Students will analyze the interrelationship between status and role, recognizing how each influences social behavior and expectations.<br><br>Students will articulate the differences between power and authority, understanding the implications of each for social structures and relationships. |
| 5 | SOCIAL MOBILITY Social Mobility: Meaning, types and sources. Social Mobility in India.  | 11 | Students will be able to define social mobility and explain its significance in the context of social stratification.   |

**Suggestive Readings:**

- Singh, Y. *Social Stratification and Change in India*, 1997, Manohar Publishers.
- Sharma, K.L. *Social Stratification and Mobility*, 1994, Rawat Publications.
- Gupta, Dipankar (ed.) *Social Stratification*, 1992, Oxford University Press.
- Ginsberg, Morris. *Sociology*, 1963, Oxford University Press.
- Beteille, Andre. *Caste, Class and Power*, 1971, University of California Press.
- Desai, A.R. *Social Background of Indian Nationalism (1948)* - Popular Prakashan.
- Ghurye, G.S. *Caste and Class in India (1969)* - Popular Prakashan.
- Beteille, Andre. *Caste, Class and Power (1971)* - University of California Press.
- Sharma, K.L. *Social Stratification in India (2001)* - Rawat Publications.

- Ghadially, R. *Women in Indian Society* (1988) - Sage Publications.
- Thorat, S. & Attewell, P. *The Legacy of Caste: The Non-Brahmin Movement in Maharashtra* (2003) - Sage Publications.
- Deshpande, S. *The Grammar of Caste: Economic Discrimination in Contemporary India* (2011) - Oxford University Press.
- Mishra, R. *Caste, Class and Social Mobility in India* (2003) - Concept Publishing Company.

**Programme: Bachelor of Arts/ Bachelor of Arts in Social Science**

**Status of Course & Credit: Major, CREDIT: 5**

**Course Number & Title: SYM501 SOCIOLOGY OF DEVELOPMENT-CONCEPTS & THEMES**

**Lectures/ Week: of 55 mts. Each/ Week: 5(L-5+T-0+P/S-0) [Weeks: 13 per semester]**

**Total Lectures / Semester: 65/V**

**Introduction:**

This course aims to familiarize students with ideas, approaches, theories, and practices of development. The course also acquaints them with the trajectory of development in post-colonial India so that they will be in position to evaluate the progress of society.

**Objectives:**

- 1: To understand the definition, nature, scope of sociology of development and its dimensions
- 2: To analyze the different social and economic organizations, focusing the concept of growth, globalization, social development and human development.
- 3: To understand and analyze the major development approaches i.e. western approaches of development.
- 4: To evaluate the 'diffusion' as an approach of development.
- 5: To explore and examine the role of non-economic factors of economic development.

**Course Outcomes (CO):**

At the end of the course, the student will be able to:

CO1: Explain the core concept of development, sociology of development including its nature, origin and scope.

CO2: Critically analyze the different social and economic organizations like capitalism, socialism, imperialism and the process of globalization.

CO3: Understand and analyze the different western approaches of development, especially economic development such as Ideal Typical and Psychological approach.

CO4: Understand the concept of diffusion and evaluate diffusion as an approach of development and examine the utility in Indian society.

CO5: Identify and assess the factors influencing economic development in developing countries such as social inequality, caste, class, gender.

| Unit No | Topics to be Covered  | Number of Lectures | Bloom's Taxonomy Learning Outcomes  |
|---------|---|--------------------|---|
| 1.      | SOCIOLOGY OF DEVELOPMENT<br>Meaning, Nature & Scope of Sociology Development, Notions of Developed & Developing Societies. Concept of Growth, social Development & Human Development. | 12                 | Students will be able to explain the concept of development from different points of view. They will be able to assess nature, indicators and emerging scope of sociology of development. |
| 2.      | SOCIAL & ECONOMIC ORGANISATIONS<br>Capitalism, Imperialism & Socialism, Globalization   | 14                 | Students will be able to learn about different forms, process & patterns of social and economic organizations.  |

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| 3. | MAJOR DEVELOPMENT APPROACHES<br>Ideal Typical (Hoselism), Parsons, and Psychological (David McClelland)   | 13 | Students will be able to analyze the western approaches of development especially economic development so that they would accelerate the speed of economic development.   |
| 4. | Diffusion and DEVELOPMENT<br>Diffusion (Moore & Feldmen, Daniel Lerner)   | 12 | Students will be able to understand the concept of diffusion and check the applicability of diffusion as an approach of development in Indian society.  |
| 5. | SOCIOLOGICAL ASPECTS OF ECONOMIC DEVELOPMENT<br>Problems of Development in Developing countries. Social Inequality and Development: Caste, Class and Gender Inequality and their implications on Social Development, Constraints of Social Development. | 14 | Students will assess the factors influencing economic development in developing countries such as social inequality, caste, class, gender and evaluate how these factors create hindrances in the process of development. |

**Text Books:**

- BF Hoselitz: SOCIOLOGICAL ASPECTS OF ECONOMIC GROWTH
- Cristobal Kay: DEVELOPMENT & UNDERDEVELOPMENT
- Chew Sing C & Denemark RA (Eds): THE UNDERDEVELOPMENT OF DEVELOPMENT: ESSAYS IN HONOUR OF A.G. FRANK
- Sharma, SL (1986): DEVELOPMENT AND SOCIO-CULTURAL DIMENSIONS. RAWAT PUBLICATIONS.
- Harrison, D. (1988): THE SOCIOLOGY OF MODERNIZATION AND DEVELOPMENT. ROUTLEDGE
- Singh, S. (2010): SOCIOLOGY OF DEVELOPMENT. RAWAT PUBLICATIONS.
- Shukla KS: THE OTHER SIDE OF DEVELOPMENT

**References:**

- Amartya Sen: APPROACH TO DEVELOPMENT IN INDIA
- Amartya Sen: DEVELOPMENT AS FREEDOM
- Dubey SC: MODERNIZATION & DEVELOPMENT
- Dubey SC: TRADITION AND DEVELOPMENT
- Lerner D: THE PASSING OF THE TRADITIONAL SOCIETY
- Myrdal Gunnar: ASIAN DRAMA
- Foster Carter A: THE SOCIOLOGY OF DEVELOPMENT
- A Escobar: ON DEVELOPMENT, OUP Delhi
- HUMAN DEVELOPMENT REPORTS 2023
- Seers, D. (1969): THE MEANING OF DEVELOPMENT. THE INSTITUTE OF DEVELOPMENT STUDIES LIBRARY.
- Schumpeter, J (2008): CAPITALISM, SOCIALISM AND DEMOCRACY. HARPER PERENNIAL MODERN CLASSICS
- UNDP: SUSTAINABLE DEVELOPMENT.
- WORLD DEVELOPMENT REPORT: 2023 & 2024

| <b>Programme: Bachelor of Arts/ Bachelor of Arts in Social Science</b>   |  |                    |   |
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| <b>Status of Course &amp; Credit: MAJOR, CREDIT: 5</b>   |  |                    |   |
| <b>Course Number &amp; Title: SYM 502 FOUNDATION OF SOCIOLOGICAL THOUGHT</b>   |  |                    |   |
| <b>Lectures/ Week: of 55mts. Each/Week:5 (L-5+T-0+P/S-0) [Weeks: 13 Per Semester]</b>  |  |                    |   |
| <b>Total Lectures /Semester: 65/V Semester</b>   |  |                    |   |
| <b>Introduction:</b><br>The course aims to explore the historical development of sociology and its intellectual roots. It examines key thinkers and schools of thought that shaped the discipline, providing students with a comprehensive understanding of classical and contemporary sociological theories and their relevance to modern social issues.  |  |                    |   |
| <b>Objectives:</b><br>1. To explore the intellectual context of sociology and its emergence as a distinct discipline.<br>2. To examine the key contributions of pioneering sociologists like Comte, Spencer, Durkheim, and Weber.<br>3. To analyze classical sociological theories and their implications for understanding social behavior.<br>4. To evaluate various schools of sociological thought, including functionalism and conflict theory.<br>5. To critically assess the tenets of critical theory and its relevance to contemporary sociological analysis. |  |                    |   |
| <b>Course Outcomes (CO):</b>   |  |                    |   |
| At the end of the course, the student will be able to:<br>CO1: Describe the historical context in which sociology emerged as a discipline.<br>CO2: Analyze the contributions of major sociological theorists and their theories.<br>CO3: Differentiate between various schools of sociological thought and their key concepts.<br>CO4: Evaluate the impact of critical theory on contemporary sociological discussions.<br>CO5: Apply sociological theories to understand current social issues.   |  |                    |   |
| Unit No  | Topics to be Covered   | Number Of Lectures | Bloom's Taxonomy Learning Outcomes  |
| 1.   | THE EMERGENCE OF SOCIOLOGY The Intellectual context- Enlightenment, the social, economic, and political forces, the French and Industrial Revolution.                    | 13                 | <i>Students will be explaining the significance of the Enlightenment and the social changes that contributed to the emergence of sociology.</i> |
| 2.   | THE PIONEERS Comte- Positivism, Spencer- Social Darwinism, Super Organic Evolution.  | 13                 | <i>Students will be able to define key concepts and theories in sociological thought, including positivism and social solidarity.</i>           |
| 3.   | THE CLASSICAL TRADITIONS, Durkheim- Social Solidarity, suicide, religion, Weber- Authority and the Protestant ethic and the spirit of Capitalism. The Suicide, Religion. | 13                 | <i>Students will be able to apply classical theories to analyze contemporary social phenomena.</i>  |
| 4.   | SCHOOLS OF SOCIOLOGICAL THEORY Functional Conflict School, Social Actions Theory.  | 13                 | <i>Students will be able to compare the perspectives of major sociologists, such as Durkheim and Weber.</i>                                     |

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| 5. | CRITICAL THEORY Frankfurt School, Adorno, Marcus, Gramsci, Habermas. | 13 | <i>Students will be able to critically assess the strengths and weaknesses of different sociological theories in addressing current social issues.</i> |
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**Textbooks**

- Coser, L. A. (1977). Masters of sociological thought: Ideas in historical and social context. Harcourt Brace Jovanovich.
- Ritzer, G. (2011). Sociological theory (9th ed.). McGraw-Hill Education.

**Reference Books**

- Adorno, T. W., & Horkheimer, M. (2002). Dialectic of Enlightenment. Stanford University Press.
- Collins, R. (1994). Sociological insight: An introduction to non-obvious sociology. Oxford University Press.
- Gramsci, A. (1971). Selections from the prison notebooks. International Publishers.
- Habermas, J. (1984). The theory of communicative action (Vol. 1). Beacon Press.
- Turner, J. H. (1991). The structure of sociological theory (5th ed.). Wadsworth Publishing.

| <b>Programme: Bachelor of Arts/ Bachelor of Arts in Social Science</b>  |  |                    |   |
|---|--|--------------------|---|
| <b>Status of Course &amp; Credit: MAJOR, CREDIT: 5</b>  |  |                    |   |
| <b>Course Number &amp; Title: SYM 503 INDIAN SOCIOLOGICAL THINKERS</b>  |  |                    |   |
| <b>Lectures/ Week: of 55mts. Each/Week:5(L-5+T-0+P/S-0) [Weeks: 13 Per Semester]</b>  |  |                    |   |
| <b>Total Lectures /Semester: 65/V Semester</b>  |  |                    |   |
| <b>Introduction:</b><br>This paper aims to provide students with detailed exploration of the contributions made by prominent Indian sociologists and thinkers who have shaped the understanding of Indian society, culture, and social structures. Through their contributions, the paper will explore how Indian sociological thought has evolved, focusing on how these thinkers addressed issues specific to Indian society.   |  |                    |   |
| <b>Objectives:</b><br><ol style="list-style-type: none"> <li>1. To understand the foundational ideas of Indian sociological thinkers such as G.S. Ghurye and Louis Dumont and their impact on the development of Indian sociology.</li> <li>2. To analyze the theoretical frameworks of thinkers like D.D. Kosambi and Romila Thapar regarding historical materialism and the socio-economic evolution of India.</li> <li>3. To analyze the structural-functional perspective of MN Srinivas and SC Dube by exploring context of Sanskritization, Secularization and Indian Village.</li> <li>4. To critically evaluate the role of colonialism and post-colonial discourse in the work of thinkers like D.P. Mukherjee and A.R. Desai.</li> <li>5. To explore the social dynamics studied by Yogendra Singh and Surjeet Sinha, particularly in relation to modernization and identity.</li> </ol>  |  |                    |   |
| <b>Course Outcomes (CO):</b>  |  |                    |   |
| After completion of the course, students will be able to:<br>CO1: Comprehensive knowledge of the contributions of major Indian sociological thinkers like Ghurye and Dumont and their relevance to modern Indian society<br>CO2: Improved analytical abilities in evaluating the intersections of sociology with history, economics, and politics as exemplified by thinkers like Romila Thapar and A.R. Desai and enhanced understanding of the historical (colonial) and cultural context that shaped Indian sociological thought, especially in relation to colonialism and modernization.<br>CO3: Imbibe skills in comparing different perspectives on Indian society, such as structural-functionalism, historical materialism, civilization, and cultural perspective.<br>CO4: Students will develop the ability to critically engage with sociological theories on tradition, modernity and deepen their understanding about the Indian social structures.<br>CO5: Development of interdisciplinary thinking to examine social changes, combining various sociological insights. |  |                    |   |
| Unit No   | Topics to be Covered                                   | Number Of Lectures | Bloom's Taxonomy Learning Outcomes  |
| 1.  | Indological Perspective:<br>G. S. Ghurye, Louis Dumont | 13                 | <i>Students will be able to evaluate the strengths and limitations of the Indological approach, considering how this perspective contributes to understanding India's social fabric, while also reflecting on its potential ethnocentric biases. Student will also be able to analyze Ghurye and Dumont's contributions and apply their theories to contemporary social issues.</i> |

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| 2. | Historical Perspective:<br>D.D. Kosambi, Romila Thapar                  | 13 | <i>Students will be able analyze Kosambi's concept of the mode of production and feudalism in Indian history. Student will also be able to evaluate the contributions of Kosambi and Thapar in redefining Indian historiography, especially their focus on material conditions and their challenge to colonial interpretation of Indian history.</i>   |
| 3. | Structural Functional:<br>M.N. Srinivas, S.C. Dube                      | 13 | <i>Students will be able to analyze M.N. Srinivas' concept of Sanskritization and Secularization and will be able to evaluate the implications of both for understanding social change in India. Student will also understand S.C. Dube's in-depth studies on Indian villages and will be able to apply structural functionalist frameworks to analyze how traditional institutions such as caste, family, and religion contribute to maintaining social order and stability in Indian society.</i>                      |
| 4. | Marxist Perspective:<br>DP Mukerji, A R Desai                           | 13 | <i>Students will be able to evaluate Mukherjee's concept of tradition and modernity, recognizing his unique approach (dialectical relationship) that saw these as coexisting and interacting forces in Indian society, rather than as binary opposites. Student will be able to analyze A.R. Desai's Social Background of Indian Nationalism, particularly his Marxist interpretation of Indian nationalism as a result of economic changes brought about by British colonialism and the rise of new social classes.</i> |
| 5. | Civilization and Cultural Perspective:<br>Surajit Sinha, Yogendra Singh | 13 | <i>Student will be able to analyze Sinha's views on the interaction between tribal societies and mainstream Indian civilization, recognizing the processes of cultural assimilation, adaptation, and resistance. Student will also be able to evaluate the interaction between orthogenetic and heterogenetic processes (concept by Y. Singh), recognizing how internal and external forces work together to shape the trajectory of social change in India.</i>   |

### **Suggested Readings**

#### **Text Books**

- Ghurye, G. S. (1969). Caste and Race in India (5th ed.). Popular Prakashan.
- Dumont, L. (1980). Homo Hierarchicus: The Caste System and its Implications (Revised ed.). University of Chicago Press.
- Kosambi, D. D. (1965). The Culture and Civilization of Ancient India in Historical Outline. Routledge & Kegan Paul.
- Thapar, R. (2000). Our history, Their history, Whose history. Social Scientist, 28(1/2), 3–13.
- Srinivas, M. N. (1966). Social Change in Modern India. University of California Press.
- Dube, S. C. (1990). Indian Society (Revised ed.). National Book Trust.

