

## Detailed CBCS Syllabus

### Core Papers SEMESTER – I B.A. SOCIOLOGY (Honours)

#### SOC-CC-I : Introduction to Sociology

**Time- 3 hrs**

**F.M.-80+20**

**Credit- 6**

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

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

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

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

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

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

**Unit-3 : Individual and Society :** Individual and society, Socialization, Stages and agencies of Socialization, Development of Self – contributions of George Herbert Mead, C.H. Cooley's Looking Glass Self The Concept of Group : Types of Groups – Primary and Secondary groups, In-Group and Out-group, Reference Group

**Unit-4: Social Stratification:** Caste, Class, Power, Gender and Race. Theories of Stratification – Functionalist, Marxist, Weberian. Social mobility and its determinants.

**Unit-5: Social Control:** Meaning and types, Formal and Informal social control, Agencies of Social control

**Social Processes:** Associative and Dissociative processes – Cooperation, Assimilation, accommodation, Competition, and conflict

### Essential readings:

1. Bottommore. T.B. 1972, Sociology: A guide to problems and literature. Bombay :George Allen and Unwin (India)
2. Harlambos, M.1998. Sociology: Themes and perspectives. New Delhi Oxford University Press
3. Inkeles, Alex, 1987. What is Skociology? New Delhi: Prentice-Hall of India
4. Jaaram, 1988 . What is Sociology .Madras:Macmillan, India :
5. Johnson, Harry M. 1995. Sociology: A Systematic Introduction. New Delhi , Allied Publishers
6. Schaefer, Richard T. and Robert P. Lamm. 1999 Sociology.Tata-Mac Graw Hill, New Delhi.

## **Core Papers SEMESTER – I B.A. SOCIOLOGY (Honours)**

### **SOC-CC-II : Indian Society**

**Time- 3 hrs**

**F.M.-80+20**

**Credit- 6**

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

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

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

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

**Unit-1: Composition of Indian Society:** Religious composition, ethnic composition, caste composition. Unity in Diversities. Threats to National Integration: Communalism, Castesim, Linguism and Regionalism.

**Unit-2: Historical moorings** and bases of Hindu Social Organization, Varna, Ashrama and Purushartha. Doctrine of Karma.

**Unit-3 :Marriage and Family in India.** Hindu marriage as Sacrament, Forms of Hindu Marriage. The Hindu joint family: Patriarchal and Matriarchal systems. Marriage and family among the Muslims.Changes in Marriage and Family.

**Unit-4: The Caste system in India:** Origin, Features and Functions. Caste and Class, The Dominant Caste, Changes in Caste system, Caste and Politics in India Constitutional and legal provisions for the Scheduled Castes, Scheduled Tribe.

**Unit-5:Social Change in Modern India:** Sanskritization, Westernization, Secularization, and Modernization.

**Essential readings:**

1. Bose, N.K. 1967, Culture and Society in India. Bombay : Asia Publishing House
2. Bose, N.K. 1975, Structure of Hindu Society. New Delhi
3. Dube, S.C. 1990, Society in India.(New Delhi: National Book Trust.)
4. Dube, S.C. 1995, Indian Village (London : Routledge)
5. Dube, S.C. 1958: India's changing Villages (London: Routledge and Kegan Paul).
6. Karve, Irawati, 1961 : Hindu Society : An Interpretation(Poona : Deccan-College) :: Lannoy,
7. Mandelbaum, D.G. 1970 : Society in India (Bombay: Popular Prakashan)
8. Srinivas, M.N. 1980 : India: Social Structure ( New Delhi: Hindustan - Publishing Corporation)
9. Srinivas, M.N. 1963: Social Change in Modern India (California, Berkeley: University of California Press).
10. Singh, Yogendra,1973 : Modernization of Indian Tradition ( Delhi: Thomson Press).

