SYLLABUS (Regulation 2020)

P.G. in Sociology (M.A. Programme)
Department of Sociology
University of Lucknow

[70+30 Scheme]

With Effect from 2020-21

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Semester IV Paper-21, Elective Course, A-Sociology of Social Movements, B-Globalization and Society, C-Sociology of Marginal Communities (SOC EL-401 A/B/C)

Semester IV Paper-22, Elective Course A-Media, Culture & Society, B-Science, Technology and Society, C-Law & Society (SOC EL-401 A/B/C)

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M.A. SOCIOLOGY PROGRAMME

OBJECTIVES AND IMPORTANCE

Sociology is the most contemporary and versatile of the Social Sciences. It trains students to grasp social and diversified structures, understand social processes map the dynamics of social change, decipher social interactions and make sense of individual and collective experiences in their social, historical and cultural context. Sociology is at once critical and constructive; conceptual and applied; theoretical and empirical. It is a science that cohabits comfortably with literary flair, speculative sensibility, historical imagination and empirical rigour. It is incessantly reflexive about its methods, demanding about its research techniques and standards of evidence. Sociology is ever so subtle about the conceptual distinctions it draws and zealous about its disciplinary boundaries and identity. At the same time, sociology is the most open and interdisciplinary of social sciences. The Pursuit of sociology is a systematic effort at recovering, mapping and making sense of our kaleidoscopic collective self under the sign of modernity. It is both historical and comparative. Sociology as an academic discipline is committed to the ideal of generating public knowledge and fostering public reason. It embodies best of enlightenment virtues: scientific reason, tolerance of diversity, humanistic empathy and celebration of democratic ideals. It is the science of our times. Sociology in India is more than hundred years old with rich, entrenched, ongoing and evolving scholarly legacies. Department of Sociology of University of Lucknow has been a premier centre of sociological learning and research in India for the last 100 years. The scholarly and institutional foundations of the discipline were laid by eminent sociologist late Prof Radha Kamal Mukherjjee and Prof. D.P. Mukheree, The department believed and conceived as interdisciplinary and became a school of thought which has been accepted as Lucknow School of Sociology It was a response to a widely recognized need for a discipline that addressed the broad concerns of a heterogeneous society where aspects of social life were rapidly changing yet traditional institutions still held sway. The Sociology Department at Lucknow recognized the importance of disseminating the findings of sociological research and train the next generation of sociologists and decided to introduce undergraduate courses in sociology quite early on. Over the decades the Post Graduate department thrived and Under Graduate departments grew in number under illustrious sociologists like Prof Radha Kamal Mukherjjee and Prof. D.P. Mukheree along with Prof. A.K.Sharan of whom took keen interest in curriculum design. At the moment sociology is offered both as U.G & P.G. in various colleges (Govt. & Added) working under Lucknow University. The Sociology syllabus of the

Department has always embodied the department's commitment to rigorous imparting of disciplinary fundamentals, comparative intent and a general preference to concern oneself with deeper and enduring attributes of the social than over narrow and shallow concerns of topical interest. Interdisciplinary has always been an article of faith for sociology under the auspice of Lucknow University and it constantly endeavored to introduce sub-disciplines and special areas of study in response to dynamic intellectual climate, shifting social concerns and novel professional demands. This spirit continues to inform the undergraduate and postgraduate syllabus even today and our students find fulfilling careers in a broad range of professions that require sensitivity to social issues, independent thinking and analytical ability. You may find how this legacy is lived and vision is actualized in the following pages that elucidate the learning out-come framework for the Under-Graduate and Post- Graduate, Ph.D. curriculum for Sociology at University of Lucknow.

Structure and Disciplinary Contents of M.A. Sociology:

All the courses are designed to impart disciplinary fundamentals of sociology through a curated reading list that draws amply form the rich and diverse tradition of sociological writing –classical as well as contemporary. These courses also feature vibrant illustrative material in the form of case studies meant to make the concepts and theories vivid, the learning process engaging and illustrate the discipline in action in terms of empirical investigations. The courses are designed to draw micro-itineraries across the syllabus to form complex inter- connections.

Program Learning Outcomes:

The Post graduate program in sociology is premised on an axiom that a graduate is not mere product of a system. On the contrary, the graduate attributes are the most concrete manifestation of the spirit the entire program, its operationalization through institutions and collective and concerted efforts of all the stake holders. Every other feature of programme is fused into this. Hence graduate attributes, qualification descriptors and programme learning outcomes may not be described separately since they are innately interconnected.

Teaching Learning Process:

Multiple pedagogic techniques are used in imparting the knowledge both within and outside the classrooms. Listed below are some such techniques:

• Lectures

• Tutorials

• Power-point presentations

• Project work

• Documentary Films on relevant topics

• Debates, Discussions, Quiz

• Talks /workshops

• Interaction with experts

• Outstation field trips….. Surveys designs

• Internships

Assessment Methods:

Besides the formal system of University exams held at the end of each semesters well as mid-semester and class tests that are held regularly, the students are also assessed on the basis of the following:

☐ written assignments

☐ Projects Reports

☐ Presentations

☐ Participation in class discussions

☐ Ability to think critically and creatively to solve the problems

☐ Application of classroom concepts during fieldwork

☐ Reflexive Thinking

☐ Engagement with peers

☐ Participation in extra and co-curricular activities

☐ Critical assessment of Articles /Books etc.

Career prospects for Sociology Post Graduates:

Students with a P.G. degree in Sociology have contributed immensely to the following fields :

☐ Academics

☐ Bureaucracy

☐ NGOs and ☐ Developmental Sectors

☐ Designing and conducting surveys

☐ Human Resource Development

☐ Research in contemporary issues of Gender, Development, Health, Urban Studies etc.

Department of Sociology
University of Lucknow
Syllabus for M.A. Programme
Regulations 2020
Course Structure

Course No/Course Code	Name of the Course	Credit	Remarks
	Semester I		
SOC CC-101	Paper-1Classical Sociological Tradition	4	Core Course/Compulsory
SOC CC-102	Paper- 2Methodology of Sociological Research	4	Core Course/compulsory
SOC CC-103	Paper-3 Sociology of Change and Development	4	Core Course/compulsory
SOC CC-104	Paper-4Comparative Sociology	4	Core Course/compulsory
SOC CC-105	Paper-5Rural Society in India	4	Core Course/compulsory
SOC VC-101	Paper-6Human Values & Professional Ethics	4	Value added course(Credited)/ compulsory
	TOTAL	**24 Credits**	
	Semester-II		
SOC CC-201	Paper-7Contemporary Sociological Theory	4	Core Course/Compulsory
SOC CC-202	Paper-8Methods and Techniques of Sociological Research	4	Core Course/compulsory
SOC CC-203	Paper-9Theoretical Perspectives on Development	4	Core Course/compulsory
SOC CC-204	Paper-10Comparative Sociological Theories	4	Core Course/compulsory
SOC CC-205	Paper-11Perspectives on Indian Society	4	Core Course/compulsory
SOC CC-206	Paper-12Social Demography	4	Core Course/compulsory
SOC VNC-201	Paper-13Corporate Social Responsibility	0	Value added course(Non-Credited)
	TOTAL	**24 Credits**	

Course No/Course Code	Name of the Course	Credit	Remarks
	Semester III		
SOC CC-301	Paper-14Modern Sociological Theories	4	Core Course/Compulsory
SOC CC-302	Paper- 15Contemporary Society & Culture in India	4	Core Course/MOOC
SOC EL-301 A/B/C	Paper-16A-Sociology of Indic Studies B- Political Sociology C- Statistical Packages for Social Science	4	Elective Course
SOC EL-302 A/B/C	Paper-17 A-Urban Sociology B-Sociology for Industrial Relations C-Sociology of Deviance	4	Elective Course
SOC IN-301	Paper-18#Fieldwork/Project/Field Trip	4	Internship
SOC IER-301	Paper-19Sociology of Gender	4	*Inter-departmental Course
	TOTAL	24 Credits	
	Semester-IV		
SOC CC-401	Paper-20Theoretical Perspectives in Sociology	4	Core Course/Compulsory
SOC EL-401 A/B/C	Paper-21A-Sociology of Social Movements B-Globalization and Society C-Sociology of Marginal Communities	4	Elective Course
SOC EL-402 A/B/C	Paper-22A-Media, Culture & Society B-Science, Technology and Society C-Law & Society	4	Elective Course
SOC MT-401	Paper-23 Dissertation/Thesis	8	Master Thesis
SOC IRA-401	Paper-24 Environment and Society	4	*Intra-departmental Course
	TOTAL	24 Credits	
	Grand Total	96 Credits	