- Mukherjee, D. P. (1958). Modern Indian Culture: A Sociological Study (2nd ed.). Indian Branch, Oxford University Press.
- Desai, A. R. (1948). Social Background of Indian Nationalism (6th ed.). Popular Prakashan.
- Singh, Y. (1973). Modernization Of Indian Tradition: A Systematic Study of Social Change. Thomson Press (India) Limited.
- Sinha, S. (1987). Tribal Polities and State Systems in Pre-Colonial Eastern and North-Eastern India. K.P. Bagchi & Company.

### **References**

- Nagla, B.K. (2012) Indian Sociological Thought. Rawat Publication

| <b>Programme: Bachelor of Arts/ Bachelor of Arts in Social Science</b>   |   |                    |  |
|--|---|--------------------|--|
| <b>Status of Course &amp; Credit: MAJOR, CREDIT: 5</b>   |   |                    |  |
| <b>Course Number &amp; Title: SYM 504 WOMEN, STATE AND SOCIETY IN INDIA</b>  |   |                    |  |
| <b>Lectures/ Week: of 55mts. Each/Week:5 (L-5+T-0+P/S-0) [Weeks: 13 Per Semester]</b>  |   |                    |  |
| <b>Total Lectures /Semester: 65/V Semester</b>   |   |                    |  |
| <b>Introduction:</b><br>This course explores the intersection of women, state, and society in India, examining historical and contemporary issues affecting women's rights, roles, and experiences across diverse contexts.  |   |                    |  |
| <b>Objectives:</b><br><ol style="list-style-type: none"> <li>1. To analyze the concepts of gender, patriarchy, and discrimination in the context of Indian society.</li> <li>2. To investigate the diverse experiences of women across different religions, castes, and regions in India.</li> <li>3. To assess the constitutional and legal provisions aimed at protecting women's rights and promoting gender equality.</li> <li>4. To critically evaluate the relationship between education, work, and women's empowerment in various sectors.</li> <li>5. To understand the historical and contemporary feminist movements in India and their impact on women's rights</li> </ol> |   |                    |  |
| <b>Course Outcomes (CO):</b>   |   |                    |  |
| At the end of the course, the student will be able to:<br>CO1: Analyze the social and economic status of women in India through critical evaluation of key reports and studies.<br>CO2: Discuss the intersectionality of gender, religion, and caste in shaping women's experiences in India.<br>CO3: Evaluate the effectiveness of constitutional provisions and legal frameworks in protecting women's rights.<br>CO4: Investigate the challenges faced by women in education and the workforce, proposing potential solutions for greater equity.<br>CO5: Appraise the contributions of feminist movements to the advancement of women's rights and social justice in India.        |   |                    |  |
| Unit No  | Topics to be Covered  | Number Of Lectures | Bloom's Taxonomy Learning Outcomes   |
| 1.   | STATUS OF WOMEN IN INDIA<br>Gender Patriarchy & gender roles in family, gender based discrimination and gender stereotypes, Status of Women in India report 1975-social, economic, political, education, work.  | 13                 | <i>Students will be Identify key concepts related to gender roles, patriarchy, and women's status in India.</i>                      |
| 2.   | WOMEN, RELIGION AND DIVERSITY<br>Women's status and experiences from different religions backgrounds in India–Hindu, Muslim, Christian, Buddhist. Experiences and struggles of women across different castes. Savitribai Phule and Pandita Ramabai. Dalit women, Tribal women,. Women from North-east India | 13                 | <i>Students will be able to Explain the impact of cultural and religious diversity on women's experiences in different contexts.</i> |
| 3.   | CONSTITUTION AND CIVIL RIGHTS<br>Constitutional provisions for equality, Legislation for women's rights in workplace,   | 13                 | <i>Students will be able to apply knowledge of feminist theories to analyze contemporary women's movements.</i>                      |

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|    | family and marriage, inheritance rights, protection from discrimination and violence, sexual harassment. Different personal laws and demand for common civil code.  |    |  |
| 4. | <p>WOMEN, EDUCATION AND WORK</p> <p>Issue of housework-socialist feminist approach. Struggles for school and college education, employment; Education and work participation rates—in formal sector and informal sector. Struggles in the workplace—for equal wages, maternity rights, safe working conditions.</p>   | 13 | <i>Students will be able to Compare and contrast the status of women across different religious and caste backgrounds</i>          |
| 5. | <p>FEMINISM AND WOMEN'S MOVEMENTS IN INDIA</p> <p>Feminism in Indian context—grassroots movements for survival, equal rights, against discrimination, anti-dowry, anti-rape struggles. Protection of environment—Chipko movement; Rights of women workers—Self Employed Women's Association (SEWA), NFIW, AIDWA. Women and peace—Naga Mothers, women of Manipur. Feminist issues across borders—India, Pakistan and Bangladesh.</p> | 13 | <i>Students will be able to Critically evaluate the role of women's movements in shaping public policy and societal attitudes.</i> |

#### Textbooks

- Arya, S., Menon, N., & Lokneeta, J. (Eds.). (n.d.). Naarivaadi rajneeti: Sangharsh evam muddey. University of Delhi: Hindi Medium Implementation Board.
- Dube, L. (1988). In K. Chanana (Ed.), Socialization, education and women.
- Bhatti, Z. (1988). In K. Chanana (Ed.), Socialization, education and women.
- Joshi, G. (2004). Bharat mein stree asmaanta: Ek vimarsh. University of Delhi: Hindi Medium Implementation Board.
- Savitribai Phule. (2012). Azim Premji University.
- Chakravarty, U. (n.d.). Pandita Ramabai: A life and a time. Critical Quest.
- Geetha, V. (2002). Gender: Stree. Kolkata.
- Bhasin, K. (n.d.). Understanding gender (pp. 1-48, 67-70, 78-80).
- Agnes, F. (1988). My story... Our story of re-building broken lives. Forum Against Oppression of Women.
- Rao, A. (Ed.). (n.d.). Gender and caste. New Delhi: Kali for Women and Women Unlimited.
- Mehrotra, D. P. (2001). Bharatiya mahila andolan – Kal aaj aur kal. Books for Change.
- Uberoi, P. (Ed.). (n.d.). Social reform, sexuality and the state. Delhi: Sage.

#### Reference Books

- ICSSR. (1975). Toward equality: Status of women in India.
- Kumar, R. (1993). The history of doing: An illustrated account of movements for women's rights and feminism in India 1800-1990. Kali for Women.

**Programme: Bachelor of Arts/ Bachelor of Arts in Social Science**

**Status of Course: Major Course Credit: 5**

**Course Number: SYM-601, Foundation of Sociological Theory**

**Lectures/Week: of 55 mts. Each. [Week 5 per semester]: L-5**

**Total Lectures / Semester: 65**

**Introduction:** Sociological theory offers a framework for understanding social life and the structures influencing human behavior. Rooted in perspectives from early thinkers like Comte, Marx, Durkheim, and Weber, it encompasses various paradigms such as functionalism and conflict theory. Grasping these foundational theories is crucial for analyzing contemporary social issues and the dynamics between individuals and society.

**Objectives:**

1. To familiarize students with fundamental concepts and terms in sociological theory, such as society, social institutions, and social interaction.
2. To examine the contributions of early sociological thinkers like Auguste Comte, Karl Marx, Emile Durkheim, and Max Weber, highlighting their core ideas and methodologies.
3. To identify and differentiate between major sociological paradigms, including functionalism, conflict theory, symbolic interactionism, and postmodernism.
4. To encourage students to apply sociological theories to contemporary social issues, fostering critical thinking about the complexities of society.
5. To highlight the relevance of sociological theory to other disciplines, such as psychology, political science, and economics, to demonstrate its broader applicability.

**Course Outcomes (CO)**

**At the end of this course the student will be able to**

**CO1** Students will demonstrate a comprehensive understanding of key concepts and foundational theories in sociology, including the contributions of early theorists.

**CO2** Students will be able to apply various sociological theories to analyze contemporary social issues, illustrating the relevance of theory to real-world contexts.

**CO3** Students will develop critical thinking skills to assess different sociological paradigms, recognizing their strengths and limitations in explaining social phenomena.

**CO4** Students will identify and articulate the connections between sociology and other disciplines, appreciating the interdisciplinary nature of social inquiry.

**CO5** Students will engage with current sociological research and debates, demonstrating an ability to critically evaluate findings and their implications for understanding society.

**CO6** Students will enhance their ability to communicate sociological ideas clearly and effectively, both in written and oral formats, fostering informed discussions on social issues.

| <b>Unit No</b> | <b>Topic to be covered</b>  | <b>Number of lecture</b> | <b>Bloom's Taxonomy Learning Outcomes</b>   |
|----------------|---|--------------------------|---|
| <b>1</b>       | The emergence of sociology<br>The Enlightenment, French Revolution, Political Economy of the Enlightenment. | 8                        | Student will be able to recall key events and figures associated with the emergence of sociology, such as the Enlightenment and the French Revolution.    |
| <b>2</b>       | Schools of Sociological Theory: Functional, Conflict School, Social Action School.                          | 11                       | Student will be able to Identify the main characteristics and key theorists associated with functionalism, conflict theory, and the social action school. |

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| 3 | Functionalism and Structuralism B. Malinowski, R. Brown, T. Parsons, R.K. Merton   | 11 | Student will be able to Identify key figures associated with functionalism and structuralism, including B. Malinowski, R. Brown, T. Parsons, and R.K. Merton. Also they will be able to explain the central concepts of functionalism and structuralism, including the idea of social structures and their functions in society. |
| 4 | T. Parsons : Grand Theory, Parson's System Level, Theory of Alienation, Pattern Variable, and the Functional System (AGIL) | 11 | Student will be able to Identify key concepts associated with T. Parsons, including grand theory, the AGIL framework, and pattern variables.   |
| 5 | SOCIAL MOBILITY Social Mobility: Meaning, types and sources. Social Mobility in India.                                     | 11 | Student will be able to Define key concepts related to Merton's theory of middle-range theories and the theory of deviance.  |

**TEXTBOOKS:**

- Parsons Talcott: THE STRUCTURE OF SOCIAL ACTION
- Merton RK: SOCIAL THEORY & SOCIAL STRUCTURE
- Cohen PS: THE MODERN SOCIOLOGICAL THEORY
- Martindale Don: THE NATURE & TYPES OF SOCIOLOGICAL THEORY
- Turner JH: THE STRUCTURE OF SOCIOLOGICAL THEORY
- George Ritzer (2012): SOCIOLOGICAL THEORY, Rawat Publications.
- Giddens, A. (2009). Sociology.
- Ritzer, G. (2016). Sociological Theory.
- Babbie, E. (2016). The Practice of Social Research.

**Suggested Readings**

- Giddens, A. (2009). Sociology (6th ed.). Polity Press.
- Ritzer, G. (2016). Sociological Theory (10th ed.). McGraw-Hill Education.
- Coser, L. A. (1977). Masters of Sociological Thought: Ideas in Historical and Social Context.
- Turner, J. H., & Henson, S. (2006). The Sociology of the Self. Wadsworth.

| <b>Programme: Bachelor of Arts/ Bachelor of Arts in Social Science</b>  |  |                    |  |
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| <b>Status of Course &amp; Credit: MAJOR, CREDIT: 5</b>  |  |                    |  |
| <b>Course Number &amp; Title: SYM 602 SOCIOLOGY OF DEVELOPMENT IN INDIA</b>   |  |                    |  |
| <b>Lectures/ Week: of 55mts. Each/Week:5(L-5+T-0+P/S-0) [Weeks: 13 Per Semester]</b>  |  |                    |  |
| <b>Total Lectures /Semester: 65/VI Semester</b>   |  |                    |  |
| <b>Introduction:</b><br>This paper aims to provide students with a comprehensive understanding of the various dimensions of development within the Indian context. It explores the interplay of social, economic, political, and cultural factors that shape development processes and outcomes, particularly focusing on rural and urban development, policies, and the challenges faced by marginalized groups.   |  |                    |  |
| <b>Objectives:</b><br>6. To provide comprehensive understanding of the major sociological theories of development and their relevance to India's socio-economic context and to examine Rural and Urban Development by exploring the dynamics of rural and urban development in India, focusing on social, economic, and political factors shaping growth, infrastructure, and livelihoods in these areas.<br>7. To analyze development policies such as affirmative action, education, population control, and economic planning in the Indian context, and evaluate their impact on social equity and economic growth.<br>8. To focus on development of weaker sections by getting to understand the specific developmental needs of weaker sections in India, such as Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), and women, through the lens of constitutional, legal, and social interventions.<br>9. To explore programs of development, both formal and informal development programs such as community development, Panchayati Raj, and the role of NGOs, with an emphasis on their effectiveness in achieving sustainable growth.<br>10. To identify barriers to development such as ethnicity, communalism, regionalism, and terrorism, and understand their role in hindering planning and development. |  |                    |  |
| <b>Course Outcomes (CO):</b><br>After completion of the course, students will be able to:<br>CO1: Deep understanding of the various sociological theories of development and their application to India's unique socio-economic landscape and informed analysis of rural and urban development initiatives, understanding the disparities between them and their socio-political and economic implications.<br>CO2: Ability to critically evaluate the effectiveness of key development policies such as affirmative action, population control, and education policies, and understand their impact on different marginalized social groups.<br>CO3: Develop a strong understanding of the specific needs of marginalized groups (SCs, STs, OBCs, women) and critically assess the role of constitutional and legal measures in improving their socio-economic conditions.<br>CO4: Understanding of formal (Panchayati Raj, community development) and non-formal (NGOs) development programs and be able to assess their contributions to inclusive development in India.<br>CO5: Critical understanding of how ethnicity, communalism, regionalism, and terrorism act as barriers to development, and will be able to suggest solutions to mitigate their impact.  |  |                    |  |
| Unit No   | Topics to be Covered   | Number Of Lectures | Bloom's Taxonomy Learning Outcomes   |
| 1.  | Rural and Urban Development: Meaning, Nature, and scope of Rural and Urban development in India. | 13                 | <i>Students will be able to analyze the role of decentralization in development, by focusing on the role of Panchayati Raj Institutions (PRIs) in rural development and urban local bodies (ULBs) in urban</i> |

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|    |  |    | <p><i>governance and planning.</i></p> <p><i>Understanding of the socio-economic impact of rural and urban migration and will be able to evaluate the role of community participation in development, focusing on significance of participation of rural and urban communities in planning and implementing development projects and programs.</i></p> <p><i>Students will be able to analyze the challenges faced in rural and urban development, such as poverty, inequality, unemployment, inadequate infrastructure, environmental degradation, and rapid urbanization.</i></p> <p><i>They will also develop the ability to evaluate the effectiveness of rural and urban development strategies, using case studies and empirical data to understand their successes and limitations in addressing issues like rural poverty, urban sprawl, and regional disparities.</i></p> |
| 2. | <p>Policies of Development:<br/>Reservation policy, Education policy, Population policy, Latest five-year plan</p>   | 13 | <p><i>Students will be able to analyze the objective and rationale behind India's Affirmative Action, evaluate the impact of reservation policy in promoting social justice, analyze the role of India's Education Policy on literacy rates, skill development, employability, analyze the role of India's Population Policy in addressing the issue of family planning, demographic transition.</i></p>   |
| 3. | <p>Developmental Planning of the Weaker Section: Scheduled caste, Scheduled tribe, Other backward classes, and women; Constitutional and legal measures to improve their conditions.</p> | 13 | <p><i>Students will be able to analyze the challenges of the weaker section and evaluate the Constitutional and other legal measure for the upliftment and empowerment of the weaker section of society. Students will also be able to evaluate the effectiveness of developmental policies aimed at SCs, STs, OBCs, and women, recognizing both the achievements and limitations in improving access to education, healthcare, employment, and political representation, with help of Government and Think Tank Reports.</i></p>  |
| 4. | <p>Programs of Development:<br/>Formal: Community Development Program (CDP), Panchayati Raj; Non-Formal: Role of NGOs in development; Slum Reforms; Millennium Development Goals.</p>    | 13 | <p><i>Students will be able to analyze the role of Panchayati Raj Institutions (PRIs) in ensuring decentralized decision-making, democratic participation, evaluate the role of NGOs in development, with a focus on their contributions to social welfare, poverty alleviation, capacity building, and advocacy for marginalized groups in both rural and urban contexts.</i></p> <p><i>They will also be able to evaluate the effectiveness of slum reforms, challenges, and opportunities in implementing CDP.</i></p>  |