**SEM.-I/III,SOC.-GE-I IS SAME AS SEM.-I,SOC.-CC- II**

**SEM.-I,SOC.-DSC-2/3-I IS SAME AS SEM.-I,SOC.-CC-I**

## **Core Papers SEMESTER – II B.A. SOCIOLOGY (Honours)**

### **SOC-CC-III : Sociological Thought**

**Time- 3 hrs**

**F.M.-80+20**

**Credit- 6**

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

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

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

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

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

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

**Unit-3: Karl Marx:** Dialectical Materialism, Class struggle, Alienation, Sociology of Capitalism

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

**Unit-5: Max Weber:** Social Action, Protestant ethic and the spirit of capitalism, Ideal type, Bureaucracy, Authority

#### **Essential readings:**

1. Aron, Raymond. 1967(1982 reprint). Main currents in sociological thoughts (2 volumes). Harmondsworth, Middlesex: Penguin Books
2. Barnes, H.E. 1959. Introduction to the history to the sociology The University of Chicago press
3. Coser, Lewis A. 1979. Masters of Sociological Thought. New York : Harcourt Brace Jovanovich
4. Fletcher, Ronald. 1994. The Making of Sociology (2 volumes) Jaipur-Rawat
5. Morrison, Ken. 1995 Marx, Durkheim, Weber: Formation of Modern Social Thought. London; sage
6. Ritzer, George. 1996. Sociological Theory . New Delhi. Tata-McGraw Hill
7. Singh, Yogendra. 1986 Indian Sociology: social conditioning and emerging Trends. New Delhi: Vistaar
8. Zeitlin, Irving. 1998 (Indian Edition). Rethinking sociology: A critique of Contemporary Theory. Jaipur: Rawat.

**Core Papers SEMESTER – II, B.A. SOCIOLOGY (Honours)**  
**SOC-CC-IV Social Change and Development**

**Time- 3 hrs**

**F.M.-80+20**

**Credit- 6**

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

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

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

**Unit-1: Social Change:** Meaning and nature. Social Progress, Evolution and Development.

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

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

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

**Unit-5:Models of Development:** Capitalist, Socialist, and Gandhian

**Essential readings:**

1. Moore, W.E. 1965 Social Change, Prentice-Hall of India. New Delhi.
2. Gandhi M.K., Hind Swaraj
3. Schumacher, E.F., Small is Beautiful
4. Narain, Shreeman, Principles of Gandhian Planning
5. Mishra, B., Capitalism, Socialism and Planning.
6. UNDP, Human Development Report

**SEM.-II/IV, SOC.-GE-II IS SAME AS SEM.-II, SOC.-CC- IV**  
**SEM.-II, SOC.-DSC-2/3-II IS SAME AS SEM.-I, SOC.-CC-II**

**Core Courses Semester-III B.A. Sociology ( Hons ) CC-V**  
Time – 3hrs F.M.: 100 [ 80 (End sem) +20 (Int) ] Credit- 6  
**(SOC-5) Research Methodology**

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

**Objectives:** Bygoing through this paper, the student can

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

**Unit-1:Meaning, Scope and Significance of Social Research.** Nature of scientific Method, Applicability of scientific method to the study of social phenomena.Major steps in social research, Objectivity and value Neutrality.

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

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

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

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

**Unit-5:Quantitative methods in Social Research:** Survey research, Questionnaires, Interview. Measures of Central Tendency: Mean, Median, Mode.

**Essential Readings:**

1. Bajaj and Gupta. 1972 Elements of Statistics. New Delhi: R.Chand and Co., New Delhi:
2. Beteille, A. and Madan, T.N. 1975 Encounter and experience: Personal Accounts of Fieldwork. Vikas Publishing House, New Delhi:
3. Bryman, Alan. 1988 Quality and Quantity in Social Research Unwin Hyman, London.
4. Jayram, N.1989. Sociology: Methods and Theory. Madras: MacMillan, Madras.
5. Kothari,C.R. Research Methodology : Methods and Techniques, Bangalore, Wiley Eastern.
6. Punch, Keith. 1996. Introduction to Social Research, Sage,London
7. Shipmen, Martin. 1988The Limitations of Social Research Sage, London,
8. Young, P.V. 1988 Scientific Social Survey and Research Prentice Hall, New Delhi

**Core Courses Semester-III B.A. Sociology ( Hons ) CC-VI**  
Time – 3hrs F.M.: 100 [ 80 (End sem) +20 (Int) ] Credit- 6  
**(SOC-6) Gender and Society**

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

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

- Conceptualize what is “Gender” and what is “Sex” and draw a line of distinction between the two.
- Note the difference in gender roles, responsibilities, rights and relations.
- Trace out the evolution and institutionalization of the institution of “Patriarchy”.

- Get to know the theories of Feminism that brought women issues and demands to the forefront.
- Assess the initiatives undertaken for gender development with the paradigm shift from time to time.

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

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

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

**Unit-3: Gender and Development:** History and Approaches, WID,WAD and GAD.

Women Empowerment: Meaning and Dimensions. World Conferences on Women: Mexico, Copenhagen, Nairobi and Beijing. Gender- Related Development Index (GDI) and Gender Empowerment Index (GEM).

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

**Unit-5: Major Challenges and Issues Affecting Women in India:** Women and Education, Women and Health, Women and Work. Policy provisions for improvement of women in these spheres.