Abbreviations: SOC-Sociology, CC-Core Course, VC-Value Added Course (Credited), VNC-Value Added Course (Non Credited), EL-Elective, IER-Inter-departmental Course, IRA-Intra-departmental Course, IN-Internship, MT-Master Thesis, MOOC- Massive Open Online Course

SCHEME OF INTERNAL EXAMINATION:

- 1 Internal Test-15
- 1 Assignment/Presentation/Quiz/Project-10
  (As per the course teacher/coordinator/Head)
- Attendance-05

Total =100 Marks (Internal= 30 Marks and External=70)

PREPATORY NOTES

- This P.G. syllabus may be effective from the academic session (2020-21)
- It will be of 96 (24 Credit/Sem.) Credits comprising 24 courses
- For one credit 15 lecture hours is to be given and each paper may be given five lectures in a week.
- The Core Courses include the existing compulsory papers that have been modified to suit the contemporary demands of Sociology.
- The existing 4 units' syllabus needed to be changed to 5 units.
- To qualify for the MA degree in Sociology, students are required to appear for a total of 96 credits,
- Question pattern and form of examination for both Internal Assessment and End-Term written Examination will be decided by the teacher(s) offering a course. The Project and Dissertation viva voce will be conducted in presence of external examiners.
- MOOC (Online Course) can be opted by the students in3rd semester and that credit will be added to the student's grade sheet or marks sheet after furnishing the details with proof forwarded through Head and Dean of Faculty of Arts.
- All other rules including grade points will be at par with the university rules/norms.

M.A. SEM-I

Paper-I, Classical Sociological Tradition (SOC CC101)

Objectives: This course is offered to provide the students with the necessary foundations in the major thinkers and pioneers of sociological thinking "such Marx, Weber, Durkheim and Pareto. A sound understanding of these thinkers would go a long way in helping a student to understand the contemporary and "current social issues and problems.

Unit-I: Historical Socio-Economic Background of the Emergence of Sociology. August Comte: The Law of Human Progress- Hierarchy of Sciences-Social Statics and Dynamics. Herbert Spencer: Evolutionary Theory and Organic Analogy.

Unit-II : Vilfredo Pareto: Contribution to the Methodology – Logico-experimental Method. Logical and Non-logical Actions; Residues and Derivations and their Classifications; Theory of Social Change: Elites and Masses; Types of Elites; the Circulation of Elites.

Unit-III: Emile Durkheim; Intellectual Background, Contribution to the Methodology of Sociology – Concept of Social Facts, Rules of Sociological Method, Division of Labour; Mechanical and Organic Solidarities; Anomie.

Theory of Suicide: Review of earlier Theories of Suicide; Rates of Suicide; the Distinctive Sociological Approach; Types of Suicide; the Causes of Different Types of Suicide; the Problem of Integration of the Individual with Society.

Theory of Religion: Earlier Theories of the Emergence and Role of Religion; Durkheim's Concept of Religion; Sacred and Profane; Society as a Supreme God; Religious Rituals and their Types.

Unit-IV: Karl Marx: Intellectual Background; Materialistic Interpretation of History; Dialectical Historical Materialism as a Perspective of Social Change; Mode of Production and Social Structure; Marx's Analysis of Emergence and Development of Capitalism in terms of Accumulation; Concepts of Surplus Value and Exploitation.

Classes and Class Conflict; Alienation in the Capitalist Society; the Proletariat Revolution; Classless Society; the State and Social Classes; Future of the State; Ideology as a Part of Super Structure; The Theory of Religion.

Unit-V: Max Weber: Intellectual Background; Concept of Sociology; Concept of Social Action; Types of Social Action; *Verstehen;* Ideal Type; Theory of Stratification: Class, Status and Party.

Analysis of Capitalism; the Protestant Ethic and the Spirit of Capitalism; Power and Authority, Types of Authority: Traditional, Charismatic, and Rational Legal; the Ideal Type of Bureaucracy.

READINGS:

Alexander, J. (Ed.). 1988. *Durkheimian Sociology: Cultural Studies,* Cambridge: Cambridge University Press.

Aron, R. 1970. *Main Currents in Sociological Thought, Vol. II,* Harmondsworth: Penguin.

Beaud, Michel. 1970. *A History of Capitalism, 1500-1980,* New York: Monthly Review Press.

Benton, T. 1977. Philosophical Foundation of the Three Sociologies, London: Routledge and Kegan Paul.

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Coser, L. A. 1977. *Masters of Sociological Thought,* New York: Harcourt Brace.

Durkheim, E. 1938. *The Rules of Sociological Method,* New York: The Free Press.

-------- 1947. *The Division of Labour in Society,* New York: The Free Press.

-------- 1952. *Suicide – A Study in Sociology,* London: Routledge & Kegan Paul.

-------- 1961. *The Elementary Forms of the Religious Life,* New York: Collier Books.

Fletcher, Ronald. 1971. *The Making of Sociology: Developments, Vol. II*, London: Nelson.

Giddens, A. 1973. *Capitalism and Modern Social Theory: An analysis of Writings of Marx, Durkheim and Weber,* London: Cambridge University Press.

Godlove, T. F. 2005. *Teaching Durkheim,* Oxford: Oxford University Press.

-------- 1978. *Durkheim,* London: Fontana.

Hughes, J. A., Martin, P. J. and Sharrock, W. W. 1995. *Understanding Classical Sociology – Marx, Weber and Durkheim,* London : Sage Publications.

Lukes, S. 1972. *Emile Durkheim: His Life and Work,* New York: Harper & Row.

Marx, Karl. 1964. *Selected Writings in Sociolgy and Social Philosophy,* (T. Bottomore and M. Rubel, Eds.), London: McGraw Hill.

Marx, Karl. 1970. *Contribution to the Critique of Political Economy,* Moscow: Foreign Publishing House.

-----. 1970. *Capital, Vol. I, II & III,* Moscow: Progress Publication.

Marx, Karl. & Engels, F. 1950. *Manifesto of the Communist Party,* Moscow: Foreign Publishing House.

Marx, Karl. & Engels, F. 1952. *The German Ideology,* (Ist & the last chapter) Moscow: Foreign Publishing House.

McIntosh, I. 1997. *Classical Sociological Theory: A Reader,* Edinburgh: Edinburgh University Press.

McLellan, David. 1977. *Karl Marx: Selected Writings,* Oxford: Oxford University Press.

Nisbet, Robert A. 1966. *The Sociological Tradition,* New York: Basic Books.

Parsons, Talcott. 1937. *The Structure of Social Action,* New York: McGraw-Hill.

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

Stedman Jones, S. 2001. *Durkheim Reconsidered,* Cambridge: Polity Press

Weber, Max. 1946. *From Max Weber: Essays in Sociology,* New York: Oxford University Press.

-------. 1947. The Theory of Social and Economic Organization, New York: The Free Press.

-------. 1949. *The Methodology of Social Sciences,* Toronto: Collier-Macmillan.

-------. 1958. *The Protestant Ethics and the Sprit of Capitalism,* New York: Charles Scribner's sons.

-------. 1978. E*conomy and Society, Vol. I & II,* Berkeley: University of California Press.

Zeitlin, Irvin. 1981. *Ideology and the Development Sociological Theory.* New York: Prentice Hall.