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| 5. | Barriers to Planning and Development: Ethnicity, Communalism, Regionalism and Terrorism | <p>13</p> <p><i>Students will be able to evaluate the role of ethnicity in development, analyzing how ethnic diversity can lead to both social fragmentation and conflict, as well as opportunities for inclusive policies that promote diversity and equitable development, with help of understanding of secessionism, separatism, insurgency, autonomy movements.</i></p> <p><i>They will be able to evaluate the impact of communalism on national development, including the causes and consequences of religious conflict, and how communal tensions can lead to violence, social dislocation, and hindered governance and strategies to prevent it.</i></p> <p><i>Understanding regionalism as a barrier to development, focusing on how regional disparities, uneven distribution of resources, and demands for autonomy can disrupt national unity and create challenges for equitable development planning.</i></p> <p><i>They will also develop the ability to evaluate the economic and social costs of terrorism, including its destabilizing effects on governance, infrastructure, foreign investment, and public security, as well as the broader implications for long-term development goals.</i></p> |
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### **Suggested Readings**

#### **Text Books**

- Desai, A. R. (1948). Social Background of Indian Nationalism (6th ed.). Popular Prakashan.
- Singh, Y. (1973). Modernization Of Indian Tradition: A Systematic Study of Social Change. Thomson Press (India) Limited.
- Sinha, S. (1987). Tribal Polities and State Systems in Pre-Colonial Eastern and North-Eastern India. K.P. Bagchi & Company.
- Desai, A. R. (1984). India's Path of Development: A Marxist Approach (Revised ed.). Popular Prakashan.
- Singh, Y. (1973). *Modernization of Indian tradition: A systematic study of social change*. Thomson Press (India) Limited.
- Kothari, R. (1988). Rethinking Development: In Search of Humane Alternatives. Ajanta Publications.
- Davis, J. A. (1970). *Social problems*. Pearson.
- Saxena, H. S. (1985). Safeguards for Scheduled Castes and Scheduled Tribes. Deep & Deep Publications.
- Pandey, P. C. (1985). Rural Development in India. Himalaya Publishing House.
- Chatterjee, S. K. (1978). The Scheduled Caste in India. Gyan Publishing House.
- Parikh, K. S. (Ed.). (2008). India Development Report (2008). Oxford University Press.
- Pandey, R. (1985). Sociology of Development: Concept, Theories, And Issues. Mittal Publications.
- Matin, A. (1986). Social Change & Planning. Ashish Publishing House

#### **References**

- Singh, S. (2010). Sociology of Development. New Royal Book Company.

- NCERT. (2015). *Social Change and Development in India (Class XII)*. National Council of Educational Research and Training.
- Gregory, D. (Ed.). (2016). *The Sociology of Development (Handbook)*. Sage Publications.

| <b>Programme: Bachelor of Arts/ Bachelor of Arts in Social Science</b>  |   |                    |   |
|---|---|--------------------|---|
| <b>Status of Course &amp; Credit: Major, CREDIT: 5</b>  |   |                    |   |
| <b>Course Number &amp; Title: SYM603 MODERN SOCIAL ECOLOGY</b>  |   |                    |   |
| <b>Lectures/ Week: of 55 mts. Each/ Week: 5(L-5+T-0+P/S-0) [Weeks: 13 per semester]</b>   |   |                    |   |
| <b>Total Lectures / Semester: 65/VI</b>   |   |                    |   |
| <b>Introduction:</b><br>This course aims to familiarize students with ideas, approaches, theories, and practices of social ecology. So that they will be able to fulfil the need for ecological citizenship through developing a strong foundation on the critical linkages between ecology-society-economy.  |   |                    |   |
| <b>Objectives:</b><br>1: To understand the concept of Ecology, Social Ecology, Ecosystem and their relationship with society.<br>2: To know the perspectives of Environment for understanding the linkages between Nature, Society and Economy.<br>3: To know the concept of Evolution, Social Evolution and Organicism.<br>4: To explore mechanisms to reduce environmental pollution, maintaining ecological balance, as well as legal and socio-cultural conditions for sustainable development.<br>5: To understand and analyze the different issues related to environment and development and their remedies.   |   |                    |   |
| <b>Course Outcomes (CO):</b>  |   |                    |   |
| At the end of the course, the student will be able to:<br>CO1: Understand the concept of social ecology, ecosystem and its approaches.<br>CO2: Critically analyze the different perspectives of environment to study the linkages between Nature, society and economy.<br>CO3: Analyze the evolutionary and organismic approaches to study the relationship between environment and society.<br>CO4: Develop critical thinking for shaping strategies (scientific, social, economic and legal) for environmental protection and conservation of biodiversity, social equity and sustainable development.<br>CO5: Assess the causes and consequences influencing human actions on the web of life, global economy and quality of human life. |   |                    |   |
| Unit No   | Topics to be Covered  | Number of Lectures | Bloom's Taxonomy Learning Outcomes  |
| 1.  | CONCEPT OF SOCIAL ECOLOGY<br>Eco-System, Environment and Society-their interrelationship, Country, Community, and Cultural Interface. | 13                 | Students will be able to explain the interaction between nature and society. They will understand social ecology as a perspective and different approaches of social ecology.   |
| 2.  | PERSPECTIVES ON ENVIRONMENT<br>Organizational Ecology and Evolution, Eco-Feminist, Eco-Socialism, Eco-Capitalism, and Philosophical.  | 13                 | Students will be able to learn about different perspectives of environment to study the linkage between society and nature. It will enable students to develop a comprehensive understanding of various facets of life forms, ecological processes and how humans have impacted them during the Anthropocene era. |

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| 3. | SOCIOLOGICAL EVOLUTION<br>Social Organicism and Early Sociological Evolutionism  | 13 | Students will be able to gain depth knowledge on natural processes that sustain life. It will be helpful to develop empathy for various life forms. They will analyze the various ecological linkages between society and environment.  |
| 4. | CONTEMPORARY ENVIRONMENT ISSUES<br>Ecology and Spirituality, Spirituality and Ethics, Ways and means of mitigating the pollution problems and methods of conserving Bio-Fuel electricity: Water, Land etc. for sustainable living.   | 13 | Students will be able to identify relevant environmental issues, analyze the various underlying causes, evaluate the practices and policies, and develop critical thinking for shaping strategies (scientific, social, economic and legal) for environmental protection and conservation of biodiversity, social equity and sustainable development.                                |
| 5. | ENVIRONMENT AND DEVELOPMENT<br>Technology, Industrialization and Development, Urbanization and Problems of Pollution and Slums, Global Efforts for Resource Conservation, Environmental Consciousness, Social Ecology as Green Anarchism. Environmentalism: Origin of Environmental Movement- Chipko, PSI, Greenpeace, Kalpvriksh. | 13 | Students will be able to understand the causes and consequences due to increasing economic development. It will be helpful to acquire values and attitudes towards understanding complex environmental-economic social challenges and participating actively in solving current environmental problems through adopting sustainability as a practice in life, society and industry. |

**Text Books:**

- Guha, Ramchandra (1998): SOCIAL ECOLOGY. Oxford India
- Guha, Ramchandra (ed.). 1998. Social Ecology. Oxford Univ. Press Sengupta,R.(Ed.) 2013. Ecological Limits and Economic Development. Oxford University Press, New Delhi, India.
- Singh, J.S., Singh, S.P. and Gupta, S.R. 2017. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.
- Rosencranz, A., Divan, S., and Noble M.L. 2002. Environmental Law and Policy in India: Cases, Material & Statutes. Oxford University Press.
- Schmidtz, D., Shaha, D.C. 2018. Environmental Ethics: What Really Matters, What Really Works 3rd Edition, Oxford University Press, USA.
- Odum, E.P., Odum, H.T. & Andrews, J. 1971. Fundamentals of Ecology. Philadelphia: Saunders.
- Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt.
- Bookchin, Murray. 1980. Toward An Ecological Society. 2nd Edition Black Rose Books.
- Bookchin, Murray. 2007. What is Social Ecology? In Social Ecology and Communalism. Book by Murray Bookchin. A.K. Press
- Clark, John. 1997. A Social Ecology. In Capitalism Nature Socialism. 8:3. 3- 33. DOI:10.1080/10455759709358746

**References:**

- Beeby A Brennan AM (2006), First Ecology, OUP, N.D.
- Pugh, Cedre (1990), Housing and Urbanization: A Study in India, New Delhi, Sage Publications.
- Guha, Ramchandra. 1997. Social-Ecological Research in India: A Status Report. In Economic and

Political weekly. February 15-21. 1997 Vol. 32. No.7. Pp. 345-352

- Oomen, T.K. 2015. Radha Kamal Mukherjee on Social Ecology: Filling up some Blanks. In Sociological Bulletin. January-April 2015, Vol. 64 No.1. Pp 15-35
- Shiva, Vandana (2010): Staying Alive. South End Press

| <b>Programme: Bachelor of Arts/ Bachelor of Arts in Social Science</b>  |  |                    |  |
|---|--|--------------------|--|
| <b>Status of Course &amp; Credit: MAJOR, CREDIT: 5</b>  |  |                    |  |
| <b>Course Number &amp; Title: SYM 604, CRIMINOLOGY &amp; PENOLOGY</b>   |  |                    |  |
| <b>Lectures/ Week: of 55mts. Each/Week:5 (L-5+T-0+P/S-0) [Weeks: 13 Per Semester]</b>   |  |                    |  |
| <b>Total Lectures /Semester: 65/VI Semester</b>   |  |                    |  |
| <b>Introduction:</b><br>This course focuses the scientific study of crime & its various forms, criminal behavior, and the criminal justice system within the framework of criminology and explores various theories from biological to psychological and sociological theories. It also focusing on corrective measures such as probation, parole, and open jail systems.   |  |                    |  |
| <b>Objectives:</b><br><ol style="list-style-type: none"> <li>1. To introduce students to the fundamental concepts of criminology and its connections with sociology, psychology, and anthropology, highlighting how these fields contribute to the understanding and analysis of crime and criminal behavior.</li> <li>2. To critically examine different schools of thought within criminology, such as biological, psychological, sociological, and integrated theories.</li> <li>3. To explore the concepts of crime, with a special focus on white-collar crime with special reference to Lambert, Bonger, Hayes, and Sutherland and examine various types of criminals and their behavior.</li> <li>4. To understand the juvenile delinquency &amp; deviant behaviour and correctional measures and their role in the reintegration of offenders into society.</li> <li>5. To explore the alternative punitive measures such as probation, parole, and open jail systems.</li> </ol>   |  |                    |  |
| <b>Course Outcomes (CO):</b>  |  |                    |  |
| At the end of the course, the student will be able to:<br>CO1: Comprehensive understanding of crime, criminal behaviour, its causes, and societal impacts within the framework of criminology and to critically analyze crime and criminal behavior through sociology, psychology, and anthropological perspectives.<br>CO2: Understand and examine the key theories in explaining criminal behavior from classical, biological, psychological, and sociological perspectives.<br>CO3: Understand and analyse the concept of white-collar crime and its distinction from other forms of criminal behavior and to analyze theories of Lambert, Bonger, Hayes, and Sutherland.<br>CO4: Understand and critically analyse the causes and factors contributing to juvenile delinquency and deviant behavior including corrective measures and rehabilitation strategies used in the juvenile justice system.<br>CO5: Explore the concepts of probation, parole, and open jail systems as alternatives to imprisonment. They will be able to evaluate the effectiveness of various jail reforms in promoting rehabilitation. |  |                    |  |
| Unit No   | Topics to be Covered   | Number Of Lectures | Bloom's Taxonomy Learning Outcomes   |
| 1.  | <b>CRIMINOLOGY:</b> Definition, meaning, nature and scope. Relation of Criminology with Sociology Psychology and Anthropology. | 13                 | Students will be able define and conceptualise crime and criminal behaviour in the framework of criminology and be able to describe the nature and scope criminology.<br>Students will be able to compare and interaction of criminology with other social sciences. |

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| 2. | <b>THEORIES OF CRIMINAL BEHAVIOUR:</b> Classical (Beckeria), Biological (Lombroso & Goring), Psychological (Godard), Sociological Differential Association theory (Sutherland), Anomie theory (Durkheim & Merton), Differential Opportunity theory (Cleward). | 13 | Students will be able to explain crime and criminal behaviour through various theoretical frameworks such as- biological, sociological and classical theory and to apply these theories in the analysis of crime and criminal behaviour in the framework of criminology. |
| 3. | <b>CRIME &amp; CRIMINALS:</b> White Collar crime (Lambert, Bonger, Hayes Sutherland & IPC).<br><b>CRIMINALS:</b> Types (Lombroso & Sutherland), Cyber Crime.  | 13 | Students will be able to critically evaluate white-collar crime, traditional criminal behavior, and cybercrime, while recognizing the social, legal, and economic implications of each.  |
| 4. | <b>JUVENILE DELINQUENCY:</b> Definition, Factors and Correctional Measures. Deviant Behaviour.  | 13 | Students will be able to understand the juvenile delinquency and deviant behaviour and critically analyze the existing criminal justice policies and propose reforms in areas such as juvenile delinquency and deviant behaviour.  |
| 5. | <b>PUNITIVE MEASURES:</b> Probation, Parole & Jail Reforms, Open Jail.  | 13 | Students will be able to explore how punitive measures such as probation, parole, and jail reforms operate within the criminal justice system.   |

### Suggested Readings

#### Textbooks

- Carrabine, E.; et al. (2004). Criminology: A Sociological Introduction. London: Routledge.
- Gaur, K.D. (2000). Criminology, Penology and Victimology. Universal Law Publishing (An imprint of LexisNexis)
- Hagan, J. (2017). Introduction to Criminology: Theories, Methods, and Criminal Behavior (9th ed.). SAGE Publications.
- Paranjape, N.V. (2017). Criminology and Penology with Victimology. Central Law Publications.
- Prasad, A. (2020). Crime, Justice, and Society in India: An Analytical Overview. McGraw Hill Education.
- Shukla, S.C. (2023). Criminology and Penology. Central Law Agency.
- Siddique, A. (1977). Criminology: Problems and Perspectives. Eastern Book Company.
- Singh, M.P. (2018). Understanding Criminology and Penology in India: Theory and Practice. Jaypee Brothers Medical Publishers.
- Sutherland, E.H. (1947). Principles of Criminology, IV Edition. J P Lippincott.
- William Hall, J.E. (1984). Criminology and Criminal Justice. London: Butterworths.

#### Reference Books

- Akers, R.L. (1973). Deviant Behavior: A Social Learning Approach. Wadsworth Publishing.
- Decker, S.H., & Weisel, D.L. (2019). Criminal Justice: A Very Short Introduction. Oxford University Press.
- Ahuja, R. (1981). The Prison System. Sahitya Bhawan. Agra.
- Bhushan, V. (1970). Prison Administration in India. S. Chand & Co.