#### **Essential Readings:**

1. Bhasin, Kamla, 2003. Understanding Gender, Kali for Women.
2. Bhasin, Kamala , Khanv, Said Nighat 1986. Some Questions on Feminism and Its Relevance in South Asia, Kali for Women, New Delhi.
3. Chaudhuri, Maitrayee 2004.Feminism in India: Issues in Contemporary Indian Feminism Kali for Women, New Delhi.
4. Kabeer, Naila 1994. Reversed Realities: Gender Hierarchies in Development Thought: Gender Hierarchies in Development.
5. Srivastava Gouri .2005. Women Education in India: Issues and Dimensions,Academic Excellence Publishers & Distributors.



6. Agarwal, S.P 2001. Women's Education in India. Concept Publishing Company.
7. Satia, J, Misra, M, Arora, R, Neogi, S, ed. Innovations in Maternal Health - Case studies from India. New Delhi, India: SAGE Publications Pvt. Ltd.
8. Dube, Leela 1990. Structures and Strategies –Women, Work and Family, SAGE Publications, New Delhi.
9. Kalia, Anil–1998. “Women Workers: Invisible and Unprotected”, Social Welfare, Vol.45, No.1.
10. Cahwala, Monioca 2006. Gender Justice: Women and Law in India, Deep and Deep Publications.

**Core Courses Semester-III B.A. Sociology ( Hons ) CC-VII**  
 Time – 3hrs F.M.: 100 [ 80 (End sem) +20 (Int) ] Credit- 6  
**(SOC-7)Rural Sociology**

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

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

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

**Learning Outcomes:** India thrives in her villages. By going through this paper, the student can have a grip on the grass roots of Indian society. This will enable the

student to understand the society in a better manner, to note the heterogeneities in culture, institutions and their functions, changes, the contrasts found between the rural urban societies and the problems faced by the people.

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

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

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

**Unit-4: History and Evolution:** Community Development Programme, Land Reforms, Green Revolution, Cooperative Movement.

Rural Governance and Democratic Decentralization, Panchayati Raj Institutions, Constitutional provisions and Structure, Role of Panchayats in Development, Functions and Problems.

**Unit-5 Rural Development Programmes:** MGNREGA, SGSY, Indira Awas Yojana, Livelihood Mission, National Rural Health Mission

### **Essential Readings:**

1. Doshi S.L. & P.C. Jain 2002. Rural Sociology, Jaipur, Rawat.
2. Desai A.R. 1997. Rural Sociology in India – Bombay Popular Prakasan.
3. Dhanagare D.N. 1988. Peasant movements in India, New Delhi, Oxford.
4. Gupta D.N. 2001. Rural Development System. New Delhi Books India International.
5. Dube, S.C. 1988. India's changing Village: Human Factor in Community Development Himalayan Publishing House, Bombay.
6. Maheshwari, S.R. 1985. Rural Development In India, Sage Publication, New Delhi.
7. Vivek, R. & Bhattacharya, 1985. The New Strategies of Development in Village India, Metropolitan.
8. Jain, Gopal Lal, 1985. Rural development. Mangaldeep Publication, Jaipur.

9. Joshi R P., and S. Narawam, 1985. Panchayat Raj in India : Emerging Trends across the States Rawat, Jaipur.

10. Singh, Katar ,1995. Rural development: Principle policies and Management Sage, New Delhi.

## **Core Courses Semester-IV B.A. Sociology ( Hons ) CC-VIII**

**Time - 3hrs F.M.: 100 [ 80 (End sem) +20 (Int) ] Credit- 6  
(SOC-8)Sociology of Globalization**

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

**Objectives:** Bygoing through this paper, the student can

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

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

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

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

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

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

**Unit-5 Impact of globalisation on Indian Society:** Religion, Culture, Education, Social Institutions, Women, Tribal.

**Essential Readings:**

1. Appadurai, Arjun 1996, Modernity at Large, University of Minnesota Press
2. Applebaum, R. and Robinson, W., 2005, Critical Global Studies, Routledge, New York.
3. Bremen, Yan, 1993, Footlose Labour, Cambridge University Press, Cambridge
4. Browning, Halcli, Webster(ed), 1996, Understanding contemporary society: Theories of the present, SAGE Publications, London
5. Cohen Robin and Shirin M.(ed), Global Social Movements, The Athlone Press, London
6. Dubhashi P.R., 2002, Peoples Movement against Global Capitalism : EPW Feb.9
7. Giddens, Anthony, 2000, Runaway World : How globalization is reshaping our lives, Routledge, New York.
8. Jha, Avinash, 2000, Background to Globalization, Centre for Education and Documentation, Mumbai
9. Chander Sekhran Bal krishnana - Impact of Globalization on developing countries and India.
10. C ,Rangarajan, Globalization and its impact, 2002