Paper-II Methodology of Sociological Research (SOC CC-102)

Unit-I: Epistemological Issues: Forms and Types of Knowledge; Common Sense, Reason and Science; Validation of Knowledge; Logic of Inquiry in Social Science Research - Induction and Deduction; Theory Building.

Unit-II: Methodological Perspectives in Sociological Theory: Positivism the Critiques of Positivism: Popper, Kuhn, and Fayeraband.

Unit-III: Nature of Social Reality and Approaches to it: Verstehen; Hermeneutics; Experiments in Ethno-methodology; 'Because Of' and 'In Order To' Motive in Phenomenological Sociology;

Unit IV: The Problem of Objectivity/ Value Neutrality; Ethical Issues in Social Research. Plagiarism and copy rights.

Unit-V: Scientific Method in Social Research: Fact and Theory; Formulation of a Research Problem; Hypothesis – Sources, Types, Features, and Uses.

READINGS:

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

----------- 2005. *Social Research Methods,* London: Oxford University Press.

Corbetta, P. 2003. *Social Research: Theory, Methods and Techniques,* London: Sage.

Durkhiem, E. 1912. *The Elementary Forms of Religious Life*, London: Allen and Unwin.

Feyeraband, P. K. 1975. *Against Method,* London: New Left Books.

Giddens, A. (Ed.). 1974. *Positivism and Sociology,* Cambridge: Cambridge University Press.

Gorman, R. A. 1977. *The Dual Vision: Alfred Schutz and the Myth of Phenomenological Social Science,* London: Routledge and Kegan Paul.

Goode, W.J. and Hatt, P. K. 1952. *Methods in Social Research,* New York: McGraw-Hill.

Kuhn, T. S. 1970. *The Structure of Scientific Revolution,* Chicago: Chicago University Press.

Mukherji, P.N. 2000. *Methodology of Social Research: Dilemmas and Perspectives,* New Delhi: Sage.

Myrdal, G. 1970. *Objectivity in Social Research,* London: Gerald Duckworth.

Newton-Smith, W. H. 1981. *The Rationality of Science,* London: Routledge & Kegan Paul.

Popper, K. 1972. *Objective Knowledge,* London: Oxford University Press.

Punch, Kieth. 1996. *Introduction to Social Research,* London: Sage.

Shipman, M. 1988: *The Limitation Social Research,* London: Sage.

Somekh, B. and Lewin, C. 2002. *Research Methods in Social Sciences,* London: Sage.

Srivastava, V. K. (Ed.). 2005. *Methodology and Fieldwork,* New Delhi: Oxford University Press**.**

Paper-III   Sociology of Change and Development (SOC CC-103)

Unit-I: Meaning and Forms of Social Change; Change in Structure and Change of Structure; Evolution; Progress, Development, and Transformation;

Unit-II: Changing Conceptions of Development: Economic Growth, Social Development, Human Development, Sustainable Development, Socio-cultural Sustainability, Millennium Sustainable Goals & Sustainable Development Goals and   Multiple Sustainability.

Unit-III: Theories of Social Change: Linear, Cyclical; Factors of Social Change: Demographic, Science, Technology and Media.

Unit-IV: Concept of Planning – Democratic, Totalitarian and Regional; India through Five Year Plans & Role of NITI AYOG; Concept of Welfare State; India as a Welfare State; the Role of Civil Society and NGO in Development.

Unit-V: Social Change in Contemporary India: Trends and Processes– Westernization, Modernization, Liberalization, Privatization and Globalization.

READINGS:

Bardhan, P. 1984. *The Political Economy of Development,* New Delhi: Oxford University Press.

Beteille, Andre. 1992. *Society and Politics in India: Essays in Comparative Perspective,* New Delhi: Oxford University Press.

Dak, T. M. and Josef, 2001. *Social Development,* Udaipur: Institute of Development Studies.

Dreze, J. and Sen. 2002. *India: Development and Participation,* New Delhi: Oxford University Press.

Dube, S.C. 1988. *Modernization and Development: the Search for Alternative Paradigm,* New Delhi: Vistar.

Goven,M. P. 1996. *Doctrines of Development,* London: Routledge.

Kiely, R. and Phil Marfleet, (Eds.). 1998. *Globalization and the Third World,* London: Routledge.

Kothari, Rajni. 1988. *Rethinking Development: In Search of Humane Alternatives,* Delhi: Ajanta.

Midgley, J. 1994. *Social Development: The Development Perspective in Social Welfare,* London: Sage.

Seers, D. 1970. *The Meaning of Development,* Series No. 4, Sussex: Institute of Development Studies, University of Sussex.

Sen, Amrtya. 1999. *Development as Freedom,* New Delhi: Oxford University Press.

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

Srinivas, M. N. 1966. *Social Change in Modern India,* Berkeley: University of California Press.

United Nations Development Programme. 2001. *Human Development Report,* New York: Oxford University Press.

United Nations Development Programme. 1995. *Sustainable Human Development: From Concept to Operation,* New York: UNO.

Weiner, M. (Ed.). 1966. *Modernization: The Dynamics of Growth,* New York: Basic Books.

Paper-IV Comparative Sociology (SOC CC-104)

Unit-I: Meaning and Scope of Comparative of Sociology, Methods of Study – Comparative, Evolutionary, Diffusionistic, and neo-evolutionary;

Unit-II: Indices of Comparison: Culture, Nation, Class, Gender, Identity; Ethnicity and Ecology

Unit-III: Tribal Society Features: Kinship, Marriage, and Family; Magic and Religion; Totem and Taboo.

Unit-IV: Tribal Economy: Approaches, Exchange – Reciprocity, Redistribution, and Market; Tribal Polity, Law & Justice: State and Stateless Society.

Unit-V: Central Themes in Comparative Sociology: Culture: trait, complex & area Cultural Relativism; Pluralism; Multiculturalism;.

READINGS:

Beattie, J. 1966. *Other Culture,* London: Routledge & Kegan Paul.

Evans-Pritchard, E. E. 1951. *Social Anthroplogy,* London: Cohen & West.

Firth, R. 1963. *Elements of Social Organization,* Boston: Deacon Press.

Fox, Robin. 1967. *Kinship and Marriage,* Hammondsworth: Penguin.

Guha, A. M. 1998. *Social Ecology,* New Delhi: Oxford University Press.

Harris, Marvin. 1968. *The Rise of Anthropological Theories,* New York: Thomas Y. Crowell Company.

Herskovits, M. J. 1955. *Cultural Anthropology:* New Delhi: Oxford, IBH.

Levi-Strauss, Claude. 1963. *Structural Anthropology,* New York: Basic Books.

Murdock, G. P. 1949. *Social Structure,* New York: Macmillan.

Majumdar, D. N. and Madan, T. N. (1956) 2006. *An Introduction to Social Anthropology,* New Delhi: Oxford University Press.

Nadel, S. F. 1951. *The Foundations of Social Anthropology,* London: Cohen & West.

Radcliff-Brown, A. R. 1952. *Structure and Function in Primitive Society,* Illinois: The Free Press.

Shah, A. M. 1966. *Family in India,* New Delhi: Orient Longman.

Vidyarthi, L. P. and Rai, B. K. 1976. *The Tribal Culture of India,* New Delhi: Concept.

Paper-V Sociology of Rural Life in India (SOC CC-105)

Objectives :

The course is designed to provide an overview of the rural social reality to the student. With emphasis is on the changing nature of the rural society. To understand the factors responsible for the changing nature of the rural society and the approach of the Government to deal with rural issues and crisis.

Unit-I: Approaches to Study Rural Society in India: Rural-urban Continuum; Peasant Society and Folk Culture; Little Tradition and Great Tradition; Universalization and Parochialization; Debates on the Mode of Production and Agrarian Relations.

Unit-II: Indian Village: Self-sufficiency; Socio-cultural Dimensions; Rural Social Structure: Agrarian Relations, Caste, Jajmani, Joint Family, and Power Structure.