- Clinard, M.B., & Meier, R. F. (2016). *Sociology of Deviant Behavior* (15th ed.). Cengage Learning.
- Merton R. K. (1949). *Social Theory and Social Structure*. Amerind, New Delhi.
- Cloward, R. & Ohlin .L E. (1960). *Delinquency & Opportunity: A Study in Delinquent Gangs*. Routledge London.
- Cohen, A.K. (1955). *Delinquent Boys: The Culture of the Gang*. Free Press.
- Durkheim, E. (1951). *Suicide: A Study in Sociology*. New York: Free Press.
- Government of India. (2015). *Juvenile Justice (Care and Protection of Children) Act, 2015*.
- Lombroso, C. (1911). *Crime, Its Causes and Remedies*, H P Horton.
- Miller, W.L. (2018). *Criminal Justice Ethics: Theory and Practice*. Springer.
- Ministry of Women and Child Development, Government of India, *Juvenile Justice (Care and Protection of Children) Act, 2015*.
- Ministry of Women and Child Development. (Last 5 years). *Rehabilitation and Skill Development in Juvenile Homes*.
- National Crime Records Bureau (NCRB) Reports, Last 10 years.
- National Commission for Protection of Child Rights (NCPCR).(Last 5 years ). *Collaboration of Social Services in Juvenile Justice*.
- Shaw, C. & Federick, Z. (1929). *Delinquency Areas*. The University of Chicago Press.
- Sutherland, E H. (1949). *White Collar Crime*. New York: Dryden Press.
- Walter, C. Reckless. (1970). *The Crime Problem*. Bombay.

| Program Name- M.A. Sociology Post-Graduate Course              |  |                             |   |
|--|--|-----------------------------|---|
| Status of Course & Credit : Major Course, 5                    |  |                             |   |
| Course Number & Title : SYM 701 Sociological Concepts          |  |                             |   |
| Lectures/ Week : of 55 mts. Each. [Week 13 per semester] : L-5 |  |                             |   |
| Total Lectures / Semester :65                                  |  |                             |   |
| 1  | <p><b>Introduction:</b><br/>This course on <i>Sociological Concepts</i> provides an overview of sociology's origin, nature, and scope, exploring its relationship with other social sciences. It examines key social structures, institutions, and cultural elements, along with processes like socialization, co-operation, and conflict.</p>   |                             |   |
| 2  | <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To understand the origin, nature, and scope of sociology and its relationship with other social sciences.</li> <li>2. To explore the fundamental sociological concepts such as society, culture, socialization, and social processes.</li> <li>3. To examine social structures and institutions, their roles, and their impacts on individuals and society.</li> <li>4. To analyze the processes of social change and control in contemporary society.</li> <li>5. To encourage critical thinking about emerging sociological concepts, such as gender, justice, human rights, social exclusion, and inclusion.</li> </ol> |                             |   |
| 3  | <p><b>Course Outcomes</b><br/>By the end of this course, students will be able to:</p> <p>CO1. Define and discuss the origin and development of sociology, and differentiate it from other social sciences.</p> <p>CO2. Demonstrate an understanding of key sociological concepts like society, culture, and social institutions.</p> <p>CO3. Apply sociological theories to analyze social relationships, structures, and institutions.</p> <p>CO4. Critically evaluate the impact of social changes and social control mechanisms on society.</p> <p>CO5. Construct arguments related to emerging concepts like gender, social inclusion, and justice using sociological perspectives.</p>   |                             |   |
|  | <b>Course Contents</b>   | <b>Number of Lecture(s)</b> | <b>Bloom's Taxonomy Learning outcome</b>  |
| 1  | <p><b>Sociology: origin, nature and scope</b><br/>Sociology and other social sciences, sociology and history, sociology and economics, sociology and political science, sociology and psychology, sociology and anthropology, sociology and demography, nature and scope of sociology, sociological perspective and sociological imagination.</p>  | 12                          | Students will be able to identify the origin and key definitions of sociology and explain the relationship between sociology and other social sciences such as political science, history, and economics. |
| 2  | <p><b>Society, community and institutions</b><br/>Meaning, features, social structure, function, status and role, individual and society. Community- definition of community, elements, types. social institutions- meaning, characteristics and types. Association- meaning, characteristics and types. Major social institutions- marriage- meaning, features, types and function, family- definition, types and function. Education- definition, forms, functions and changes. The government definition forms and functions. Concept of system, social group, social organization.</p>   | 14                          | Students will be able to define key concepts such as society, community, and social institutions and use structural-functionalism to explain the roles and functions of social institutions               |

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| 3 | <b>Culture</b><br>Definition of culture, contents of culture, cultural traits, functions, theories, sub-culture, cultural lag, variability of culture, ethnocentrism.  | 13 | Students will be able to define culture and sub-culture, and explain the concept of cultural traits.   |
| 4 | <b>Socialization and social processes</b><br>Socialization- concept, nature and agencies. Processes co-operation, competition, conflict, accommodation, assimilation and acculturation, association  | 13 | Students will be able to recall the concept and process of socialization and explain the role of social agencies in the socialization process. |
| 5 | <b>Social change and social control</b><br>Social change-concept and meaning, social evolution, diffusion, social progress and development. Emerging concepts- gender, human rights, justice, social exclusion and inclusion. Social control- meaning and forms- formal and informal, direct and indirect, agencies of social control, change in social structure, theories- dialectical and cyclical. | 13 | Students will be able to define social change and social control and explain the difference between social evolution and social progress       |

#### Suggestive Readings

1. Bottomore, T. B. (1972). *Sociology: A guide to problems and literature*. Harper & Row.
2. Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2017). *Introduction to sociology* (10th ed.). W. W. Norton & Company.
3. Johnson, M. H. (1982). *Sociology: A systematic introduction*. Harper & Row.
4. Nagla, B. K., & Singh, S. B. (2019). *Introducing sociology*. Rawat Publications.
5. Singh, J. P. (2019). *Sociology: Concepts and theories* (6th ed.). Pearson Education.

| <b>Programme: Master's in Social Science</b>  |   |                    |   |
|---|---|--------------------|---|
| <b>Status of Course &amp; Credit: MAJOR, CREDIT: 5</b>  |   |                    |   |
| <b>Course Number &amp; Title: SYM 702 INDIAN WOMEN: SOCIO-POLITICAL ISSUES</b>  |   |                    |   |
| <b>Lectures/ Week: of 55mts. Each/Week:5(L-5+T-0+P/S-0) [Weeks: 13 Per Semester]</b>  |   |                    |   |
| <b>Total Lectures /Semester: 65/I Semester</b>  |   |                    |   |
| <b>Introduction:</b><br>This course offers a comprehensive look at the challenges faced by women in India, both historically and today. It explores gender development, feminist ideas, and women's activism. Students will learn about the intersection of gender with issues like poverty, politics, and global feminism. This knowledge will help them contribute to ongoing discussions about women's rights and empowerment.   |   |                    |   |
| <b>Objectives:</b><br>6. To analyze gender as a socially constructed phenomenon, recognizing the jobs and identities related to femininity and masculinity.<br>7. To Investigate diverse feminist theories, including liberal, socialist, Marxist, and postmodern perspectives, to understand their impact on women's movements.<br>8. To Examine significant women's movements in India, including the contributions of key activists and the historical context of women in the freedom struggle.<br>9. To critically engage with women's participation in political life, from local governance to national politics.<br>10. To explore the global dimensions of feminism, particularly in SAARC countries and beyond, by examining cross-border issues like gender-based violence, religious fundamentalism, and women's employment.                                    |   |                    |   |
| <b>Course Outcomes (CO):</b>  |   |                    |   |
| After completion of the course, students will be able to:<br>CO1: Demonstrate an understanding of how gender is constructed and its implications for societal norms and individual identities.<br>CO2: Analyze key feminist theories including liberal, socialist, Marxist, radical, postmodern, third world, and Dalit feminism.<br>CO3: Investigate the history of women's activism in India, with a focus on key figures and movements during the freedom struggle and post-independence.<br>CO4: Analyze the role of women in political governance at local, state, and national levels, with a focus on structures like the National Commission for Women (NCW).<br>CO5: Explore transnational feminist movements, particularly within SAARC countries, and the common issues they address, including gender-based violence, patriarchy, and religious fundamentalism. |   |                    |   |
| Unit No   | Topics to be Covered                    | Number Of Lectures | Bloom's Taxonomy Learning Outcomes  |
| 1.  | Gender As a Social Construct & Feminism | 13                 | <i>Students will have understood basic concepts and approach for studying gender, and women's issues in India.</i>          |
| 2.  | Feminist Theories                       | 13                 | <i>Students would have become aware of the conditions of women in India and their struggles and movements for equality.</i> |

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| 3. | Women's Movements in India                                     | 13 | <i>Students will have understood some of the most significant issues regarding gender, development and political participation including education, empowerment, and governance.</i>                 |
| 4. | Gender, Development and Political Participation                | 13 | <i>Students will have grasped the basic meaning of feminism, feminist ideologies, and emergent issues in the contemporary world.</i>   |
| 5. | Transnational Feminism Issues Across Borders & Emergent Issues | 13 | <i>Students would have understood some transnational women's issues including within SAARC countries, Middle East and western world, thus developing a comparative perspective on gender issues.</i> |

### **Suggested Readings**

#### **Text Books**

- Kumar, Radha, 1993, The History of Doing an Illustrated Account of Movements for Women's Rights and Feminism in India 1800-1990, Kali for Women.
- S. Arya, N. Menon & J. Lokneeta (eds.) Naarivaadi Rajneeti: Sangharshevam Muddey, University of Delhi: Hindi Medium Implementation Board Dube, Leela 1988, in Chanana, Karuna (ed) Socialization, Education and Women.
- Mehrotra, Deepti Priya, Home Truths: Stories of Single Mothers, Penguin, 2006
- Chakravarty, Uma, Pandita Ramabai: A Life and A Time, Critical Quest
- Rege, Sharmila, 2005, Sociology of Gender.
- Desi, Neera & M. Krishnaraj, 1987. Women and Society in India.
- Beasley, Chris, "What is Feminism: An Introduction to Feminist Theory", Sage Publications
- Bowden, Peta & Mummery, Jane - "Understanding Feminism"
- Shiva, Vandana - "Staying Alive: Women, Ecology and Development"
- Geetha, V. "Patriarchy" and "Gender" Helmi Jarviluoma, Pirkko Moisala & Anni Vilkkö. "Gender and Qualitative Methods."
- Seale, Clive. (Ed.) Social Research Methods: A Reader (Routledge Student Readers) 2004
- Scott, Joan W. "Gender: A Useful Category of Historical Analysis," American Historical Review 91.5 (1986): 1053-1075.
- Wallace, Ruth. (Ed.) Feminism and Sociological Theory. Sage, California 1989
- Scott, Joan W. Gender and the Politics of History. Columbia Univ. Press 1988
- Reihartz, S. & Lynn Davidman. Feminist Methods in Social Research. OUP, NY, 1992
- Moore, Henrietta. Feminism and Anthropology. Univ. of Minnesota Press, 1988
- Ramazanoglu C. Feminist Methodology: Challenges and Choices. Sage, London, 2002
- Visveswaran, Kamala. "Defining Feminist Ethnography" Inscriptions : 27-44, 1988
- Bolt, C. The Women's Movements in the United States and Britain from the 1790s to the 1920s. New York & London: Harvester Wheatsheaf, 1993.
- Burton, A. Burdens of History: British Feminists, Indian Women and Imperial Culture. University of North Carolina Press, 1994.

- Holton, S. *Suffrage Days: Stories from the Women's Suffrage Movement*. London: Routledge, 1996.
- Legates, M. *In Their Time: A History of Feminism in Western Society*. London: Routledge, 2001.

### **References**

- Rendall, J. *The Origins of Modern Feminism: Women in Britain, France and the United States, 1780-1960*. Basingstoke: Macmillan, 1985.
- Kemp, S and Judith Squires. *Feminisms*, Oxford: Oxford University Press, 1997.
- Ramusack, Barbara N., and Sharon Sievers. *Women in Asia*. Bloomington: Indiana University, Press, 1999.
- Bhasin, Kamala and Nighat Said Khan. *Some Questions on Feminism and Its Relevance in South Asia.*, Kali for Women, New Delhi, 1986.
- Chaudhuri, Maitrayee (Ed.) *Feminism in India*, Kali for Women, New Delhi, 2004.
- Menon, Nivedita. *Gender and Politics in India*, OUP, New Delhi. 1999.
- Sangari, Kumkum and Suresh Vaid (eds.). *Recasting Women: Essays in Colonial India*, New Delhi: OUP, 2003.

| <b>Programme: Master of Arts in Social Science (Sociology)</b>   |   |                    |  |
|--|---|--------------------|--|
| <b>Status of Course &amp; Credit: Major, CREDIT: 5</b>   |   |                    |  |
| <b>Course Number &amp; Title: SYM703 Globalization and Social Change</b>   |   |                    |  |
| <b>Lectures/ Week: of 55 mts. Each/ Week: 5(L-5+T-0+P/S-0) [Weeks: 13 per semester]</b>  |   |                    |  |
| <b>Total Lectures / Semester: 65/1</b>   |   |                    |  |
| <b>Introduction:</b><br>This course aims to educate students with concept, dimensions, theories of globalization and its impact on the study of the social world. So that they will be in position to analyze its impacts and consequences on local and regional development; poverty and inequality; transnational labor migration; growth of global cities and nation-states.  |   |                    |  |
| <b>Objectives:</b><br>1: To understand the concept of globalization and its theories<br>2: To understand and explore the different dimensions of globalization.<br>3: To understand and analyze the major impacts of globalization on different aspects of life.<br>4: To examine the concept of global economy and its impacts on different sections of society.<br>5: To analyze the linkage between globalization and social movements.   |   |                    |  |
| <b>Course Outcomes (CO):</b><br>At the end of the course, the student will be able to:<br>CO1: Understand the concept of globalization, its nature, history and theories of global academics.<br>CO2: Explore the different dimensions of globalization and critically analyze the opportunities and challenges creating due to globalization.<br>CO3: Understand the impacts of globalization on society in general and particularly social and cultural aspects of society.<br>CO4: Understand the concept of global economy and analyze its positive and negative effects on economic, social and cultural institutions in India and around the world.<br>CO5: Understand the nature of problems resulting from globalization and evaluate the strengths and limitations of the efforts of non-government organizations in addressing social and economic issues in the developing world. |   |                    |  |
| Unit No  | Topics to be Covered  | Number of Lectures | Bloom's Taxonomy Learning Outcomes   |
| 1.   | GLOBALIZATION & THEORETICAL DEBATES<br>Concept of Globalization, History & Characteristics. Theoretical debates with reference to Martin Albrow, R. Robertson, Giddens, Wallerstein & Manuel Castells and Samir Amin. | 13                 | Students will be able to understand nature, history of globalization and analyze various theories and models of globalization in the world. They will also compare the major sociological theories of globalization. |
| 2.   | DIMENSIONS OF GLOBALIZATION<br>Economic, Political, Socio-Cultural & Ecological. Government Policy of Liberalization, Privatization & Globalization.  | 13                 | Students will be able to differentiate in various dimensions of globalization and explore new dimension of globalization.  |

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| 3. | GLOBALIZATION, CULTURE AND POLITY<br>Social base of Globalization, Cultural Impact of Globalization.  | 13 | Students will be able to analyze the different bases of globalization and impact of globalization on societies. They will be in position to search the solutions of these impacts.  |
| 4. | GLOBAL ECONOMY & ITS IMPACT<br>Change & Development, Social Equity Programmes, Marginal Sections & marginalization. Worker's unemployment, Labour Movement & Challenges, Resurgence of religion, Ethnic violence. | 13 | Students will be able to understand the different aspects of global economy. They will analyze its positive and negative effects on economic, social and cultural institutions in India and around the world.   |
| 5. | GLOBALIZATION & SOCIAL MOVEMENTS<br>Anti-Globalization Movements, World Social Forum, Challenges for People's Movement, Operation of NGOs & Women's movement  | 13 | Students will be able to evaluate the strengths and limitations of the efforts of government & non-government organizations in addressing social and economic issues in the developing world. This will be helpful to analyze how globalization is creating hindrances in the process of development. |