**Core Courses Semester-IV B.A Sociology ( Hons ) CC-IX**

Time – 3hrs F.M.: 100 [ 80 (End sem) +20 (Int) ] Credit- 6

**(SOC-9)Marriage, Family and Kinship**

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

**Objectives:**

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

**Learning outcomes:**

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

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

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

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

**Unit-4: Kinship Organization in India:** Genealogical methods, Regional variation of Kinship Organization-North and South, Complementary filiations

**Unit-5: Changes in Marriage and Family:** Changes in the features of Joint family, factors affecting the institutions-Marriage and family, Divorce and Family Disintegration,

**Recommended Books:**

1. Ahuja, Ram, 2000, Social Problems in India, New Delhi: Rawat Publications.
2. Dube, L.1974, *Sociology of Kinship: An Analytical Survey of Literature*, Bombay: P.Prakashan
3. Dumont, L. 1983. Affinity as Value: Marriage Alliance in South India with comparative
4. Fortes, M. 1969, Kinship and Social Order, Chicago: Aldine
5. Fox, Robin. 196. Kinship and Marriage. Hammonds Worth: Penguin Books.
6. Goody, Jack and S.J. Tambiah.1973.Bride Wealth and Dowry, Cambridge: CUP
7. Johnson, H.M., 1995, Sociology: A Systematic Introduction, New Delhi: Allied

8. Kapadia, K.M. 1958 - Marriage and Family in India, Oxford University Press, Bombay
9. Karve, Iravati, 1961, Hindu Society: An Interpretation, Pune: Daccan College
10. Mandelbaum, D.G. 1972, Society in India, Bombay: Popular Prakashan.
11. Parkin, Robert, 1997. Kinship: An Introduction to Basic Concepts. U.K: Blackwell Publications
12. Prabhu, P.N. 1963, Hindu Social Organisation, Bombay: Popular Parkashan. Publishers.
13. Singh, Y., 1983, Modernisation of Indian Tradition. Jaipur: Rawat Publications
14. Uberoi, Patricia (ed.) 1993. *Family, Kinship & Marriage in India*. New Delhi: OUP.

### **Core Courses Semester-IV B.A. Sociology ( Hons ) CC-X**

Time – 3hrs F.M.: 100 [ 80 (End sem) +20 (Int) ] Credit- 6

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

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

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

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

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

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

**Unit- 2: Theories of Deviant Behaviour:** Contributions of Durkheim and Merton. Ecological theory, Delinquent Sub-Culture theory, Differential Association theory, Differential Opportunity theory.

**Unit- 3: Crime and Punishment** : Concepts of Crime and Delinquency. Causes and consequences. Theories of Punishment: Retributive, Deterrent, Reformative.

**Unit-4: Social Problems:** Poverty, Unemployment, Alcoholism, Indebtedness, and Terrorism

**Unit-5 Atrocities against women:** Domestic violence, Dowry, Divorce, Trafficking, Sexual Violence.

**Essential Readings.**

1. Ahuja, Ram. 2000. Criminology. New Delhi: Rawat Publications.
2. Bajpai, Anju and Bajpai, P.K.2000. Female Criminality in India. New Delhi: Rawat Publications.
3. Sharma P.D. Criminal Justice Administration: The Relay Race for Criminal Justice.1998. New Delhi: Rawat Publications.
4. Ahuja, Ram, 2000, Social Problems in India, New Delhi: Rawat Publications

**(SEC-2)**

**Sociology of Social Institutions**

**Time: 2hours Full Mark-50 [(40 (End Sem) + 10 (Mid Sem)]**

**Credit-2**

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

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

- Understand the basic institutions which are vital to the functioning of the society.
- Learn the variations in the structure and functioning of these institutions across time and societies.
- Get an idea about the emerging features of these institutions.

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

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

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

**Unit-3 Religion:** Defining religion; Varieties of religion; Theories of religion.

**Unit-4 Education:** The development of Literacy and schooling; Gender and the education system; Education and ethnicity; Theories of Schooling; Education and cultural reproduction; Education and inequality

**Unit-5 Economy:** Importance of Work; Organisation of work; Fordism and Post-Fordism; Work and technology; Future of work; Market and society.

