

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-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-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 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, 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, Deterrant, 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-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-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.