**Text Books:**

- Schuurman, Frans J. (ed.) (2002): GLOBALIZATION AND DEVELOPMENT STUDIES, SAGE Publications, New Delhi.
- Waters, M.(1995): GLOBALIZATION, Routledge, London.
- Lechner, Frank J. and Boli, John (ed) (2000): THE GLOBALIZATION, Blackwell, Oxford.
- Pais, Jasim (2002): 'CASUALISATION OF URBAN LABOUR FORCE', Economic and Political Weekly, February16,(pp.631-642).
- Ritzer G.(2011), GLOBALIZATION- ITS ESSENTIALS, Wiley Blackwell Publications
- Steger M.B. (2017): GLOBALIZATION: A VERY SHORT INTRODUCTION, OUP

**References:**

- Jha, Avinash (2000): BACKGROUND TO GLOBALIZATION, Centre for Education and Documentation, Mumbai.
- JOURNAL OF WORLD-SYSTEMS RESEARCH, Vol.5, No.2 (Spring 1999).
- Dubhashi, P.R. (2002): 'PEOPLE'S MOVEMENT AGAINST GLOBAL CAPITALISM', Economic and Political Weekly, Feb 9 (pp.537-543).
- Pais, Jasim (2002): 'CASUALISATION OF URBAN LABOUR FORCE', Economic and Political Weekly, February16,(pp.631-642).
- Castells. 2010. INFORMATION AGE: ECONOMY, SOCIETY AND CULTURE. OXFORD: WILEY BALCKWELL
- Leslie Sklair (2002): GLOBALIZATION- CAPITALISM AND ITS ALTERNATIVE, OUP London
- Chaudhary K (2007) GLOBALIZATION, GOVERNANCE REFORMS AND DEVELOPMENT IN INDIA, Sage
- Moghadam V.M. (2012) Globalization and Social Movement: Islam, Feminism, And The Global Justice Movement Rowman & Littlefield Publishers
- Amin, S (2014): CAPITALISM IN THE AGE OF GLOBALIZATION, Zed Books Ltd

| <b>Programme: M.A. in Social Science (Sociology)</b>   |  |                    |  |
|--|--|--------------------|--|
| <b>Status of Course &amp; Credit: MAJOR, CREDIT: 5</b>   |  |                    |  |
| <b>Course Number &amp; Title: SYM 704 SOCIOLOGY OF RELIGION</b>  |  |                    |  |
| <b>Lectures/ Week: of 55mts. Each/Week:5 (L-5+T-0+P/S-0) [Weeks: 13 Per Semester]</b>  |  |                    |  |
| <b>Total Lectures /Semester: 65/ I Semester</b>  |  |                    |  |
| <b>Introduction:</b><br>This course explores the role of religion in society, focusing on its relationship with social institutions and historical contexts. It covers classical and contemporary sociological theories, religious movements, and contemporary issues such as secularism, communalism, and the phenomenology of consciousness. Special emphasis is placed on religion in India, examining key figures and movements to understand religion's evolving societal role.   |  |                    |  |
| <b>Objectives:</b><br>1. To understand religion sociologically and explore its links with philosophy, morality, science, and law.<br>2. To analyze classical and contemporary approaches to studying religion, including post-modern perspectives.<br>3. To examine religion in India, focusing on key figures and major religious traditions.<br>4. To Study the nature and causes of religious movements, both historical and contemporary.<br>5. To address contemporary issues like religion's relation to science, secularism, and communalism.<br>6. To foster critical thinking on religious tolerance and its societal impact. |  |                    |  |
| <b>Course Outcomes (CO):</b>   |  |                    |  |
| At the end of the course, the student will be able to:<br>CO1: Define religion and explain its societal connections.<br>CO2: Analyze classical and contemporary sociological theories of religion.<br>CO3: Discuss the contributions of key Indian thinkers and religious traditions.<br>CO4: Examine religious movements in historical and modern contexts.<br>CO5: Analyze contemporary issues like secularism and communalism.<br>CO6: Critically evaluate religion's role in promoting or hindering social cohesion.   |  |                    |  |
| Unit No  | Topics to be Covered   | Number Of Lectures | Bloom's Taxonomy Learning Outcomes   |
| 1.   | RELIGION, Definition and its Relationship with Philosophy, Morality, Dharma, Science and Law. Concepts: Cult, Sect, Denomination.  | 13                 | <i>Students will be explaining sociological understanding of religion with relational aspect of religion with concepts related to religion</i> |
| 2.   | APPROACHES TO STUDY OF RELIGION A- Classical Approach: Durkheim, Marx, Weber. B- Contemporary Approach: Phenomenology, Neo-Marxist, Neo-Functional. C- Postmodernism & Religion. | 13                 | <i>Students will be able to understand establishing linkage between theories of religion with modern society.</i>                              |
| 3.   | RELIGION IN INDIA Mahatma Phule, Mahatma Gandhi & B R Ambedkar, Swami Vivekananda, Folk Religion, Buddhism, Islam, Christianity, Tribal Religion.                                | 13                 | <i>Students will be able to apply Indian thinkers thought on religion with critical analysis and religious reformation in society.</i>         |
| 4.   | RELIGIOUS MOVEMENT Nature, Causes, types, religious movement, Contemporary Religious Movements, Bhakti Movement, Bhahavi Movement.   | 13                 | <i>Students will be able to be analyzing the nature of religious movements within contemporary world.</i>                                      |

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| 5. | CONTEMPORARY ISSUES Religion and Science. Consciousness: Meaning, Types and Phenomenology of Consciousness. Issues of Tolerances. Secularism, Communalism. | 13 | <i>Students will be able to critically Formulate arguments on religion's role in social issues like tolerance and communalism.</i> |
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### **Suggested Readings**

#### **Text Books**

- Hamilton, M. B. (2001). The sociology of religion: Theoretical and comparative perspectives (2nd ed.). Routledge.
- Johnstone, R. L. (2015). Religion in society: A sociology of religion (8th ed.). Routledge.
- Niebuhr, H. R. (1929). The social sources of denominationalism. Henry Holt and Company.
- Tawney, R. H. (1926). Religion and the rise of capitalism. Harcourt Brace Jovanovich.
- Turner, B. S. (Ed.). (2011). Religion and society in a globalizing world. Routledge.
- Weber, M. (1922). The sociology of religion. Beacon Press.

#### **References**

- Berger, P. L. (1967). The sacred canopy: Elements of a sociological theory of religion. Anchor Books.
- Durkheim, E. (1912). The elementary forms of religious life. Free Press.
- Monahan, S. C., Mirola, W. A., & Emerson, M. O. (Eds.). (2011). Sociology of religion: A reader (2nd ed.). Routledge.
- Roberts, K. A., & Yamane, D. (2016). Religion in sociological perspective (6th ed.). SAGE Publications.

**Programme: M.A in Social Science (Sociology)**

**Status of Course & Credit: MAJOR, CREDIT: 5**

**Course Number & Title: SYM 801; RESEARCH METHODOLOGY IN SOCIAL SCIENCE**

**Lectures/ Week: of 55mts. Each/Week:5(L-4+T-0+P/S-0) [Weeks: 13 Per Semester]**

**Total Lectures /Semester: 65/II Semester**

**Introduction:**

This course teaches students how to conduct research in the social sciences. It covers various research methodologies, helping students think critically and analyze data effectively by learning about different research designs research methods, and data collection tools and techniques.

**Objectives:**

1. To explore of philosophical foundations of scientific inquiry, including key paradigms like positivism, constructivism and humanities and understand their impact on research methodologies.
2. To demonstrate students understand the different ways to conduct research, including historical, comparative, functional, and feminist approaches.
3. To introduce students to various research approaches, including quantitative, qualitative, and mixed-methods, and explain their appropriate applications.
4. To explain students various data collection methods, including observation, interviews, case studies, and content analysis, to enhance their practical research skills.
5. To provide an in-depth understanding of different scaling methods and their importance in quantitative research and data interpretation.

**Course Outcomes (CO):**

After completion of the course, students will be able to:

CO1: Analyze the implications of various philosophical foundations for social research methodologies and designs.

CO2: Help students develop comprehensive and organized research proposals that incorporate suitable methodologies and clearly defined research questions.

CO3: Demonstrate ability in applying quantitative, qualitative, and mixed-methods approaches to real-world research issues.

CO4: Effectively learn a variety of data collection techniques, adapting methods to meet specific research objectives and contexts.

CO5: Analyze and interpret data using various scaling techniques, ensuring accurate representation and meaningful conclusions in sociological research.

| Unit No | Topics to be Covered   | Number Of Lectures | Bloom's Taxonomy Learning Outcomes  |
|---------|--|--------------------|---|
| 1.      | SCIENCE AND SCIENTIFIC METHOD<br>Philosophy of Science- Positivism, Constructivism, Interpretivism, Hermeneutics And Humanitivism. Characteristics And Steps Of Scientific Method, Theory And Fact., Objectivity / Value Neutrality And Reflexivity. | 14                 | <i>Students will learn about different philosophical ideas that shape scientific research and how to use the scientific method to solve problems. They will also evaluate the importance of objectivity, value neutrality, and reflexivity in research.</i> |
| 2.      | RESEARCH DESIGN AND METHODS<br>RESEARCH Design- Meaning And Types. Methods-Historical Methods, Comparative, Functional And Feminist Research method  | 11                 | <i>Students will Differentiate between different research designs and their appropriate applications and they will know to utilize various research methods to address specific research questions and they gain the ability of assess the</i>              |

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|    |   |    | <i>strengths and limitations of different research designs and methods.</i>  |
| 3. | RESEARCH STRATEGIES<br>Quantitative, Qualitative and Mixed Methods.   | 14 | <i>This provide compare and contrast quantitative, qualitative, and mixed-methods research approaches and teach to analyze appropriate research strategies based on the nature of the research question and the desired outcomes.</i>  |
| 4. | TECHNIQUES OF DATA COLLECTION<br>Observation, Case Study, Interview, Content Analysis, Questionnaire, Schedule, PRA, RRA. | 14 | <i>In this unit students learn to apply various data collection techniques (observation, case study, interview, content analysis, questionnaire, and schedule, PRA, RRA) to gather relevant data and evaluate the strengths and limitations of different data collection techniques. To ensure the validity and reliability of collected data.</i> |
| 5. | SCALING<br>Scale- Definition, Types (Ordinal, Interval, Ratio, Thurston, Bogardus, Likert).                               | 12 | <i>Delimit and explain different types of scales (ordinal, interval, ratio, Thurston, Bogardus). To select appropriate scaling methods for measuring variables in quantitative research. Assess the appropriateness of different scaling methods based on the nature of the variable and the research objectives.</i>                              |

### **Suggested Readings**

#### **Textbooks**

- Goode, W. J., & Hatt, P. J. (1952). *Methods In Social Science*. McGraw Hill.
- Jahoda, M., et al. (1971). *Research Methods In Social Relations*. Holt, Rinehart and Winston.
- Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners*. Sage Publications.
- Lune, H., & Pumar, E. S. (2013). *Perspectives In Social Research Methods And Analysis: A Reader For Sociology*. Sage Publications.
- Moser, C. A., & Kalton, G. (2007). *Survey Methods In Social Investigation*. Routledge.
- Young, P. V. (1960). *Scientific Social Survey And Research*. Prentice-Hall.

#### **References**

- Field, A. (2017). *Discovering statistics using IBM SPSS statistics*. Sage Publications.
- Flick, U. (2018). *An Introduction To Qualitative Research*. Sage Publications.
- Kothari, C. R. (2004). *Research Methodology: Methods and techniques*. New Age International.
- Neuman, W. L. (2014). *Social Research Methods: Qualitative And Quantitative Approaches*. Pearson.
- Robson, C. (2011). *Real World Research: A Resource For Users Of Social Research Methods In Applied Settings*. Wiley.

**Programme: M.A. in Social Science (Sociology)****Status of Course & Credit: MAJOR, CREDIT: 5****Course Number & Title: SYM 802 SOCIOLOGICAL THOUGHT****Lectures/ Week: of 55mts. Each/Week:5 (L-5+T-0+P/S-0) [Weeks: 13 Per Semester]****Total Lectures /Semester: 65/ II Semester****Introduction:**

This course provides a comprehensive overview of the evolution of sociological theory, tracing the intellectual development of the discipline through foundational thinkers and their key contributions. It examines the origins, nature, and types of sociological theories, focusing on both classical and contemporary thinkers. Students will engage with the works of Auguste Comte, Emile Durkheim, Karl Marx, Max Weber, and other notable figures to understand their theories and how this shaped modern sociological thought. The course also explores key concepts such as social dynamics, class theory, social mobility, and functionalism.

**Objectives:**

1. To Introduce the historical context and development of sociological theory.
2. To Explore the contributions of foundational sociologists like Auguste Comte, Durkheim, Marx, and Weber.
3. To analyze key theoretical frameworks such as positivism, functionalism, social action theory, and dialectical materialism.
4. To provide insights into contemporary sociological thought through thinkers like Talcott Parsons, R.K. Merton, and R.K. Mukherjee.
5. To encourage critical thinking and application of these theories to understand modern social dynamics.

**Course Outcomes (CO):**

At the end of the course, the student will be able to:

CO1: Understand the historical development and nature of sociological theories.

CO2: Critically evaluate the contributions of early sociological thinkers like Comte, Spencer, and Durkheim.

CO3: Analyze the key concepts in Marx's and Weber's sociological theories.

CO4: Apply contemporary sociological theories by Parsons, Merton, and Mukherjee to social phenomena.

CO5: Develop a critical understanding of how classical and contemporary theories address social issues like class, power, and social mobility.

| Unit No | Topics to be Covered   | Number Of Lectures | Bloom's Taxonomy Learning Outcomes   |
|---------|--|--------------------|--|
| 1.      | SOCIOLOGICAL THOUGHT 1. Nature, Development and the Social Context of Sociological Theory, Types of Sociological Theories. 2. Founding Father of Sociological Thought Auguste Comte: Law of Three Stages, Law of Human Progress, Hierarchy of Sciences, Social Statistics and Dynamics and Positivism, Spencer; Evolution and Differentiation. | 13                 | <i>Students will be able to recall the contributions of classical sociological thought with proper understanding of nature of sociological theory.</i> |
| 2.      | EARLY THINKERS Durkheim, E.: Division of Labour, Suicide, Social Facts, Elementary forms of religious life   | 13                 | <i>Students will be able to analyzing Durkheim's ideas on division of labour, suicide and religion as a social facts.</i>                              |

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| 3. | PIONEER THINKERS-I Karl Marx: Theory of Class and Historical & Dialectical Materialism, Surplus Value and Alienation   | 13 | <i>Students will be able to apply Marxian theory to analyze the classes in society and social formation.</i>   |
| 4. | PIONEER THINKERS-II Max Weber: Ideal types: Methodology of Social sciences, theory of social action Class, Status and Power, Protestant Ethnic and the Spirit of Capitalism  | 13 | <i>Students will be able to be Compare and contrast the different theoretical perspectives, such as Marx's materialism and Weber's ideal types in context to capitalism.</i> |
| 5. | CONTEMPORARY THINKERS (i) Pitirim Sorokin: Socio-Cultural Dynamics & Social Mobility (ii) Talcott Parsons: Action Frame of Reference, Pattern Variables (iii) R.K. Merton: Functional Paradigm, Manifest and Latent Function, Reference Group Theory (iv) R.K. Mukherjee: Theory of Values, Theory of Society. | 13 | <i>Students will be able to critically formulate new perspectives on current social issues by integrating classical and contemporary sociological theories.</i>              |

#### Suggested Readings

##### Text Books

- Aron, R. (1967). Main currents in sociological thought (Vol. 1 & 2). Penguin Books.
- Coser, L. A. (1977). Masters of sociological thought: Ideas in historical and social context (2nd ed.). Harcourt Brace Jovanovich.
- Craib, I. (1997). Classical social theory: An introduction to the thought of Marx, Weber, Durkheim, and Simmel. Oxford University Press.
- Giddens, A. (1971). Capitalism and modern social theory: An analysis of the writings of Marx, Durkheim, and Max Weber. Cambridge University Press.
- Hughes, J. A., Sharrock, W. W., & Martin, P. J. (2003). Understanding classical sociology: Marx, Weber, Durkheim (2nd ed.). SAGE Publications.
- Morrison, K. (2006). Marx, Durkheim, Weber: Formations of modern social thought (2nd ed.). SAGE Publications.
- Nisbet, R. (1967). The sociological tradition. Heinemann.
- Ritzer, G. (2011). Classical sociological theory (7th ed.). McGraw-Hill Education.
- Seidman, S. (2016). Contested knowledge: Social theory today (5th ed.). Wiley-Blackwell.
- Turner, J. H., Beeghly, L., & Powers, C. H. (2002). The emergence of sociological theory (6th ed.). Wadsworth/Thomson Learning.