**Polity:** Modern State; Concepts of Power and Authority; Forms of social distribution of power: Marxist, Elitist, Pluralist and Neo-Pluralist. Module

**Essential Readings:**

1. Ken Browne: An Introduction to Sociology (Polity, 3rd ed)
2. Anthony Giddens: Sociology (4th ed): Human Societies
3. Bilton and others : Introductory Sociology (Macmillan)
4. G. Rocher : A General Introduction to Sociology
5. P. Worsely : New Introducing Sociology
6. Smelser : Sociology
7. S.K.Pramanik&R.Ganguly(eds) : Globalization in India (PHI Learning)



**SEMESTER-III, -DSC-2/3-III**  
**(SOC-3) Social Change and Development**

**Time – 3hrs    F.M.: 100 [ 80 (End sem) +20 (Int) ]    Credit- 6**

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

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

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

**Unit-1: Social Change:** Meaning and nature. Social Progress, Evolution and Development.

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

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

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

**Unit-5: Models of Development:** Capitalist, Socialist, and Gandhian.

**Essential readings:**

1. Moore, W.E. 1965 Social Change, Prentice-Hall of India. New Delhi.
2. Gandhi M.K., Hind Swaraj
3. Schumacher, E.F., Small is Beautiful
4. Narain, Shreeman, Principles of Gandhian Planning
5. Mishra, B., Capitalism, Socialism and Planning.
6. UNDP, Human Development Report

**SEMESTER-IV, -DSC-2/3-IV**

**(SOC-4)Rural Sociology Time – 3hrs F.M.: 100 [ 80 (End sem) +20 (Int) ] Credit- 6**

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

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

- Get an impression about the emergence of the sub discipline Rural Sociology and the forces contributing for its origin.
- Learn about the nature of this branch of knowledge, its subject matter and significance.
- Collect information and knowledge about the mooring of the sub discipline in the Indian context.

- Generate an idea about the typicalities of the rural society and the institutions operating therein and their dynamics.
- Derive ideas about rural social problems of the country.

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

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

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

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

**Unit-4: History and Evolution:** Community Development Programme, Land Reforms, Green Revolution, Cooperative Movement.

Rural Governance and Democratic Decentralization, Panchayati Raj Institutions, Constitutional provisions and Structure, Role of Panchayats in Development, Functions and Problems.

**Unit-5 Rural Development Programmes:** MGNREGA, SGSY, Indira Awas Yojana, Livelihood Mission, National Rural Health Mission

### **Essential Readings:**

1. Doshi S.L. & P.C. Jain 2002. Rural Sociology, Jaipur, Rawat.
2. Desai A.R. 1997. Rural Sociology in India – Bombay Popular Prakasan.
3. Dhanagare D.N. 1988. Peasant movements in India, New Delhi, Oxford.
4. Gupta D.N. 2001. Rural Development System. New Delhi Books India International.
5. Dube, S.C. 1988. India's changing Village: Human Factor in Community Development Himalayan Publishing House, Bombay.
6. Maheshwari, S.R. 1985. Rural Development In India, Sage Publication, New Delhi.

7. Vivek, R.& Bhattacharya, 1985. The New Strategies of Development in Village India, Metropolitan.
8. Jain, Gopal Lal, 1985. Rural development. Mangaldeep Publication, Jaipur.
9. Joshi R P., and S. Narawam, 1985. Panchayat Raj in India : Emerging Trends across the States Rawat, Jaipur.
10. Singh, Katar ,1995. Rural development: Principle policies and Management Sage, New Delhi.

## **SEMESTER-V**

### **(SOC-11) Sociology of Environment**

Environment and society are in constant interaction with each other. It is the environment which sustains life in society and it is the society that is responsible for the preservation and the degradation of the environment. In the recent years environmental challenges have posed a threat to the lives on the planet. Keeping this in view, the present paper tries to create awareness among the students about the major environmental issues and the efforts geared to tackle them.

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

- Derive knowledge about the close interaction between society and environment.
- Gain substantial idea about the environmental issues and their repercussions on humanity.
- Accumulate ideas about the ideological currents, issues that drive environment movements.
- Get aware about the global and national efforts to conserve environment.

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

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

**UNIT–2: Environmental Issues:** Sustainable Development, Industrialization and Development, Urbanization and Development, Environmental Degradation

**UNIT–3: Environmental Movements:** Chipko Movement, Narmada Bachao Andolan, Ganga Bachao Abhyas; the Silent Valley Movement, Forest Rights.

**UNIT-4: Contemporary Environmental Problems:** Problems of Water, Deforestation, Urban Wastes, Slums, Global-Warming and Climate Change.