Unit-III: Rural Planning and Reconstruction in India: Land Reforms, Community Development Programme, Green Revolution, Panchayati Raj, IRDP and other Planned Programmes, MNREGA.

Unit-IV: Rural Poverty; Pauperization and Depeasantization; Agrarian Unrest and Peasant Movements; Trends of Change in Village India.

Unit-V: Impact of Urbanization, Technology and Globalization; Rural Social Mobility; Agrarian Distress.

READINGS: Betille, Andre. 1974 *Six Essays in Comparitive Sociology,* New Delhi: Oxford University Press.

Chauhan, B. R. 2003. *Village Community,* in Veena Das, *The Oxford India Companion to Sociology and Social Anthropology,* New Delhi: Oxford University Press.
--------- 1990. *Rural Urban Articulations,* Udaipur: A. C. Brothers.
Desai, A. R. 1977. *Rural Sociology in India,* Bombay: Popular Prakashan.
-------- 1979. *Rural India in Transition,* Bombay: Popular Prakashan.
Dube, S. C. 1955. *India's Changing Villages,* London: Routledge and Kegan Paul.
Dhanagare, D. N. 1988. *Peasant Movements in India*, New Delhi: Oxford University Press.
Joshi, P. C. 1976. *Land Reforms in India: Trends and Perspectives,* Bombay: Allied Publishers.
Majumdar, D. N. 1955. *Rural Profiles,* Lucknow: Ethnographic and Folk Culture Society.
Marriott, M. (Ed.). 1955. *Village India,* Chicago: Chicago University Press.
Mencher J.P. 1983. *Social Anthropology of Peasantry, Part III*, New Delhi: Oxford University Press.
Oommen, T. K. 1971. "Green Revolution and Agrarian Conflict", *Economic and Political Weekly,* 6(26): 99-103.
Radhakrishnan, P. 1989. *Peasant Struggles: Land reforms and Social Change in Malabar 1836 – 1982,* New Delhi: Sage Publications.
Redfield, R. 1956. *The Little Community,* Chicago: Chicago University Press.
Srinivas, M. N. (Ed.). 1955. *India's Villages,* Calcutta: Government of West Bengal Press.
--------- 1996. *Village, Caste, Gender and Method: Essays in Indian Anthropology,* New Delhi: Oxford University Press.
Thorner, Daniel and Thorner, Alice. 1962. *Land and Labour in India*, Bombay: Asia Publications.
Wiser, W. H. 1936. *The Hindu Jajmani System,* Lucknow: Lucknow Publishing House.

Paper-VI HUMAN VALUES AND PROFESSIONAL ETHICS (SOC VC-101)

Objectives:

This introductory course input is intended

1. To help the students appreciate the essential complementarily between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity, which are the core aspirations of all human beings.

2. To facilitate the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the Human reality and the rest of Existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living in a natural way

3. To highlight plausible implications of such a Holistic understanding in terms of ethical human conduct, trustful and mutually fulfilling human behavior and mutually enriching interaction with Nature Thus, this course is intended to provide a much needed orientational input in value education to the young enquiring minds

UNIT 1: Course Introduction - Need, Basic Guidelines, Content and Process for Value Education 1. Understanding the need, basic guidelines, content and process for Value Education 2. Self Exploration–what is it? - its content and process; 'Natural Acceptance' and Experiential Validation- as the mechanism for self exploration 3. Continuous Happiness and Prosperity- A look at basic Human Aspirations 4. Right understanding, Relationship and Physical Facilities- the basic requirements for fulfillment of aspirations of every human being with their correct priority 5. Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario 6. Method to fulfill the above human aspirations: understanding and living in harmony at various levels

UNIT 2: Understanding Harmony in the Human Being - Harmony in Myself! 7. Understanding human being as a co-existence of the sentient 'I' and the material 'Body' 8. Understanding the needs of Self ('I') and 'Body' - Sukh and Suvidha 9. Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer) 10.Understanding the characteristics and activities of 'I' and harmony in 'I' 11.Understanding the harmony of I with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in detail 12.Programs to ensure

Sanyam and *Swasthya* - Practice Exercises and Case Studies will be taken up in Practice Sessions.

UNIT 3: Understanding Harmony in the Family and Society- Harmony in Human Human Relationship 13.Understanding Harmony in the family – the basic unit of human interaction 14.Understanding values in human-human relationship; meaning of Nyaya and program for its fulfillment to ensure *Ubhay-tripti*; Trust (*Vishwas*) and Respect (*Samman*) as the foundational values of relationship 15.Understanding the meaning of *Vishwas*; Difference between intention and competence 16.Understanding the meaning of *Samman*, Difference between respect and differentiation; the other salient values in relationship 17.Understanding the harmony in the society (society being an extension of family): *Samadhan, Samridhi, Abhay, Sah-astitva* as comprehensive Human Goals 18.Visualizing a universal harmonious order in society- Undivided Society (*Akhand Samaj*), Universal Order (*Sarvabhaum Vyawastha*)- from family to world family! - Practice Exercises and Case Studies will be taken up in Practice Sessions.

UNIT 4: Understanding Harmony in the Nature and Existence - Whole existence as Co-existence 19.Understanding the harmony in the Nature 20.Interconnectedness and mutual fulfillment among the four orders of naturerecyclability and self-regulation in nature 21.Understanding Existence as Co-existence (*Sah-astitva*) of mutually interacting units in all-pervasive space 22.Holistic perception of harmony at all levels of existence - Practice Exercises and Case Studies will be taken up in Practice Sessions.

UNIT 5: Implications of the above Holistic Understanding of Harmony on Professional Ethics 23.Natural acceptance of human values 24.Definitiveness of Ethical Human Conduct 25.Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order 26.Competence in professional ethics: a) Ability to utilize the professional competence for augmenting universal human order b) Ability to identify the scope and characteristics of people-friendly and ecofriendly production systems, c) Ability to identify and develop appropriate technologies and management patterns for above production systems. 27.Case studies of typical holistic technologies, management models and production systems 28.Strategy for transition from the present state to Universal Human Order: a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers b) At the level of society: as mutually enriching institutions and organizations

REFERENCES:

The primary resource material for teaching this course consists of

 a. The text book R.R Gaur, R Sangal, G P Bagaria, A foundation course in Human Values and professional Ethics, Excel books, New Delhi, 2010, ISBN 978-8-174-46781-2

b. The teacher's manual R.R Gaur, R Sangal, G P Bagaria, A foundation course in Human Values and professional Ethics – Teachers Manual, Excel books, New Delhi, 2010

c. A set of DVDs containing

• Video of Teachers' Orientation Program

 • PPTs of Lectures and Practice Sessions

• Audio-visual material for use in the practice sessions

 In addition, the following reference books may be found useful for supplementary reading in connection with different parts of the course:

1. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.

2. PL Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Purblishers.

3. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991

 4. Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and HarperCollins, USA

 5. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, limits to Growth, Club of Rome's Report, Universe Books.

 6. Subhas Palekar, 2000, How to practice Natural Farming, Pracheen(Vaidik) Krishi Tantra Shodh, Amravati.

7. A Nagraj, 1998, Jeevan Vidya ek Parichay, Divya Path Sansthan, Amarkantak.

8. E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.

9. A.N. Tripathy, 2003, Human Values, New Age International Publishers.

Relevant websites, movies and documentaries

 1. Value Education websites, http://uhv.ac.in, http://www.uptu.ac.in

2. Story of Stuff, http://www.storyofstuff.com

3. Al Gore, An Inconvenient Truth, Paramount Classics, USA

4. Charlie Chaplin, Modern Times, United Artists, USA

5. IIT Delhi, Modern Technology – the Untold Story

6. Gandhi A., Right Here Right Now, Cyclewala Production

M.A. Semester II

Paper-VII Contemporary Sociological Theory (SOC CC-201)

Unit-I: Talcott Parsons: Social Action-Social System-Pattern Variables

Unit-II: Robert K. Merton: Theory of Middle Range, -Manifest and Latent Functions- Anomie and Reference Group Theory

Unit-III: C.W.Mills- Theory of Conflict L. Coser – The Functions of Social Conflict; R. Dahrendorf – Theory of Class Conflict;

Unit-IV:,C.H.Cooley, G.H.Mead and Herbert Blumer -Symbolic Interactionism

Unit-V: George C. Homans and Peter M.Blau -Theory of Social Exchange

READINGS:

Aron, R. 1970. *Main Currents in Sociological Thought, Vol. II,* Harmondsworth: Penguin.