##### References

- Comte, A. (1853). The positive philosophy of Auguste Comte (Vol. 1-3). Trübner and Co.
- Durkheim, E. (1893). The division of labor in society. Free Press.
  - Durkheim, E. (1912). The elementary forms of religious life. Free Press.
  - Marx, K. (1867). Capital: A critique of political economy (Vol. 1). Penguin Books.
  - Marx, K., & Engels, F. (1848). The Communist Manifesto. Penguin Books.
  - Merton, R. K. (1949). Social theory and social structure. Free Press.
  - Parsons, T. (1937). The structure of social action. McGraw-Hill.
  - Sorokin, P. (1937). Social and cultural dynamics (Vol. 1-4). American Book Company.
  - Weber, M. (1904-1905). The Protestant ethic and the spirit of capitalism. Routledge.

**Programme: M.A. in Social Science (Political Science)****Status of Course & Credit: MAJOR, CREDIT: 5****Course Number & Title: SYM 803, POLITICAL SOCIOLOGY****Lectures/ Week: of 55mts. Each/Week:5(L-4+T-0+P/S-0) [Weeks: 13 Per Semester]****Total Lectures /Semester: 65/II Semester****Introduction:**

Political Sociology examines the interaction between politics and society, focusing on how power, governance, and social structures influence each other. This course provides both theoretical insights and practical analysis of political behavior and institutions, with particular attention to global and Indian contexts.

**Objectives:**

6. To explain the relationship between society and the state, and how sociological concepts relate to political phenomena.
7. To critically examine different theoretical frameworks such as liberalism, pluralism, Marxism, and the power elite model.
8. To discuss the concept of political power, political systems, and the development and modernization of political structures.
9. To Investigate how political parties, bureaucracy, interest groups, and public opinion shape political processes in India.
10. To Explore the role of ethnicity, caste, religion, and regionalism in Indian politics.

**Course Outcomes (CO):**

At the end of the course, the student will be able to:

CO1: Explain the key concepts, origin, and significance of rural sociology.

CO1: Understand the basic concepts of political sociology, including the relationship between society and the state.

CO1: Analyze different theoretical perspectives and apply them to real-world political situations.

CO1: Evaluate the functioning of political systems and the impact of political culture, participation, and communication on governance.

CO1: Examine the unique aspects of politics and society in India, including the role of political parties, bureaucracy, and public opinion.

CO1: Assess the influence of caste, religion, and ethnicity on the political process and nation-building efforts in India.

| Unit No | Topics to be Covered   | Number Of Lectures | Bloom's Taxonomy Learning Outcomes   |
|---------|--|--------------------|--|
| 1.      | INTRODUCTION TO POLITICAL SOCIOLOGY<br>Meaning, Nature, Scope & Subject Matter<br>Relationship between Society & State,<br>Sociological Definitions of Politics.   | 13                 | <i>Students will be able to understand key concepts the basics of political sociology with sociological understanding.</i> |
| 2.      | THEORETICAL PERSPECTIVES OF POLITICAL SOCIOLOGY<br>Liberal, Pluralism, Power Elite, Marxist, Corporatism.  | 13                 | <i>Students will be able Apply theoretical perspectives to analyze political behaviors and systems.</i>                    |
| 3.      | POLITICAL SYSTEM A) Authority & Political Power, Political System, Political Development, Political Modernization B) Political Culture, Political Socialization, Political Communication, Political Participation & Voting Behavior. | 13                 | <i>Students will be able to apply concepts political powers, political system in analysis of voting behavior.</i>          |

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| 4. | POLITICS AND SOCIETY IN INDIA A) Political Parties, Bureaucracy, Pressure & Interest Groups, Public Opinion & Role of Mass Media, B) Protective Discrimination, Communalism, Political Ideology. | 13 | <i>Students will be able to compare different political ideologies and their influence on governance in India and globally.</i>                                   |
| 5. | POLITICAL PROCESS IN INDIA Role of Ethnicity, Caste, Religion, Regionalism, Language in Indian Politics & Nation Building & Regional Imbalance.  | 13 | <i>At the end of the course students will be able to Critically evaluate the role of caste, religion, and regionalism in shaping political outcomes in India.</i> |

### **Suggested Readings**

#### **Text Books**

- Almond, G. A., & Powell, G. B. (1966). *Comparative Politics: A Developmental Approach*. Little, Brown & Co.
- Faulks, K. (2000). *Political Sociology: A Critical Introduction*. Edinburgh University Press.
- Giddens, A. (2009). *Sociology (6th ed.)*. Polity Press.
- Nash, K. (2010). *Contemporary Political Sociology: Globalization, Politics, and Power (2nd ed.)*. Wiley-Blackwell.
- Pal, M. (2014). *Indian Political System*. S. Chand Publishing.
- Weber, M. (1947). *The Theory of Social and Economic Organization* (A. M. Henderson & T. Parsons, Trans.). Oxford University Press.
- Faulks, K. (2000). *Political sociology: A critical introduction*. Edinburgh University Press.
- Giddens, A. (2009). *Sociology (6th ed.)*. Polity Press.
- Nash, K. (2010). *Contemporary political sociology: Globalization, politics, and power (2nd ed.)*. Wiley-Blackwell.
- Pal, M. (2014). *Indian political system*. S. Chand Publishing.

#### **References**

- Bottomore, T. B. (1993). *Elites and Society (2nd ed.)*. Routledge.
- Shah, G. (2004). *Caste and Democratic Politics in India*. Permanent Black.
- Weber, M. (1947). *The theory of social and economic organization* (A. M. Henderson & T. Parsons, Trans.). Oxford University Press.
- Almond, G. A., & Powell, G. B. (1966). *Comparative politics: A developmental approach*. Little, Brown & Co.

**Programme: M.A. in Social Science (Sociology)**

**Status of Course & Credit: MAJOR, CREDIT: 5**

**Course Number & Title: SYM 804, INDUSTRIAL SOCIOLOGY**

**Lectures/ Week: of 55mts. Each/Week:5 (L-5+T-0+P/S-0) [Weeks: 13 Per Semester]**

**Total Lectures /Semester: 65/ I Semester**

**Introduction:**

This course explores the industrial sociology and focusing on its relationship with other social sciences. It examines the social organization of work across various societal systems. It also explores the evolution of modern industrial societies and the growth of urban settlements, mobilization of the working class. Furthermore, this course examines the sociology of management, addressing challenges in both public and private sectors and various approaches to industrial relations.

**Objectives:**

1. To provide students with an in-depth understanding of industrial sociology, focusing on its evolution and relevance in the modern industrial context including its relationship with other social sciences.
2. To critically examine the social organization of work in various historical and contemporary societies while understanding the formal and informal structures of labor.
3. To equip students with the ability to critically examine the processes of industrialization and urbanization in India, focusing on their effects on social structures, the working class, and urban challenges such as slums and deprivation.
4. To explore the sociology of management within public and private sectors, focusing on the challenges faced in each sector and the role of joint management councils in addressing management issues.
5. To equip students with a comprehensive understanding of approaches to industrial relations and trade union movements in India.

**Course Outcomes (CO):**

At the end of the course, the student will be able to:

CO1: Understand the industrial sociology and to analyze the relationship between Industrial Sociology, Sociology, and Economics.

CO2: Understand and critically examine the social organization of work across different societal systems and their societal impact.

CO3: Explore the evolution of modern industrial societies and urban settlements in India, with a focus on the working class and informal sector.

CO4: Understand the sociology of management and the key challenges faced in both public and private sectors. They will explore the role and functioning of Joint Management Councils within industrial organizations.

CO5: Understand and critically evaluate industrial relations, including the causes and resolution of industrial conflicts and trade union movements in India.

| Unit No | Topics to be Covered  | Number Of Lectures | Bloom's Taxonomy Learning Outcomes   |
|---------|---|--------------------|--|
| 1.      | <b>INDUSTRIAL SOCIOLOGY:</b> Meaning, nature, subject matter and scope. Relation of Industrial Sociology with Sociology & Economics | 13                 | Students will be able to analyze the meaning, nature, and scope of Industrial Sociology, and evaluate the interdisciplinary connections between industrial social structures and economic systems in modern societies. |

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| 2. | <b>WORKS AND ECONOMIC LIFE:</b><br>Social organization and work in different type of societies: slave, feudal, industrial/capitalist formal and informal organization of work, labour and society.   | 13 | Students will be able to critically examine the social organization of work across different societal types, including slave, feudal, and industrial/capitalist systems.<br>They will also be able to critically evaluate the impact of formal and informal work structures on labor and society in various economic contexts.                              |
| 3. | <b>INDUSTRIALIZATION AND URBANIZATION IN INDIA:</b> Evolution of modern industrial societies, growth of urban settlement, working class: structure, growth and class mobilization, informal sector, slums and deprivation in urban India, Bureaucratic organization in industrial society. | 13 | Students will be able to analyze the evolution of modern industrial societies and the growth of urban settlements in India.<br>They will be able to evaluate the role of the working class, informal sector, and bureaucratic organization in shaping urbanization and addressing issues like slums and deprivation in Indian cities.                       |
| 4. | <b>INDUSTRIAL MANAGEMENT:</b> Sociology of Management, Public & Private Sector, Problems of Management in Public and Private Sectors. Joint Management Councils.   | 13 | Students will be able to analyze the sociological aspects of management in both public and private sectors, identifying key challenges faced by each. Additionally, they will evaluate the role and effectiveness of Joint Management Councils in addressing these management issues.   |
| 5. | <b>INDUSTRIAL RELATIONS AND TRADE UNION MOVEMENT IN INDIA:</b> Definition and approaches of industrial relations, industrial conflict, trade union movement in India: Meaning, function of trade union movement, trade union act.  | 13 | Students will be able to understand and analyze the fundamental concepts and approaches of industrial relations, including the causes and consequences of industrial conflict. They will also evaluate the role, functions, and significance of the trade union movement in India, while understanding the legal framework provided by the Trade Union Act. |

### Suggested Readings

#### Text Books

- Brown, D. & Harrison, M. (1978). A Sociology of Industrialization. London: Macmillan.
- Gisbert, P. (1972). Fundamentals of Industrial Sociology. Bombay: Tata McGraw Hill.
- Kumar, N. (2014). Industrial Relations in India: The Challenge of Globalization. Oxford University Press.
- Mamoria, C.B., & Mamoria, S. (1992). Dynamics of Industrial Relations. Mumbai: Himalaya Publishing House.
- Miller, D. C., & Form, W. H. (1964). Industrial Sociology. New York: Harper & Row.
- Monappa, A. & Dunlop, J.T. (1991). Industrial Relations in India. New Delhi: Tata McGraw Hill.
- Mukherjee, R. (1955). The Indian Working Class. Delhi: Popular Book Depot.
- Ramaswami, E.R. (1978). Industrial Relations in India. New Delhi: Macmillan.
- Ramaswami, E.R. (1977). The Worker and His Union. New Delhi: Allied Publishers.
- Schmelder, K. (1962). Industrial Sociology. New York: McGraw Hill.
- Vincent, J.P., & Mayers, C.S. (1959). New Foundations for Industrial Sociology. Princeton: Princeton University Press.

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- Choudhury, P. (2019). *Workers' Participation in Management in India: Issues and Challenges*. Routledge.
- Cohen, R. & Nakano, Y. (2020). *Work, Family, and Society: The Future of the Workplace*. Palgrave Macmillan.
- Green, F. & Owen, D. (2021). *The Future of Work: A Handbook for the 21st Century*. Routledge.
- Graham, M. & Anwar, M. (2017). *Digital Labour and the Future of Work: The Challenge of Automation and AI*. Routledge.
- Davar, R.S. (1976). *Personnel Management and Industrial Relations in India*. Delhi: Vikas Publishing House.
- Etzioni, A. (1964). *Modern Organization*. New York: Prentice-Hall.
- Giri, V.V. (1972). *Industrial Problems of India*. Mumbai: Asia Publishing House.
- Gopal, V. (1980). *Industrial Democracy in India and Workers Participation in Management: A Study of Social Thought*. New Delhi: National Publishing House.
- Singh, P. (2015). *Changing Labour Market in India: A Sociological Perspective*. Social Change.

| <b>Programme: M.A. in Social Science (Sociology)</b>  |   |                    |   |
|---|---|--------------------|---|
| <b>Status of Course &amp; Credit: MAJOR, CREDIT: 5</b>  |   |                    |   |
| <b>Course Number &amp; Title: SYM 808 URBAN SOCIOLOGY</b>   |   |                    |   |
| <b>Lectures/ Week: of 55mts. Each/Week:5 (L-5+T-0+P/S-0) [Weeks: 13 Per Semester]</b>   |   |                    |   |
| <b>Total Lectures /Semester: 65/ II Semester</b>  |   |                    |   |
| <b>Introduction:</b><br>This course explores the development and dynamics of urban societies, focusing on urbanization, ecology, governance, and social issues. Students will examine theoretical approaches and current challenges, such as poverty, slums, pollution, and urban governance. By studying both historical and contemporary contexts, the course prepares students for advanced urban analysis.  |   |                    |   |
| <b>Objectives:</b><br>7. To introduce students to the core concepts and processes of urban sociology.<br>8. To explore different approaches to understanding urban ecology and urbanism.<br>9. To analyze urbanization issues, including poverty, slums, crime, and mental health.<br>10. To study the environmental and infrastructural challenges of urban areas.<br>11. To examine urban governance and planning, with a focus on India's context.   |   |                    |   |
| <b>Course Outcomes (CO):</b>  |   |                    |   |
| At the end of the course, the student will be able to:<br>CO1: Gain a deep understanding of urbanization processes and its historical development.<br>CO2: Critically engage with classical and contemporary urban theories.<br>CO3: Identify and analyze the socio-economic challenges in urban settings, including slums and poverty.<br>CO4: Evaluate urban environmental issues and propose potential solutions.<br>CO5: Understand the role of governance, civic action, and planning in shaping urban spaces. |   |                    |   |
| Unit No   | Topics to be Covered  | Number Of Lectures | Bloom's Taxonomy Learning Outcomes  |
| 1.  | CONCEPTS AND PROCESSES<br>Meaning of urbanization, urbanism and urban society. History of urban sociology. .Urbanization: Pre independence to contemporary period. Colonial city, pre industrial, industrial and post-industrial city.. | 13                 | <i>Students will be define key terms such as urbanization, urbanism, and urban ecology.</i>                                     |
| 2.  | APPROACGES TO URBAN ECOLOGY<br>Classical, neo-classical and socio cultural approaches to urban sociology. Concentric zone, theories, sector theories, multi nuclear theory, Urbanism as a way of life.                                  | 13                 | <i>Students will be able to explain the historical development of urbanization from pre-independence to contemporary India.</i> |
| 3.  | ISSUES IN URBANISATION<br>Urban poverty, slums. Profile of Indian slums, Feminization of poverty, cities and crime, mental illness, consumerism.  | 13                 | <i>Students will be able to apply classical and contemporary urban theories to analyze current urban issues.</i>                |
| 4.  | ISSUES IN URBAN ENVIRONMENT<br>Environmental pollution in cities, noise and air pollution, urban transport, water and power crisis, industrial pollution.   | 13                 | <i>Students will be able to critically examine the social, economic, and environmental challenges faced by urban areas.</i>     |

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| 5. | <b>URBAN GOVERNANCE AND PLANNING</b><br>Urban governance, 74th constitutional amendment act, decentralization, urban planning in India, civic action, NGOs move and social movements. | 13 | <i>Students will be able to assess the effectiveness of urban governance and planning policies, particularly in the Indian context.</i> |
|----|---|----|---|

#### Suggested Readings

##### Text Books

- Bose, A. (2001). *India's urbanisation 1901-2001*. Tata McGraw Hill.
- Castells, M. (1977). *The urban question: A Marxist approach*. Edward Arnold.
- Das, V. (Ed.). (2003). *Oxford India companion to sociology and social anthropology*. Oxford University Press.
- D'Souza, V. S. (1979). *Socio-cultural marginality: A theory of urban slums and poverty in India*. Sage Publications.
- Fernandes, L. (2007). *The new urban middle class*. Oxford University Press.
- France Lyon. (n.d.). *Transport and the environment: An international perspective*. World Conference of Transport Research Society.
- Gilbert, A., & Gugler, J. (Eds.). (2000). *Cities, poverty, and development: Urbanization in the Third World*. Oxford University Press.
- Harris, J. (2007, June 30). Antinomies of empowerment: Observations on civil society, politics, and urban governance in India. *Economic and Political Weekly*.
- Patel, S. (2018). Rethinking urban studies. *Sage Journals*.
- Ramachandran. (n.d.). *Urbanisation and urban centres in India*.
- Rao, M. S. A. (n.d.). *Urbanisation and social change*.
- Bergill, E. E. (1955). *Urban sociology*. McGraw Hill Book Co.