**Unit-5: Environment Protection:** Efforts at the global level and the national level in India.

**Essential Readings:**

1. Albrow, Martin & Elizabeth King (Ed.), (1990), Globalisation, Knowledge and Society, Sage: London
2. Baviskar. Amita (1995), In the Valley of the River: Tribal Conflict over Development in the Narmada Valley, Delhi: OUP.
3. Bhatt, Anil (1989) Development and Social Justice: Micro Action by Weaker Section, Sage: New Delhi.
4. Chauhan, I.S (1998), Environmental Degradation, Delhi: Rawat Publications.
5. Desh Bandhu and Garg, R.K.(eds) 1986), Social Forestry and Tribal Development, Dehradun: Natraj Publishers.
6. Dubey, S.M. and Murdia, Ratno(ed)1980), Land Alienation and Restoration in Tribal Communities in India, Bombay: Himalaya Publishing House.
7. Gadgil, Madhav & Ram Chandra. Guha (1996), Ecology and Equity: The use and Abuse of Nature in contemporary India:: New Delhi: OUP.
8. Ghai, Dharam (ed) (1994), Development and Environment: Sustaining People and Nature. UNRISD: Blackwell Publication.
9. Giddens, Anthony (1996), "Global Problems and Ecological Crisis", 2<sup>nd</sup> edition New York:W.W.Norton and Co.
10. Guha, Ramechandra (1995), The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya, OUP: Delhi.
11. Mehta S.R. (ed)(1997), Poverty, Population and Sustainable Development, New Delhi: Rawat Publications.
12. Plumwood, Val (1992), Gender and Ecology: Feminism and Making of Nature, London: Routledge.

## (SOC-12) Sociology of Movements

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

### Objectives:

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

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

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

**Unit-2: Religious movements in India:** The SNDP Movements in Kerala, The Brahmo Samaj and The Arya Samaj.

**Unit-3: Peasants Movements in India:** The Champaran Satyagraha (1917), The Kheda Peasant Struggle, The Bardoli Movement in Gujarat, The Peasant Revolt in Telangana, The Tebhaga Movement in Bengal.

**Unit-4: Backward Class Movements in India:** Mahar Movement in maharashtra, Dalit Movement in Tamil Nadu, The Non Brahmin Movement in Tamil Nadu

**Unit-5: Women's Movements in India:** In the Pre independence era and the post-independence period

### Essential readings:

1. Foweraker Joe, 1995. Theorising Social Movements, Pluto Press, London.
2. Buechler, S. 'New Social Movement Theories' in Buechler, S. and Cylke, F.K., Jr. (eds.) 1997. Social Movements: Perspectives and Issues. Mountain View: Mayfield Publishing Company.
3. Rao, M.S.A. ed. 1979. Social Movements in India Vol. I and II, Manohar, New Delhi.
4. Rao, M.S.A. 1979. Social Movements and Social Transformation, Manohar, New Delhi.
5. Dhanagare,D.N. 1983. Peasant Movements in India1920-1950,OUP, Delhi.
6. Kaur, Manmohan, 1968, "Role of Women in the Freedom Movemen 1857-1947", Sterling, New Delhi
7. Basu, Aparna, "Role of Women in the Freedom Movement", in B.R.Nanda, ed, 1976. Indian Women From Purdah to Modernity, Vikas, Delhi.
8. Chattopadhyaya, Kamaladevi, 1983, "Indian Women's Battle for Freedom", Abhinav Publications, New Delhi

## **Discipline Specific Course**

**(SOC-DSE-1)**

### **Pioneers of Indian Sociology**

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

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

- Get to know the individual contributions of the Indian sociologists.



- Comprehend the theoretical basis of Indian social structure, Indian culture and the typical social institutions.
- Develop insight into the dynamics of Indian society.

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

**Unit I- Radha Kamel Mukerjee:** Social structure of values, Social Ecology.

**Unit 2- D.P.Mukerjee:** Cultural diversities, Modernization. **Andre Bettle:** Social Stratification, Peasant Society and Folk Culture.

**Unit -3 G.S.Ghurye:** Caste, Rural Urban Community. **Iravati Karve:** Kinship in India.

**Unit -4 M.N.Srinivas:** Sankritization, Secularization, and Dominant Caste.

**S.C.D ubey:** Indian Village, Tradition, Modernization and Development.

**Unit -5 M.S.A. Rao, TK Ooman:** Social Movements in India.

**Yogendra Singh:** Modernization of Indian Tradition, Social change in India: Culture and resilience.

**Essential readings:**

1. Dubey, S.C.: Society in India, New Delhi.National Book Trust.
2. Dubey, S.C. 1995. Indian Village, London Routledge.
3. Dubey, S.C.1998 India's Changing Village, London Routledge.
4. Srinivas, M.N. 1980 India: Social Structure New Delhi, Hindustan Publishing Corporation.
5. Srinivas ,M.N. 1963. Social Change in Modern India, California, Berkeley University of California University Press .
6. Singh,Yogendra. 1973. Modernization of Indian Tradition Delhi: Thomson Press.
7. Irawati,Karve. 1961. Hindu Society: An interpretation. Poone. Deccan College .
8. Ghurye G.S. 1950. Caste, Class and occupation, Popular Prakashan Bombay.
9. Ghurye G.S. 1945. Culture and Society. Popular Prakashan Bombay.