Bendix, R. 1962. *Max Weber: An Intellectual Portrait,* New York: Anchor Books.

Benton, T. 1977. Philosophical Foundation of the Three Sociologies, London: Routledge and Kegan Paul.

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Fletcher, Ronald. 1971. *The Making of Sociology: Developments, Vol. II*, London: Nelson.

Giddens, A. 1973. *Capitalism and Modern Social Theory: An analysis of Writings of Marx, Durkheim and Weber,* London: Cambridge University Press.

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Blau. P. M. 1964. *Exchange and Power in Social Life:* New York: Wiley.

Collins, R. 1975. *Conflict Sociology: Toward an Explanatory Science,* New York: Academic Press.

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Dahrendorf, R. 1959. *Class and Class Conflict in Industrial Society,* London: Routledge and Kegan Paul.

Homans, G. H. 1961. *Social Behavior: It's Elementary Forms,* New York: Harcourt Brace.

Mannheim, K. 1936. *Ideology and Utopia,* London: Routledge and Kegan Paul.

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Parsons, T. 1951. *Social System,* New York: The Free Press.

Parsons, T. and Shils, E. A. & others (Eds.).1951. *Toward a General Theory of Action,* Cambridge (Mass.): Harward University Press.

Paper-VIII Methods and Techniques of Sociological Research (SOC CC-202)

Objectives
To provide students with an orientation to Qualitative and Quantitative Social Research
To acquaint students with the important concepts, techniques and processes in qualitative and Quantitative research. To guide students to work on meaningful, minor research projects

Unit-I: Research Design: Descriptive, Exploratory, Explanatory (Experimental), and Diagnostic; Sampling: Population & Sample, Sample Size, Probability and Non-probability Sampling Designs, Sampling Error.

Unit-II: Qualitative Research Techniques: Observation & Participant Observation, Qualitative Interview, Case Study Method, life History, Oral History, Content Analysis, Genealogy, Narratives, and Encounters & Experiences in Field Work. Ethnography, Grounded Theory, Triangulation.

Unit-III: Quantitative Research Techniques: Interview Schedule & Questionnaire, Census, National Sample Survey, Problems of Quantification & Measurement; Reliability & Validity;

Unit-IV: Scaling in Social Sciences: Sociometry, the Social Distance Scale, and the Likert Scale. PRA, RRA, Action Research

Unit-V: Statistical Analysis in Sociology: Measures of Central Tendency, Dispersion, Correlation; Test of Significance: Chi Squire Test and T Test; Standard Deviation- Regression, Use of Computer in Social Science Research.

Readings:

Beteille, A and T.N.Madan (1975) Encounter and Experience; Personal Accounts of Fieldwork. New Delhi, Vikas Publishing House.
Blalock, J.R. and Hubert, M (1981) Social Statistics, Washington, Mc Graw Hill, International Editions.
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Clifford, Girtz and Marcus, George E. (eds.) 1986. *Writing Culture. The Poetics and Politics of Ethnography.* Berkeley**:** University of California Press.
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        Limited.
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            Eastern Limited.
    --------------(1978) Quantitative Techniques, New Delhi, Vikas Publishing House (Pvt)
            Ltd. Mitchall, Mark and Jamina Jolley (1988) Research Design Explainer, New
            York, Holt, Rinehart and Winston inc.
Michael S Lewis- Beck (Ed.) (1990) Experimental Design & Methods, U.K. Sage Publications.
Punch, Keith (1996) Introduction to Social Research, London, Sage.
Srinivas, M.N. and A.M.Shah (1979) Fieldworker and The Field. Delhi, Oxford
Young, P.V. (1988) Scientific Social Surveys and Research. New Delhi: Prentice Hall.

Paper-IX Theoretical Perspectives on Development (SOC CC-203)

Objectives: To offer an insight into the ways in which social structure imposes on development and development on social structure, to address the Indian experience of social change and development, to prepare the students for professional careers in the field of development planning, to provide an understanding of the alternate trends and paths of development, to understand the contemporary socio-economic framework of development in India.

Unit-I: Features of Capitalism; Imperialism and Socialism; Theories of Imperialism: Lenin and Schumpeter; Problems of Developing Societies.

Unit-II: Theories of Underdevelopment: Paul Baran,and A. G. Frank,

Unit-III: Theories of Underdevelopment: I. Wallerstein and Samir Amin.

Unit-IV: Current Approaches to Development: Capability Approach (Amartya Sen and others) and Social Capital Approach (Boiurdieu and Others)

Unit-V: Critical Perspectives on Development: Neo-Marxian, Liberal, and Ecological; Culture and Development.

READINGS:

Amin, Samir. 1974. *Accumulation on a World Scale: A Critique of the Theory of Development*, New York: Monthly Review Press.

Amin, Samir. 1976. *Unequal development: An Essay on the Social Formations of Peripheral* Capitalism, Hassocks: Harvester Press.

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Dreze, Jean & Sen, Amartya, 1999. "India: Economic Development and Social Opportunity," OUP Catalogue, Oxford University Press,

Frank, A.G.1969. *Capitalism and Underdevelopment in Latin America*, New York: Monthly Review Press.

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Lenin, V.I. 1915. *Imperialism, as the Highest Stage of Capitalism*, Moscow: Progress Publishers.

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Krishna, Anirudh, 2002, Social Capital: Tracing the Roots of Development and Democracy, Columbia University Press.

Lerner, D. 1958. *The Passing of Traditional Society*, New York: Free Press.

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McClelland, D.C. *Achievement Motive,*

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Schumpeter, J.A.1951. *Imperialism and Social Classes*, New York: Kelley.

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Paper-X Comparative Sociological Theories (SOC CC-204)

Unit-I: Functional: B. Malinowski;

Unit-II: Structural-functional: A. R. Radcliffe-Brown

Unit-III: Structuralism: L. Strauss and E. Leach; Role & Structure: S. F. Nadel.

Unit-IV: Social Organizational: R. Firth; Time & Social Structure: M. Fortes.

Unit-V: Interpretative theory: Clifford Geertz & Evans Pritchard

READINGS:

Fortes, M. and E.E. Evans-Pritchard, eds. 1940b "The Nuer of the Southern Sudan". in *African Political Systems*., London: Oxford University Press., p. 272-296.

Frazer, J.C.1922. *The Golden Bough,* London: Macmillan.

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Malinowski, B. 1913. *The Families Among the Australian Aborgines: A Sociological Study*, London: University of London Press.

Malinowski, B.1948. *Magic Science and Religion and Other Essays*, Glencoe: Free Press.

Mclennan, J.F. 1865. *Primitive Marriage*, Edinburg: Adem and Charles Black.

Murdock, G.P. 1949. *Social Structure*, Bombay: popular Book Depot.

Petras, James and Henry Voltameyer. 2004. *Globalization Unmasked*,

Pritchard, Evans. 1940a *The Nuer: A Description of the Modes of Livelihood and Political Institutions of a Nilotic People*. Oxford: Clarendon Press.

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Singh, Y. 2004. *Ideology and Theory in Indian Sociology*, Jaipur: Rawat Publications. (chapter7).

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Westermark, E. 1891. *The History of Human Marriage*, New York: Macmillan.