##### References

- Harvey, D. (1989). *The urban experience*. Basil Blackwell.
- Sandhu, R. S. (2003). *Urbanization in India: Sociological contributions*. Sage Publications.
- Kosambi, M. (1994). *Urbanisation and urban development in India*. ICSSR.

**Programme: M.A. in Social Science (Sociology)**

**Status of Course & Credit: MAJOR (Core), CREDIT: 4**

**Course Number & Title: SYM 001, BASIC RES. METH.,STAT. TOOLS& ANAL.**

**Lectures/ Week: of 55mts. Each/Week:5 (L-5+T-0+P/S-0) [Weeks: 13 Per Semester]**

**Total Lectures /Semester: 52/ III Semester**

**Introduction:**

The course aims to equip MA SS Sociology students with essential research skills and analytical tools. It covers the research process, including design, data collection, and analysis, with a focus on both qualitative and quantitative methods. Students will develop the ability to conduct ethical research, interpret data, and present findings effectively through well-structured reports, fostering a solid foundation for academic and professional research.

**Objectives:**

1. To introduce students to the fundamental concepts of research, including its meaning, nature, and types.
2. To develop an understanding of various research designs and methodologies, both qualitative and quantitative.
3. To equip students with practical skills in data collection using tools such as surveys, interviews, observations, and case studies.
4. To enhance students' ability to apply statistical tools for data analysis, including descriptive and inferential techniques.
5. To foster ethical research practices and critical thinking in the interpretation of data.
6. To enable students to write structured, coherent research reports, dissertations, and academic papers following standard formats.

**Course Outcomes (CO):**

At the end of the course, the student will be able to:

CO1: Understand the fundamental principles of research and its various types.

CO2: Formulate research problems, hypotheses, and select appropriate research designs.

CO3: Collect and analyze data using qualitative and quantitative research methods.

CO4: Apply statistical tools for descriptive and inferential data analysis.

CO5: Interpret research findings critically and ethically.

CO6: Write structured research reports, dissertations, and papers following academic standards.

| Unit No | Topics to be Covered   | Number Of Lectures | Bloom's Taxonomy Learning Outcomes  |
|---------|--|--------------------|---|
| 1.      | INTRODUCTION-Research: Meaning, Nature, Types, Experiments (Laboratory and Field), Field Study, Survey Research, Major steps in Research, Variables and Controls, Ethical Issues                             | 10                 | <i>Students will be able to define and explain key research concepts, types, and ethical considerations in research.</i>            |
| 2.      | RESEARCH DESIGN Research Problem Formulation, Hypothesis and its kinds, Survey of Related Literature, Research Design: Exploratory, Descriptive and Casual, Qualitative and Quantitative Research Approaches | 10                 | <i>Students will be able to Identify and formulate research problems, hypotheses, and select suitable research methodologies</i>    |
| 3.      | DATA COLLECTION Primary and Secondary Data, Research Tools-Observation, Interviews, Questionnaire and Schedules, Case Study, Measurement and Scaling, Sampling, Sampling Techniques-                         | 10                 | <i>Students will be able to demonstrate proficiency in data collection techniques such as interviews, surveys, and case studies</i> |

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|    | Probability and Non-Probability  |    |   |
| 4. | ANALYSIS AND INTERPRETATION Part-A Developing Logical Reasoning and Quantitative Aptitude Part-B Analysis & Interpretation of Data, Establishment of Categories, Coding, Tabulation, Statistical Analysis of Data- Descriptive and Inferential, Content Analysis | 10 | <i>Students will be able to analyze and interpret data using statistical tools, ensuring accuracy and relevance in findings.</i>  |
| 5. | RESEARCH REPORT WRITING- Research Report, Types of Report, Structuring the Report, Format of Abstract, Format of the Synopsis, Format of Project/Dissertation, Format of Research Paper.   | 12 | <i>Students will be able to critically evaluate research literature and develop logical reasoning in research and construct well-organized research reports, abstracts, and dissertations in accordance with academic standards</i> |

### **Suggested Readings**

#### **Text Books**

- Agarwal, A. K. (2012). Modern approach to logical reasoning. S. Chand & Co.
- Kerlinger, F. N. (1986). Foundations of behavioral research. Harcourt Brace & Co.
- Kothari, C. R. (2004). Research methodology: Methods and techniques (2nd ed.). New Age International Publishers.
- Jha, S. (2012). General mental ability, logical reasoning & analytical ability. Kalinjar Publishers.
- Bryman, A. (2008). Social research methods (3rd ed.). Oxford University Press.
- Lawrence, N. W. (2009). Qualitative research design in social research methods. Pearson International.
- Taylor, B., Sinha, G., & Ghoshal, T. (2004). Research methodology: A guide for researchers in management and social sciences. PHI Learning Pvt. Ltd.

#### **Reference Book**

- Babbie, E. (2016). The practice of social research (14th ed.). Cengage Learning.
- Bryman, A. (2012). Social research methods (4th ed.). Oxford University Press.
- Creswell, J. W., & Creswell, J. D. (2017). Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.). SAGE Publications.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2017). The SAGE handbook of qualitative research (5th ed.). SAGE Publications.
- Punch, K. F. (2013). Introduction to social research: Quantitative and qualitative approaches (3rd ed.). SAGE Publications.
- Flick, U. (2018). An introduction to qualitative research (6th ed.). SAGE Publications.

| <b>Programme: M.A. in Social Science (Sociology)</b>  |   |                    |   |
|---|---|--------------------|---|
| <b>Status of Course &amp; Credit: MAJOR, CREDIT: 5</b>  |   |                    |   |
| <b>Course Number &amp; Title: SYM 902 SOCIOLOGY OF INDIA</b>  |   |                    |   |
| <b>Lectures/ Week: of 55mts. Each/Week:5 (L-5+T-0+P/S-0) [Weeks: 13 Per Semester]</b>   |   |                    |   |
| <b>Total Lectures /Semester: 65/ II Semester</b>  |   |                    |   |
| <b>Introduction:</b><br>This course provides a sociological examination of Indian society, exploring various theoretical perspectives and key thinkers. Students will delve into the complexities of Indian social structures, cultural norms, and historical contexts, gaining insights into the dynamic interplay between tradition and modernity.  |   |                    |   |
| <b>Objectives:</b><br>6. To develop a historical and analytical understanding of Indian society through different sociological lenses such as Indological, structural-functional, Marxist, civilizational, and subaltern perspectives.<br>7. To Introduce students to seminal sociological contributions made by key Indian scholars such as G.S. Ghurye, M.N. Srinivas, and A.R. Desai, along with their influence on sociological thought in India.<br>8. To Encourage critical thinking regarding the intersection of caste, class, family, and kinship systems in shaping India's social structures.<br>9. To Facilitate an in-depth analysis of contemporary Indian society by examining structuralism, civilizational perspectives, and the impact of modernity.<br>10. To Equip students with comparative skills to analyze theoretical frameworks like the book-view and field-view approaches to the study of Indian society.  |   |                    |   |
| <b>Course Outcomes (CO):</b>  |   |                    |   |
| At the end of the course, the student will be able to:<br>CO1: Understand the major sociological perspectives on Indian society, including Indological, structural-functional, Marxist, and civilizational frameworks.<br>CO2: Critically assess the works of prominent sociologists such as G.S. Ghurye, M.N. Srinivas, and A.R. Desai, and their contributions to the understanding of caste, kinship, and class structures in India.<br>CO3: Analyse the complexity of Indian social structures through different lenses, such as caste, family, and religion, and understand their evolution over time.<br>CO4: Apply the insights gained from structuralism and civilizational perspectives to contemporary Indian societal issues, including the influence of modernity and the global context.<br>CO5: Engage with theoretical debates on the comparison of field-based research and textual analysis, enhancing their research and analytical skills for advanced studies in sociology. |   |                    |   |
| Unit No   | Topics to be Covered  | Number Of Lectures | Bloom's Taxonomy Learning Outcomes  |
| 1.  | PERSPECTIVES TO THE STUDY OF INDIAN SOCIETY-Indological, Structural- Functional, Marxist, Civilization and Subaltern. | 13                 | Students will develop the ability to identify and explain the various theoretical perspectives employed in the sociological study of India. They will acquire a foundational understanding of how these perspectives are applied to analyze key Indian institutions and social processes. |

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| 2. | PERSPECTIVES TO THE STUDY OF INDIAN SOCIETY<br>Indological, Structural- Functional, Marxist, Civilization and Subaltern.   | 13 | Students will delve into the significance of the Indological perspective and its influence on sociological research in India. They will develop the ability to critically compare the book-view and field-view approaches, identifying their respective strengths and weaknesses. |
| 3. | STRUCTURAL- FUNCTIONAL PERSPECTIVE<br>M.N.Srinivas and his study of caste and village community, A.M.Shah and the Joint Family System in India   | 13 | Students will gain a comprehensive understanding of the structural-functional perspective as it applies to caste, family, and village communities in India. They will learn to analyze the role of these social structures in preserving societal order and cohesion.             |
| 4. | MARXIST PERSPECTIVE<br>D.D. Kosambi and Dialectical Materialism, A.R.Desai and His Concept of Class.   | 13 | Students will develop the ability to apply Marxist theory to analyze the class-based dynamics of Indian society. They will gain insights into how economic structures and class conflicts influence social change in India.   |
| 5. | STRUCTURALISM & CIVILIZATIONAL<br>Structuralism of Louis Dumont, Comparison of Louis Dumont and Levi - Strauss on Structuralism, Civilisational Perspective: N.K.Bose and Surjit Sinha European Modernity And contemporary Indian Society. A Bateille, J Uberoi, P Uberoi, Leela Dube, A R Vasavi, Sanjay Srivastava | 13 | Students will develop a nuanced understanding of structuralism and its application to Indian society. They will also gain insights into the civilizational perspective and its relevance in studying long-term social change in India.  |

#### Suggested Readings

##### Text Books

- Ghurye, G. S. (1950). Caste and class in India. Popular Book Depot.
- Dumont, L. (1980). Homo Hierarchicus: The caste system and its implications (M. Sainsbury, Trans.). University of Chicago Press. (Original work published 1966)
- Levi-Strauss, C. (1966). The savage mind (G. Weidenfeld & Nicolson, Eds.). George Weidenfeld and Nicolson.
- Basham, A. L. (1954). The wonder that was India. Sidgwick & Jackson.
- Desai, A. R. (1948). Social background of Indian nationalism. Popular Prakashan.
- Kosambi, D. D. (1957). Exasperating essays: Exercises in the dialectical method. People's Publishing House.
- Bose, N. K. (1975). The structure of Indian society. Sangam Books.
- Sinha, S. C. (Ed.). (1972). Aspects of Indian culture and society: Essays in felicitation of Prof. Nirmal Kumar Bose. Indian Anthropological Society.
- Shah, A. M. (1998). The family in India: Critical essays. Orient Longman.
- Karve, I. (1953). Kinship organization in India. Deccan College.
- Vasavi, A. R. (2014). Caste, class, and social justice in India. Sage Publications.
- Srivastava, S. (2020). Entangled India: Caste, class, and gender. Routledge.
- Dube, L. (1997). Women and kinship: Comparative perspectives on gender in South and Southeast Asia. United Nations University Press.
- Dharampal-Frick, G. (2010). Historical and contemporary perspectives on Indian society. Routledge.
- Kothari, R. (1970). Caste in Indian politics. Orient Longman.

- Sundar, N. (1997). Subalterns and sovereigns: An anthropological history of Bastar, 1854-2006. Oxford University Press.

**References:**

- MN Srinivas (1962), "SOCIAL CHANGE IN MODERN INDIA INDIA'S REMEMBERED VILLAGE CASTE IN MODERN INDIA AND OTHER ESSAYS", Asia Publishing House.
- Oommen, T.K. and Mukhetji, P.N. (1986), Indian Sociology: Reflections and Introspections, Mumbai: Popular Prakashan
- Pramanick, S.K. (1994), Sociology of G.S. Ghurye, Jaipur: Rawat Publications.
- Upadhyaya, Carol (2002), "The Hindu Nationalist Sociology of G.S. Ghurye", Sociological Bulletin, Vol. 51, No. 1: 28-57, March.

**Programme: M.A. in Social Science (Sociology)**

**Status of Course & Credit: MAJOR (Core), CREDIT: 4**

**Course Number & Title: SYM 903, CONTEMPORARY SOCIAL THEORIES.**

**Lectures/ Week: of 55mts. Each/Week:5 (L-5+T-0+P/S-0) [Weeks: 13 Per Semester]**

**Total Lectures /Semester: 52/ III Semester**

**Introduction:**

This course explores major contemporary social theories, focusing on Functionalism, Neo-Functionalism, Neo-Marxism, Conflict Theory, Critical Theory, and Postmodernism. Students will engage with key theorists like Talcott Parsons, R.K. Merton, Jürgen Habermas, Anthony Giddens, and Jacques Derrida. The course emphasizes critical analysis of social structures, power relations, and cultural transformations in modern societies, linking abstract theories to real-world social issues.

**Objectives:**

1. To understand Parsons' AGIL framework and Merton's middle-range theory, focusing on societal stability and function.
2. To explore modern adaptations of functionalism and Marxism, analyzing contributions by Alexander, Luhman, Habermas, and Althusser.
3. To examine Marxist and non-Marxist views on class struggle, authority, and power from Marx, Coser, and Dahrendrof
4. To analyze the Frankfurt School, with focus on Mills' power elite and Bourdieu's social reproduction and habitus
5. To understand Giddens' structuration theory and Derrida's deconstruction, focusing on agency, structure, and discourse

**Course Outcomes (CO):**

At the end of the course, the student will be able to:

CO1: Analyze the AGIL framework and Merton's concepts of dysfunction and functional alternatives.

CO2: Critically evaluate neo-functionalism and neo-Marxism's contributions to contemporary social analysis.

CO3: Apply conflict theory to understand social change and inequality.

CO4: Critique power structures using critical theory and Bourdieu's concepts.