10. Majumdar. D.N.1958. Races and Culture of India, Asia Publishing House, Bombay.
11. Mukerjee, D.P.1958. Diversities. Peoples Publishing House, Delhi.
12. Ooman, T.K. and Mukerjee R.N. 1986. Indian Sociology : Reflections and Intro- -spections, Popular Prakashan, Bombay.
13. Beteille, Andre: Essays in Comparative Sociology: Oxford University Press New Delhi.
14. Beteille, Andre: Society and Politics in India. Essays in Comparative Perspective: Oxford University Press: New Delhi.

**(SOC-DSE-2)**  
**Sociology of Health**

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

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

- Understand the social basis of health and health care
- Relate cultural practices to health problems
- Get an idea about the common occupational health hazards
- Comprehend the health sector measures introduced by the Government.

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

**Unit-I Sociology of Health** The emerging nexus between human health and Sociology, The Scope of Health Sociology in India, Social determinants of Human Health and Health Care.

**Unit-2 Health and sanitation in Rural and Urban India:** Common health problems: causes and consequences, Infant mortality and morbidity, maternal mortality, Diseases in Urban slums.

**Unit-3 Common Diseases:** occupational diseases among workers and their prevention, Diseases among women, Old age diseases, Means to reduce them: Education, Habit formation, Regular checkups, Avoiding obsolete habits, Changing people's perception and increasing participation in health programmes

**Unit-4 Health Sector Reforms of the Government of India:** Protective, Promotive, Reproductive, Curative efforts, Health Policies of The Government, Role of ICDS in ensuring health to women and children

**Unit-5 Emerging health issues:** HIV AIDS, Debates about sex education, Gerontology

#### **Essential Readings:**

1. Cockerham, William C. 1978 Medical sociology Englewood, Cliffs, Prentice Hall
2. Dak, T.M. 1991 Sociology of Health in India, Kaveri Printers, New Delhi
3. Graham, Scombler, 1987 Sociological Theory and Medical Sociology, Tavistock Publications, London

SEM V SOC-SEC-III (for Gen) IS SAME AS SEM-IV SOC-SEC-II (for Hons)

SEM V SOC-DSE-A/B-I (for Gen) IS SAME AS SEM-IV SOC-CC-X (for Hons)

SEM V SOC-GE-I (for Gen) IS SAME AS SEM-VI SOC-CC-XIII (for Hons)

## **SEMESTER-VI**

### **(SOC-13) Urban Sociology**

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

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

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

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

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

**Unit-2 Theories of patterns of city growth:** Concentric zone theory- Sector model- Multiple nuclei theory.

**Unit-3 Social institutions of Indian urban communities:** Family, marriage and kinships in urban India – Caste in urban India – Urban politics and urban economy

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

**Unit-5 Urban development in India:** Plans, Urban development Programmes, Slum Development Programmes, Urban Basic Services

**Essential readings:**

1. Lin, Jan and mele Christipher (edt.) **2012**.The Urban Sociology Reader, Routledge
2. Flanagan, W., 1993. *Contemporary Urban Sociology* Cambridge: University of Cambridge
3. Patel Sujata and Deb, Kushal(edt.) Urban Studies.
4. Rao,M.S.A. 1992. Urban Sociology in India
5. Ramachandran,R 1997. Oxford University Press
6. Jayapalan, N 2002. Urban Sociology,Atlantic Publishers

7. Wilson, Robert, A Schultz, David, A , 1978. Urban Sociology, prentice Hall

### **(SOC-14) Population Studies**

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

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

- Understand the various facets of population studies and the theories that depict pollution change.
- Develop specific idea on Indian population structure, policies adopted and programmes launched in the country to check population.
- Assess the role of various agencies in population control.

**Learning Outcomes:** The very aim of this paper is to acquaint the students with a perennial problem of the Indian society that is population growth and the measures introduced to control it.

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

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

**UNIT – 3 Population Composition in India:** Age Structure, Sex-Ratio, Rural-Urban Composition, Literacy in India

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

**Unit-5 Population Control:** Role of Technology, Women's Empowerment, Voluntary Organisations

**Essential Readings:**

1. Agarwal, S.N. 1989: Population Studies with Special Reference to India, New Delhi: Lok Surjeet Publication.
2. Bose, Ashish 1991: Demographic Diversity in India, Delhi: B.R.Publishing Corporation.