Paper-XI Perspectives on Indian Society (SOC CC-205)

Objectives: This course aimed to familiarize students with perspectives on Indian society in relation to thought and theory in sociology. This course is designed as a core course to equip the student with a second theoretical understanding of the development of sociological "understanding of Indian society. In a way it is also Sociology of Indian society. Beginning with the orientalist and industrial construction of India. The student is exposed to the developments in what may be called main stream sociology of India. Contributions of D P Mukhurjee, G S Ghurye, M N Srinivas, Louis Dumount, Andre Beteille, and others are sought to be understood in the context of the changes and shifts in sociological paradigm.

Unit-I: Indological /Textual – G. S. Ghurye and Louis Dumont; Synthesis of Textual and Field Views – Irawati Karve.

Unit-II: Structural-functional Approach – M. N. Srinivas, S.C. Dube and B. R. Chauhan

Unit-III: Marxian Approach – D. P. Mukerji, A. R. Desai and Ramkrishna Mukherjee.

Unit-IV: Civilizational View – N. K. Bose and Surjit Sinha;

Unit-V: Subaltern Perspective – B. R. Ambedkar and David Hardiman; Weberian Approach: Andre Beteille and T. K. Oommen

READINGS:

Beteille, Andre. 1967. *Caste, Class and Power,* New Delhi: Oxford University Press.

Bose, N. K. 1972. "An Anthropological View of Indian Civilization", *Man in India*, 52 (2).

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Oommen, T. K. 1972. *Charisma, Stability and Change,* New Delhi: Thomson Press.

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Paper-XII Social Demography (SOC CC-206)

Objectives:

This paper provides the students a systematic interface of population and society and it also address some theoretical aspects related to the population growth. Further, it coins some basic demographic concepts such as fertility, mortality and migration and their impact on the composition, size, and structure of population. It looks at various policies/ programmes and problems linked with the population control.

Unit-I: Social Demography: Meaning and Scope and Relevance; Demographic Concepts and Analysis: Rates and Ratio (Period and Cohort Measures); Life Table, Nuptiality

Unit-II: Demographic Theories: Classical: Malthus, Marx, and Spencer; Neo-classical: Sadler, Doubleday, Dumont, Davis and Black; Modern Theories: Becker's Theory, Easterlin Framework of Fertility; Caldwell.

Unit-III: Fertility & Fertility Model: Bongaarts and Potters Aggregate Fertility Model and its applications , Morbidity, Public Health & Epidemiology: Reproductive Health: HIV, RTI/STI; **Unit-IV**: Mortality: Causes of Death, Measures of Maternal Mortality; Abortion; Migration: Concepts and Social Determinants; Demographic Transition; Optimum Population; Population Development; Population Ageing.

Unit-V: Population in India: Nature and Trends of Population since 1901, Census 2011, Population Explosion and Population Policy; United Nations and the World Population; Demographic and Statistical Software

References:

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Bhende, A., (1996): Principles of Population Studies (Seventh Edition), Himalaya Publishing House, Bombay.

Bongaarts, J and Potter, R (1983) Fertility, Biology and Behavior: An Analysis of the Proximate Determinants. Academic Press, New York

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Preston, S.H., Patrick Heuveline and Michel Guillot (2001): Demography: Measuring and Modeling Population Process, Blackwell Publishers, Oxford, UK.

Srinivasan, K. (Eds. 1996): Population Policy and Reproductive Health, New Delhi; SAGE Publication, New Delhi.

United Nations, World Population Ageing, 1950-2050

Paper-XIII Corporate Social Responsibility (SOC VNC-201)

Rationale:

India is the first country in the World to legislate Corporate Social Responsibility through Companies Act 2013. The Companies Act 2013 has introduced several new provisions which change the face of Indian Corporate Business; one of such new provisions is Corporate Social Responsibility (CSR). As per **India Company law 2013**, It is mandatory for companies to adopt a business – like approach and to create a strategic CSR framework, that leads to socio-economic development and curb environmental issues by promoting sustainable and scientific solutions, but where does these sustainable solutions come from? It comes from education in CSR, which lay seeds for better tomorrow and help fighting economic, social and environmental difficulties. The concept has evolved as a result of socio-economic deficits and provides a framework to survival and sustainability. Skilled CSR graduate plants the seed of better tomorrow, by thinking intensively innovative, welcoming and promoting social changes and evolve as productive leaders. The course has been designed to sensitize the students about government's vision of increased higher education enrolments and promotion of CSR through classroom learning & skill enhancement. CSR education is about a new society and every corporation employee should have at least basic knowledge of CSR so that corporation can perform a better CSR instead of Just a CSR. The course will enlighten and empower to current and budding professionals with knowledge, people and business skills to excel as leaders in socially responsible corporates. Our students would be able to think progressively and contextually while integrating values, skills and acumen into better decision making process. The course is about People, Planet and Profit.

The course would be a value addition to current education which not only increase students' potential, but also help them to think and implement more progressively and contextually while integrating imbibed values, job core functions and acumen into better decision making.

Unit- I: Module 1: Introduction to CSR: What and Why of CSR, Emergence of CSR: History and current scenario
Unit- II: Stakeholders: Organization, Government, Society and Regulatory Environments
Unit- III: Planning and Implementing CSR activities, Issues in Indian Economy and Social Development
Unit- IV: Evaluating and developing CSR activities, Corporate Governance Social Impact Assessment and CSR Audit;
Unit- V: CSR and Sustainability and Case Studies (Sector specific); Role of Civil Society; Sustainable Development Goals (SDGs)

 REFERENCES:

Werther. William B and David Chandler Strategic Corporate Social Responsibility: Stakeholders in a Global Environment.

The business of social responsibility — Harsh Sluivastava , books for change, Bangalore, Yr 2000

Corporate social responsibility — concepts and cases, CV. Baxi, yr 2005. .

M.A.   Semester-III

Paper-XIV Modern Sociological Theories (SOC CC-301)

Unit-I: K.Manneheim: Sociology of Knowledge, Ideology and Utopia,

Unit-II: A. Schutz: The Phenomenologyof Social World, P. Berger & T. Luckmann – The Social Construction of Reality

Unit-III: H. Gafinkel :Ethnomethodology, E. Goffman: Dramaturgy

Unit-IV: J. Alexander: Neo-functionalism, L. Althusser: Structural Marxism

Unit- V: A. Gramsci: Western Marxism, Hegemony and Power

References:

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Althusser, Louis. 1969. *For Marx, London: Penguin.*

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Turner, Jonathan H. 1995. The *Structure of Sociological Theory,* (4th edition), Jaipur and New Delhi: Rawat.

Paper-XV Contemporary Society and Culture in India (SOC CC-302)

Unit-I: Features of Contemporary Indian society and Culture; Influence of the West, Islam and Globalization on Indian Society; Continuity and Change.

Unit-II: Current Debates: Contextualization; Indigenization; the Use of Native Categories in the Analysis of Indian Society; Text and Context; Sociology for India.

Unit-III: Class Structure in India: Agrarian and Industrial; the Emergence and Role of Middle Class in India; the New Indian Elite; Identity & Ethnic Assertions.

Unit-IV: Caste and Politics; Dalit Consciousness; Communalism;

Unit-V: Religious Revivalism; Problems of Minorities; Empowerment of Women

READINGS:

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Bailey, F.G. 1953. "For a Sociology of India", *Contributions to Indian Sociology*, No.3, pg. 88-101.

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Singh, Yogendra. 2004. *Ideology and Theory in Indian Sociology*, Jaipur: Rawat Publications.

Srinivas, M.N. 1972. *Social Change in Modern India*, New Delhi: Orient Longman Ltd.

Srinivas, M.N. *Caste: Its Twentieth Century Avatar*, New Delhi: Penguin.

Unnithan, T.K.N ET AL. 1967. *Sociology for India*, New Delhi: Prentice-Hall of India.

Paper XVI (A) Sociology of Indic Studies (SOC EL-301)

Unit-I: The Metaphysical Foundations of Indic Social Philosophy;

Unit II: The Traditional Concept of Reality: Maya, Para and Apra Vidya; the Indic Philosophy of History.

Unit-III: The Theory of Natural Hierarchy of Human Society; Dharama and the Law of Karma; Rituals; Marriage & Family.