CO5: Assess the interplay of agency and structure through Giddens' and Derrida's theories.

| <b>Unit No</b> | <b>Topics to be Covered</b>  | <b>Number Of Lectures</b> | <b>Bloom's Taxonomy Learning Outcomes</b>   |
|----------------|--|---------------------------|---|
| 1.             | FUNCTIONALIST PERSPECTIVE (a) Talcott Parsons (System Level, Theory of Action, Pattern Variables, Functional System Problems-AGIL) (b) R.K. Merton- Middle Range Theory (Dysfunction, Manifest Function and Latent Functions, Functional Alternatives) | 11                        | <i>Students will be able to Identify key theorists and concepts across contemporary social theories</i>           |
| 2.             | NEO-FUNCTIONALISM & NEO- MARXISM: Neo-Functionalism -Jeffery C. Alexander, Niklas Luhman. Neo-Marxism - Althusser, Habermas  | 10                        | <i>Students will be able to apply the neo functional and Neo-Marxian theories in contemporary society</i>         |
| 3.             | CONFLICT THEORY Marxist (Class and the Economic Base of Conflict, Historical Materialism and Alienation) Lewis Coser, Ralf Dahrendrof.   | 11                        | <i>Students will be able to use theories to analyze social conflicts, power dynamics, and structural changes.</i> |

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| 4. | CRITICAL THEORY The Frankfurt School. (a) C. Wright Mills (The Alienation and Bureaucracy, The Power Elite) (b) Pierre Bourdieu (Reproduction and Habitus) | 10 | <i>Students will be able to formulate arguments for or against the Frankfurt School's critique of modern capitalist societies.</i>   |
| 5. | STRUCTURATION AND POST-MODERNISM<br>Anthony Giddens, Derrida   | 10 | <i>Students will be able to critically evaluate Giddens theory of structuration and Bourdieu's theory of reproduction in explaining social inequality in contemporary societies.</i> |

### Suggested Readings

#### Text Books

- Abraham, M.F. (1990): Modern Sociological Theory: An Introduction, New Delhi, Oxford University Press.
- Birnbaum, Norman (1973): Toward A Critical Sociology, New York, OUP.
- Bottomore, T.B. (1984): The Frankfurt School, Sussex, Ellis Horwood and London, Tavistock Publications.
- Cohen Percy S. (1979): Modern Social Theory, London, Heinmann Educational Books Ltd. & English Book Society.
- Collins Randal (1997): Theoretical Sociology, Jaipur Rawat Publications.
- Craib, Ian (1992): Modern Social Theory, From Parsons to Habermas (2nd Edition) London, Harvester Press.
- Cuff E.C. And G.C.F. Payne (1984): Perspectives in Sociology, London, George Allen & Unwin Ltd.
- Rex John (1976): Key Problems in Sociological Theory, London, Routledge & Kegan Paul Ltd.
- Sturrock John (Ed.) (1979): Structuralism: From Levi Strauss to Derrida, Oxford, OUP.
- Ritzer, G. (2012) Sociological Theory. McGraw-Hill
- Ritzer, G. (2012). Contemporary Sociological Theory. Sage Publications.

#### References

- Bourdieu, P. (1977). Outline Of A Theory Of Practice. Cambridge University Press.
- Bourdieu, P. (1984). Distinction: A Social Critique of The Judgment of Taste (R. Nice, Trans.). Harvard University Press.
- Giddens Anthony And Jonathan Turner (1988): SOCIAL THEORY TODAY, Polity Press, Cambridge.
- Giddens, A. (1984). The Constitution Of Society: Outline Of The Theory Of Structuration. University Of California Press.
- Giddens, A. (1991). Modernity And Self-Identity: Self And Society in The Late Modern Age. Stanford University Press.
- Harvey, David (1989): THE CONDITION OF POST MODERNITY, Basil Blackwell Ltd., Oxford.
- Zeitlin, Irving M. (1987): RETHINKING SOCIOLOGY, Jaipur, Rawat Publication.
- Mills, C. W. (1956). The Power Elite. Oxford University Press.

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| <b>Programme: Pre-Ph.D. Course Work (Sociology)</b>  |
| <b>Status of Course &amp; Credit: MAJOR, CREDIT: 4</b>   |
| <b>Course Number &amp; Title: SYM954, ADVANCED RESEARCH METHODOLOGY &amp; ANALYSIS</b>             |
| <b>Lectures/ Week: of 55mts. Each/Week:4 (L-4+T-0+P/S-0) [Weeks: 13 Per Semester]</b>              |
| <b>Total Lectures /Semester: 52/ I Semester<br/>[SAME AS MBM954, ABM954, ECM954, &amp; PSM954]</b> |

**Introduction:**

This course provides a comprehensive and in depth understanding and proficiency of research methodologies on theory and practice from selection of research problem to report writing on- both qualitative and quantitative approaches, along with key philosophies.

**Objectives:**

1. To provide students with the skills to critically analyze how different philosophical perspectives inform qualitative and quantitative research methodologies and strengths and limitations of various research methods in relation to their philosophical underpinnings.
2. To develop the ability to conduct thorough literature reviews and synthesize existing research findings to frame relevant research problems and to instill a commitment to ethical research practices in students' future academic endeavors.
3. To develop advanced skills in qualitative methods such as case studies, ethnography, grounded theory, and content analysis and quantitative methods, including complex sampling techniques, and multivariate analysis.
4. To enhance students' ability to design and implement sophisticated data collection instruments such as surveys, interviews, focus groups, and observations and provide skills in using specialized software and tools for data collection and management.
5. To provide students with the skills to effectively communicate their research findings through academic writing, journal publications, and conference presentations.

**Course Outcomes (CO):**

At the end of the course, the student will be able to:

- CO1: Critically evaluate the philosophical perspectives and articulate how these assumptions influence research design and outcomes.  
CO2: Conduct comprehensive literature reviews, critically evaluating existing research to identify gaps and develop a strong understanding of ethical considerations.  
CO3: Demonstrate advanced proficiency in data collection techniques and sampling.  
CO4: Explore advanced skills in employing various data analysis techniques suitable for their specific research contexts.  
CO5: Develop the ability and skill to communicate their research findings clearly and effectively, through both written and oral presentations, tailored to various audiences.

| Unit No | Topics to be Covered  | Number Of Lectures | Bloom's Taxonomy Learning Outcomes   |
|---------|---|--------------------|--|
| 1.      | <p><b>INTRODUCTION TO RESEARCH</b> (a) Meaning, Objectives and Importance of Research, Types of Research, Philosophies of Research- Metaphysics, Axiology and Methodology, Concept of Qualitative and Quantitative Research, Kinds of Explanation- Deductive, Inductive and Abductive, Scientific Method, Research Process.<br/> (b) Developing Logical Reasoning and Quantitative Aptitude- Logical Reasoning:</p> | 11                 | <p>After this course students will demonstrate the ability to critically evaluate the epistemological assumptions underlying different research philosophies and articulate how these assumptions influence research design.<br/> They also will develop the ability to analyze and evaluate logical arguments, apply analogies, and</p> |

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|    | Understanding the structure of arguments, Verbal analogies: Word analogy, Applied analogy, Verbal classification, Logical Diagrams, Venn diagram, Analytical Reasoning.   |    | utilize tools like Venn diagrams to enhance their reasoning and quantitative aptitude.  |
| 2. | <b>LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK</b> Literature Review- Relevance and Approach, Developing an outline for the Literature Review, Organizing a Literature Search, Writing the Review - Writing the first draft, Writing References and Citations, Plagiarism - Concerns and Cautions, Application of Literature Review in Selected Areas, Research Problem and Hypothesis Formulation, Research Design, Ethics in Research. | 10 | Students will be able to conduct a comprehensive literature review by organizing searches, drafting reviews, and correctly citing sources while avoiding plagiarism. They will also learn to formulate research problems, hypotheses, and design ethical research frameworks. |
| 3. | <b>DATA COLLECTION</b> Sources of Data, Tools of Data Collection, Measurement Scales- Techniques, Reliability and Validity of Scales, Data Cleaning and Data Processing, Outlier Identification, Sampling Concepts and Methods, Determination of Sample Size, Sampling Errors.  | 10 | Students will demonstrate proficiency in selecting and justifying appropriate techniques of data collection and measurement scales.   |
| 4. | <b>DATA ANALYSIS</b> Introduction, Descriptive Statistics and Inferential Statistics, Hypothesis Testing- Parametric and Non Parametric Tests, Multivariate Analysis, Qualitative Analysis of Data, Interpretation of Results, Introduction to Software Packages for Data Analysis.   | 11 | Students will exhibit advanced skills in employing various research methods, including sophisticated data collection techniques and analysis, suitable for their specific research contexts.  |
| 5. | <b>REPORT WRITING, PRESENTATION, AND PUBLICATION OF RESEARCH</b> Research Report, Types of Report, Structuring the Report, Steps in Drafting Reports, Editing and Evaluating the Final Draft, Layout of Research Report, Writing Research Paper and Article, Difference between Workshop, Seminar, Conference and Symposia, Contemporary Issues in Research.  | 10 | Students will demonstrate the ability to communicate their research findings clearly and effectively, through both written and oral presentations, tailored to various audiences.   |

### Suggested Readings

#### Text Books

- Bryman, A. (2016). Social Research Methods. Oxford University Press.
- Creswell, J.W., & Creswell, J.D. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Sage Publications.
- Creswell, W, (1994). John, Research Design; Qualitative and Quantitative Approaches, Sage Publications Ltd, London.
- Grbich, C. (2004). New Approaches in Social Research, Sage Publications Ltd, London.
- Hughes, J. (1987). The Philosophy of Social Research, Longman Singapore Publishers (Pte) Ltd, Singapore.
- Jha, A. S.(2014). Social Research Methods. New Delhi: McGraw Hill Education (India) Private Limited.

- Lawrence, N.W. (2009). *Qualitative Research Design in Social Research Methods*. Pearson International. New Delhi.
- Matt, H.; Mark, W. & Nick, F. (2009). *A Critical Introduction to Social Research*. Second Edition. SAGE Publications India Pvt. Ltd. New Delhi.
- Maxxim, P.S. (1999). *Quantitative Research Methods in Social Sciences*. Oxford.
- Maxwell, J.A. (2013). *Qualitative Research Design: An Interactive Approach*. Sage Publications.
- Newman, L. (2008). *Social Research Methods: Qualitative and Quantitative Approaches*. New Delhi: Pearson Education.
- Reddy, C.R. (1987). *Research Methodology in Social Sciences*. Daya Publishing House. Delhi.
- Ridley, D. 2012. *Literature Review: A Step-by-Step Guide to Student*. London: Sage Publication.
- Sjober, G. & Nett, R. (1997). *A Methodology for Social Research*. Rawat Publications Jaipur.
- Tim May. (2009). *Social Research- issues, Methods and Process*. III Edition. Rawat Publications Jaipur.

### **References**

- Agarwal, A.K. 2012. *Modern Approach to Logical and Reasoning*. S. Chand & Co. Delhi.
- Creswell, J.W. (2013). *Qualitative inquiry and research design: Choosing among five approaches*. SAGE Publications.
- Elliott, J. (2005). *Using narrative in social research: Qualitative and quantitative approaches*. London: Sage.
- Fay, B. (1996). *Contemporary philosophy of Social Science*, Blackwell Publishers Inc, U.S.A.
- Fowler, F.J. (2014). *Survey research methods*. (5<sup>th</sup> ed.). SAGE Publications.
- Goode, W. & Hatt, P. K. (1952). *Methods in Social Research*. McGraw Hill. New York.
- Hen, M; Weinstein, M; and Ford N. (2009). *A Critical Introduction to Social Research (Second Edition)*. Sage Publications India Pvt. Ltd. New Delhi.
- Moser, C., & Kalton, G. (1985). *Survey methods in social investigation*. Ashgate Pub. Co.
- Patrick McC. Miller & Michael J. Wilson. (1983). *A Dictionary of Social Science Methods*. John Wiley & Sons. New York.
- Young, P.V. (1975). *Scientific social survey and research*. Prentice-Hall of India Pvt. Ltd.
- Zikmund, W. G. 1988. *Business Research Methods*. USA: South-Western Cengage Learning.

**Programme: Ph.D. Course Work in Sociology**

**Status of Course & Credit: MAJOR, CREDIT: 4**

**Course Number & Title: SYM 955**

**Lectures/ Week: of 55mts. Each/Week:5(L-4+T-0+P/S-0) [Weeks: 13 Per Semester]**

**Total Lectures /Semester: 65/II Semester**

**Introduction:**

The course SYM955: Advanced Sociological Theories is designed for Ph.D. students to explore complex and critical sociological theories that have shaped contemporary sociological discourse. Focusing on the structure, assumptions, and evolution of sociological theories, this course covers significant paradigms, including rational choice theory, the sociology of the body, and sociobiology. The final sections of the course address the future of sociological theory through modernist and postmodernist perspectives, as well as how sociological theories contribute to our understanding of social phenomena through phenomenology and ethnomethodology.

**Objectives:**

11. To provide an in-depth understanding of the structural foundations of sociological theory.
12. To critically analyze rational choice theories and their application in sociological research.
13. To examine the sociological and biological frameworks that explain human behavior.
14. To engage with the theoretical shifts from modernism to postmodernism and their impact on sociological thought.
15. To investigate the methods of phenomenology and ethnomethodology and their relevance to understanding social interaction.

**Course Outcomes (CO):**

At the end of the course, the student will be able to:

CO1: Comprehend the structural dimensions of sociological theory, its assumptions, and methodologies.

CO1: Evaluate rational choice theory through the lens of thinkers like George Homans and Peter Blau, and understand their contributions to social behavior and power dynamics.

CO1: Analyze the intersection of biology, culture, and social theory, particularly in sociobiology and the sociology of the body.

CO1: Articulate the differences between modern and postmodern sociological theories and engage with postmodern critiques.

CO1: Apply the principles of phenomenology and ethnomethodology to analyze and interpret everyday social interactions

| Unit No | Topics to be Covered  | Number Of Lectures | Bloom's Taxonomy Learning Outcomes  |
|---------|---|--------------------|---|
| 1.      | THE STRUCTURE OF SOCIOLOGICAL THEORY Subject Matter, Assumptions, Methodology, Objectives.  | 13                 | <i>Students will explain the foundational assumptions and methodologies used in the development of sociological theories.</i>                                 |
| 2.      | THEORY OF RATIONAL CHOICE: (a) George Homans (Elementary Social Behaviour, Principles of Rationalist Deprivation-Satiation Proposition, Aggression and Approval) (b) Peter Blau (Exchange and | 13                 | <i>Students will apply rational choice theory to analyze real-world social behaviors and interactions using principles from George Homans and Peter Blau.</i> |

|    |   |    |   |
|----|---|----|---|
|    | Social Integration, The Distinctive Nature of Social Exchange, Exchange and Power).   |    |   |
| 3. | THE SOCIOLOGY OF THE BODY AND SOCIOBIOLOGY (a) Sociology of Body (Representing the Body, Mental Illness-Real or Constructed) (b) Selfish Genes & Kin Selection (Trust and Altruism, Reproductive Strategies, Sociobiology and Culture, Biology and Culture, Biology and Social Self). | 13 | <i>Students will analyze the relationship between biology and social behavior, focusing on concepts such as kin selection, altruism, and the sociology of the body.</i> |
| 4. | THE FUTURE OF SOCIOLOGICAL THEORY Modernism and Post Modernism, The Post Modernist Critique.  | 13 | <i>Students will evaluate the differences between modernist and postmodernist theories and critique their relevance to contemporary sociology.</i>                      |
| 5. | SOCIOLOGICAL THEORY AND UNDERSTANDING Phenomenology and Ethnomethodology.   | 13 | <i>Students will create an ethnomethodological or phenomenological analysis to interpret everyday social interactions.</i>  |

### **Suggested Readings**

#### **Text Books**

- Almond, G. A., & Powell, G. B. (1966). Comparative Politics: A Developmental Approach. Turner, J H: (2002) THE STRUCTURE OF SOCIOLOGICAL THEORY. WADSWORTH PUBLISHING
- Ritzer, G. (2012). CONTEMPORARY SOCIOLOGICAL THEORY. SAGE PUBLICATIONS.
- Wilson, E O. (1975) SOCIOLOGY- THE NEW SYNTHESIS. BELKNAP PRESS

#### **References**

- Dawkins, Richard: (1989) THE SELFISH GENE. OXFORD.
- Shilling, Chris: (2012). The Body And Social Theory. Sage Publications.
- Gane, Nicholas: (2004) FUTURE OF SOCIAL THEORY. CONTINUUM.
- Well, Wendell & James, A Mau (Ed). (1996) SOCIOLOGY OF THE FUTURE. SAGE PUBLICATIONS. (ARTICLE)