3. Banarjee, D. 1985: Health and Family Planning Services in India, New Delhi: Lok Parkshan.
4. Chandrasekhar, S. (ed.) 1974: Infant Mortality, Population Growth and Family Planning in India, London: George Alen and Unwin Ltd.
5. Dubey, Surendra Nath 2001: Population of India, Delhi: Authors Press.
6. Kohli, S. 1977: Family Planning in India, New Delhi.
7. Malthus, T.R. (1986): An Essay on the Principle of Population, London: William Pickering.
8. Premi, M.K. 2004: Social Demography, Delhi: Jawahar Publishers and Distributors.
9. Sharma, Rajendra 1997: Demography and Population Problems, New Delhi: Atlantic Publishers.
10. Srivastava, O.S. 1998: Demography and Population Studies, New Delhi: Vikas Publishing House.
11. National Rural Health Mission 2006, Govt. of India, New Delhi.

### (SOC-DSE-3)

#### Sociology of Education

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

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

- Understand the concept and the theoretical foundations of education.
- Develop an insight into the role played by education in the society.
- The issues affecting education and the efforts geared to overcome them.

**Learning Outcomes:** The very aim of this paper is to impress upon the students the vital role played by the institutions of education in the society and to detect the paralyzing forces and to get well versed with the provisions and programmes launched to increase access to quality education.

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

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

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

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

**Unit-5 Education in Indian Plans and Programmes:** India's Five Year Plans and Education, Flagship educational programmes of the government of India for ensuring universalisation of education.

**Essential readings:**

1. Butin, Dan W. 2005 Teaching Social Foundations of Education: Context, Theories and Issues, Lawrence Erlbaum Associates
2. Rury, John L 2002 Education and Social Change: Themes in the History of American Schooling, Lawrence Erlbaum Associates
3. Nambissan, Geetha B., Rao Srinivas,S.2012 Sociolgy of Education in India: Changing Contours and Emerging Concerns,Oxford University Press
4. Sharma Rajesh R.2012 Philosophical and Sociological Foundation of Education, APH Publishing Corporation
5. Mathur, S.S. 1996 ASociological Approach to Indian Education,Vinod Pustak Mandir, Agra

**DSE-4  
Project**

Dissertation: 60 Marks  
Presentation: 25 Marks

Viva-voce: 15 Marks

Projects submitted by the student are to be evaluated by the Internal Examiner and External Examiner appointed by University. Students should opt for Supervision of Dissertation from the internal faculties of his own college/Institution. The Supervisor in consultation with the concerned Head of the Department should decide the topic. The presentation should be open to all faculties as well as graduate students of the concerned Department

#### SEC-4

### Gender and Society

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

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

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

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



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

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

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

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

**Unit-5:Major Challenges and Issues Affecting Women in India:** Women and Education, Women and Health, Women and Work. Policy provisions for improvement of women in these spheres.

### **Essential Readings:**

1. Bhasin, Kamla, 2003. Understanding Gender, Kali for Women.
2. Bhasin, Kamala , Khanv, Said Nighat 1986. Some Questions on Feminism and Its Relevance in Sourth Asia, Kali for Women, New Delhi.
3. Chaudhuri, Maitrayee 2004.Feminism in India: Issues in Contemporary Indian Feminism Kali for Women, New Delhi.
4. Kabeer, Naila 1994. Reversed Realities: Gender Hierarchies in Development Thought: Gender Hierarchies in Development.
5. Srivastava Gouri .2005. Women Education in India: Issues and Dimensions,Academic Excellence Publishers & Distributors.
6. Agarwal, S.P 2001. Women's Education in India. Concept Publishing Company.
7. Satia, J, Misra, M, Arora, R, Neogi, S, edt. Innovations in Maternal Health - Case studies from India. New Delhi, India: SAGE Publications Pvt. Ltd.
8. Dube, Leela 1990. Structures and Strategies –Women, Work and Family, SAGE Publications, New Delhi.

9. Kalia, Anil–1998. “Women Workers: Invisible and Unprotected”,  
Social Welfare, Vol.45, No.1.

10. Cahwala, Monioca 2006. Gender Justice: Women and Law in India,  
Deep and Deep Publications.

SEM VI SOC-DSE-A/B-II (for Gen) IS SAME AS SEM-VI SOC-CC-XIV (for Hons)

SEM VI SOC-GE-II (for Gen) IS SAME AS SEM-IV SOC-CC-VIII (for Hons)