Unit-IV: The Traditional Protest Movements: Buddhism, Jainism and Sikhism with reference to Ideology, Social Correlates and Conceptions of Salvation.

Unit-V: Historical Indian Religious Systems: Monotheism vs. Polytheism, the Religion in the Contemporary World; Secularism and New Religious Movements.

READINGS:

Paper XVI (B) Political Sociology (SOC EL-301)

Objectives: To make the students aware of the prerequisites of sound democratic political system and its vulnerability. To generate in the minds of students and awareness of their status and role has citizens of the state.

Unit-I: Development and Scope of Political Sociology; Major Approaches: System, Functional, and Marxian. Sociology of Politics.

Unit-II: Basic Concepts: Bureaucracy, Authority and its Bases, Power, Elites, Political parties, Pressure Group, Political Culture, Political Socialization and Political Participation

Unit-III: Totalitarian and Democratic Systems; Power & Authority; Political Elites; Citizenship. Approaches for the Study of Political System: Structural Functional, Conflict School, System Analysis and Behavioural Approach

Unit-IV: Pressure Groups; Political Party; Party Politics with special reference to U. P. & India; Civil Society versus State.

Unit-V: Political Culture; Political Socialization; Political Mobilization; Political Modernization; Voting Behaviour. Types of Political System: Primitive, Traditional and Modern; Political development and Social Change; Ideology and Political System

READINGS:

Kumar Anand (2010), *Quest for participatory Democracy,* Jaipur : Rawat Publications.
Kumar Anand (2014), *Political Sociology in India,* Vol-VIII, Delhi, Sage Publications.
Choudhary, Kameshwar (2007), *Globalization, Governance Reforms and Developoment in India*, New Delhi, Sage Publications.
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Ball, Alam R. (1978), *Modern Politics and Government*, Macmillan
Dowse, R.E. and Hughes J.A. (1972). *Political Sociology*, London: John Wiley.
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Finkle, Jason and Cable, R.W. (1971), *Political Development and Social Change*, New York: John Wiley and Sons Inc.
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Lipset, S.M. (1959), *Political Man*, London.
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Lapalombaran, Joseph and Weiner, Myron (1966), *Political Parties and Political Development*.
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Rush, M. (1966), *Political Sociology*, New York.
Runicman, W.G. (1969), *Social Sciences and Political Theory*, Cambridge University Press.

Paper XVI (C) Statistical Package for Social Sciences (SPSS) (SOC EL-301)

Unit I: Introduction to SPSS: Questionnaire/Schedule Design, Characteristics of Variables Identification, Coding, Entering and Editing Data, Importing from Excel, Adding Value Labels.

Unit II: Scaling: Nominal, Ordinal, Interval & Ratio Scale, Grouping Data, Transforming Variables, Selecting a Subset, Producing summary statistics.

Unit III: Descriptive Statistics; Frequencies, Central Tendencies: Mean, Median & Mode; Measures of spread, Correlation & Standard Deviation.

Unit IV: Charts: Bar Charts, Histograms, Pie Charts, Line Graph, Cluster Bar Charts, Scatter Diagrams.

Unit V: Field Trip, Visit to Remote Village/Tribes, Testing of Questionnaire, Feeding of Coded Data, Tables Presentation, Interpreting Output, Exporting to Word and PDF.

References:

IBM SPSS Statistics 25.0.0.2 - Detailed System Requirements.

"K. Dnuggets Annual Software Poll: Analytics/Data mining software used?". KDnuggets. May 2013.

Nie, Norman H; Bent, Dale H; Hadlai Hull, C (1970). "SPSS: Statistical package for the social sciences".

Sachdev, Ameet (September 27, 2009). "IBM's $1.2 billion bid for SPSS Inc. helps resolve trademark dispute". Chicago Tribune.

Ling, Robert F; Roberts, Harry V (1975). "IDA: An Approach to Interactive Data Analysis in Teaching". The Journal of Business. **48** (3): 411–451. JSTOR 2352233.

Paper-XVII(A) Urban Sociology (SOC EL-302)

OBJECTIVES:

While it is true that India is even today predominantly rural, the urban growth has been no less spectacular and problem free. In absolute terms India perhaps has longer urban population, which is growing very rapidly in the last 2/3 decades. Urban growth has also its accompanying social problems. The course is aimed to sensitize the student to the urban reality of India.

Unit-I: Nature and Scope; Approaches to Study Urban Society: Weber, Mumford, Park, and Geddes.

Unit-II: Concept of City; Urbanism as a Way of Life; Urban Culture; Metropolis, Megalopolis and Global Cities;

Unit-III: Gentrification; Types and Growth of Cities: Concentric Zone Theory, Sector Theory, and Multiple Nuclei Theory.

Unit-IV: Urbanization: History, Trends, Factors, and Social Consequences. Urban Growth in India: Trends, Migration & Social Mobility, Urban Renewal, and Urban Policy & Planning.

Unit-V: Caste and Class in Indian Cities; Changing Aspects Urban Family in India; Urban Poverty; Social Structure of Urban Slums in India; Urban Violence; Problems of Housing, Pollution and Environment; City Governance and Management.

READINGS:

Anderson, N. and Lindeman, E. C. 1928. *Urban Sociology,* New York: Free Press.

Bose, A. 1973. *Studies in Indian Urbanization 1901-1971,* Bombay: Tata McGraw-Hill.

Burgess, E. W. 1926. *The Urban Community,* Chicago: Chicago University Press.

Gugler, J. 2004. *World Cities beyond the West: Globalization, Development and Inequality,* Cambridge: Cambridge University Press.

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Mumford, L. 1938. *The Culture of Cities,* New York: Free Press.

Quinn, J. A. 1955. *Urban Sociology,* New Delhi: S. Chand & Co.

Park, R. E. Burgess, E. W. McKenzie, 1925. *The City,* Chicago: Chicago University Press.

Patel, S. and Deb, K. 2006. *Urban Studies,* New Delhi: Oxford University Press.

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Rao, M.S.A. 1974. *Urban Sociology: A Reader,* New Delhi: Tata McGraw-Hill.

Sassen, S. 1991. *The Global City: New York, London, Tokyo,* Princeton: Princeton University Press.

Sivramakrishnan, K. C., Kundu, A. and Singh B. N. 2005. *Handbook of Urbanization in India,* New Delhi: Oxford University Press.

Thomlinson. Ralph. 1969. *Urban Structure: The Social and Spatial Character of Cities,* New York: Random House.

Weber, M. 1966. *The City,* London: Free Press.

Zukin, S. 1995. *Cultures of Cities,* Oxford: Blackwell

Paper-XVII(B) Sociology of Industrial Relations (SOC EL-302)

Objectives:

This paper is offered with a view to providing an opportunity to students to have a holistic understanding of one of the fundamental issues of contemporary India.' Study of Industry & labour is regarded' as a gateway to. understand. the economy, polity, society and culture in this interlinkages. Industrial Labour has been subjected to a Write range of influence of which globalization has had a negative role if not totally hostile to labour of labour welfare.

This course will help the students;
1. To understand sociology of industry, labour, and human relations.
2. To get familiarized with actual problem situations in industrial organization.
3. To impart knowledge on management and organization workers in industry.
4. To study industrial society, industrialization process, and work transformation.
5. To understand the bearing of society and industry on each other.

Unit-I: Industrial Revolution; 2nd, 3rd and 4th Industrial Revolutions; Industrial Society; Post-industrial Society; Industrial Division of Labour; Production Relations; Factory as a Social System;

Unit-II: Industrial Bureaucracy; Industrial Class Structure; Industrial Family; Power Structure; Social Organization of Work; Globalization and Industry.

Unit-III: Industrial Relations: Changing Profile of Labour; Human Resource Management Relations; Personnel Management; Trade Unions; Workers Participation in Management; Quality Circles.

 Unit-IV: Industrial Conflicts and Disputes; Strikes; Conciliation, Adjudication and Arbitration; Collective Bargaining;

Unit-V: Automation; Alienation; Monotony and Fatigue; Dimensions of Industrialization in Contemporary India; Social Consequences of Globalization in India.

READINGS:

Blauner, R. 1964. *Alienation and Freedom,* Chicago: Chicago University Press.

Ivar, E Berg. 1979. *Industrial Sociology*, New York: Prentice-Hall.

Kerr, C. *et.al.* 1973 *Industrialism and Industrial Man,* Harmondsworth: Penguin Books.

Laxamanna, C. *et.al.* 1990. *Workers, Participation and Industrial Democracy,* Delhi: Ajanta Publication.

Ramaswamy, E.A.1978. *Industrial Relations in India,* Delhi: Macmillan.

Ramaswamy, E.A. & U. Ramaswamy, 1973. *Industry and Labour: An Introduction,* Delhi: Oxford University Press.

Schneider, E.V. 1957. *Industrial Sociology,* New York: McGraw Hill.

Smelser, N. J. 19 *Social Change in Industrial Revolution,* London: Routledge & Kegan Paul.

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Paper-XVII(C) Sociology of Deviance (SOC EL-302)

Unit-I: Meaning of Scope; Concepts of Deviance, Crime & Social Disorganization;

Unit-II: Types of Deviant Behaviour; Concept of the Marginal Man.

Unit-III: Theories of Deviance: Durkheim, Cooley, Thomas &Znaniecki, Merton, Cohen, and Goffman.

Unit-IV: Types Causes, and Control of Crime: Juvenile Delinquency, White Collar Crime, Organized Crime, and Cyber Crime.

Unit-V: Crime in India: Patterns and Trends; Terrorism; Correctional Institutions and Reforms; Human Rights and Criminal Justice System.

READINGS:

Ahuja, Ram (2000), Social Problems in India, Jaipur: Rawat Publications.

Clinard, Marshall, B. (1957), Sociology of Deviant Behaviour, New York: Holt, Rinehart and Winston, Inc. Cohen, Albert K. (1970), Deviance and Control, New Delhi, Prentice-Hall of India.

Madan, G.R. (1991), India's Social Problems, New Delhi: Allied Publishers.

Lemert, Edwin (1972), Human Deviance, Social Problems and Social Control, Englewood Cliffs: N.J.Prentice-hall. Crime in India (2012-2013), Crime in India Reports, New Delhi: Government of India. Nagla, B.K. (1991), Women, Crime and Law, Jaipur: Rawat Publications.

Thio, Alex (1978), Deviant Behaviour, Boston: Houghton Mifflin Co.

Frazier, Charles E. (1976), Theoretical Approaches to Deviance, Ohio:Charles E.Morrill Publishing Company.

Paper-XVIII Fieldwork/Project/Field Trip(Internship) (SOC IN-301)

Objectives:

Research skills/ Practical skills are very important for sociological analysis. Through this course, in addition to the theoretical input, an opportunity is given to the students to acquire research skills by undertaking a research project as a part of the academic activity. This course will help to:-

1. Develop the ability to conceptualize, formulate and conduct simple research projects.

2. Learn to assess the research studies and findings.

3. Develop the skills for library work and documentation for research.

4. Develop favorable attitudes for the integration of research and theory.

5. Develop logical thinking and critical analysis.

Paper-XIX Sociology of Gender (SOC IER-301)

Objective:

This course will focus on the study of women from a sociological perspective, (including historical, cultural views) and feminist thought and methodologies. The purpose of the paper is to equip a student of sociology to understand gender in all it's dimensions and not merely as women's issues. The students are encouraged to take this course to understand Indian society and the changes occurring in the context of equality, power and politics. The paper is designed to help students of sociology understand both theory and methodology and also the impact of society and culture on gender roles in different cultural settings and economic groups of women. It would be interesting to give examples of regional, ethnic and religious differences to enable the student to grasp social realities.

Unit-I: Social Construction of Gender: Gender vs. Biology, Equality vs. Difference, Women in Family, Socialization and Gender, Culture vs. Gender, Gender roles, Sexual Division of Labour, Masculinity vs. Femininity.

Unit-II: Perspectives on Women in Society: Liberal, Radical, Marxian, Socialist, Postmodernist and the Third Wave.

Unit-III: Approaches to Feminist Methodology: Criticism of 'Malestream' Research, Masculine vs. Feminine Models of Interviewing, and Feminist Epistemology and Feminist Sociology of Knowledge.

Unit-IV: Women and Society in India: Demographic Profile, Economy, Polity, Education, and Health; Crime and Violence against Women; Women Empowerment.

READINGS:

Abbot, P. and C. Wallace. 1990. *An Introduction to Sociology: Feminist Perspectives,* London: Routledge & Kegan Paul.

D. H. J. 1986. "Gender" in R. Burgess (ed.) *Key Variables in Social Investigation,* London: Routledge & Kegan Paul.

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Engels, F. 1972. *The Origin of the Family, Private Property and the state,* London: Lawrence & Wishart.Morgan.

Harding, S. (Ed.). 1987. *Feminism and Methodology,* Milton Keynes: Open University Press.

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Oakley, Ann. 1972. *Sex, Gender and Society,* London, Temple Smith.

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Pawson, R. 1992. "Feminist Methodology" in M. Haralambos (ed.) *Developments in Sociology,* vol. 8, Ormskirk: Causewaway Press.

M.A.   Semester-IV

Paper-XX Theoretical Perspectives in Sociology (SOC CC-401)

Unit-I

J.Habermas: Critical Theory, Communicative Rationality and Lifeworld, Ulrich Beck:

RiskSociety, Second Modernization and Reflexive Modernization

Unit-II

A. Giddens: Agency and Structure, Theory of Structuration, P. Bourdieu: Habitus and Doxa, The

Objective(Field) and the Subjective (Habitus) , Theory of Power and Practice

Unit-III

M. Foucault: Archaeology of Knowledge and   Power, J. Lyotard: Scientific and Narrative

Knowledge

Unit-IV

Jean Baudrillard: Loss of History and Simulation,

Unit-V:

J. Derrida: Language, Literature and Theory of Deconstruction,

References:

Bourdieu, P. 1990. *The Logic of Practice,* Cambridge: Polity Press.

Bourdieu, P.1990. *An Outline of the Theory of Practice*, Cambridge: Cambridge University Press.

Cassel, Phillip. (Ed.). 1993. *The Giddens Reader*, California: Stanford University Press.

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Turner, J. 1986. *The Structure of Sociological Theory*, Chicago: Dorsey.

Gane, Mike, 1991, *Baudrillard. Critical and Fatal Theory*, London: Routledge.

——— (ed.), 1993, *Baudrillard Live. Selected Interviews*, London: Routledge.

Genosko, Gary, 1994, *Baudrillard and Signs*, London: Routledge.

Paper-XXI(A) Sociology of Social Movements (SOC EL-401)

Objectives: 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

Unit-I: Concept and Types of Social Movements; Methods and Techniques in Movement Studies.

Unit-II: Theoretical Approaches: Marxian, Relative Deprivation, Collective Behaviour, and Resource Mobilization.

Unit-III: Traditional Social Movements in India: Peasant Movement; Labour and Trade Union Movement;

Unit IV: Tribal Movement; Nationalist Movement.

Unit-V: New Social Movements in India: Dalit Movement, Women's Movement, Ecological & Environmental Movement, Ethnic Movements.

READINGS:

Desai, A. R. (Ed.). 1979. *Peasant struggles in India.* Delhi: Oxford University Press.

Desai, A.R. 1966. *Social Background of Indian Nationalism,* Bombay: Popular Prakashan.

--------. 1986. *Agrarian struggles in India after Independence.* Delhi: Oxford University Press.

Dhanagare, D. N. 1988. *Peasant Movements in India*, New Delhi: Oxford University Press.

Guha, R. 1989. *The Unquiet Woods: Ecological Change and Peasant Resistance in Himalaya. New* Delhi: Oxford University Press.

Heberle, Rudolf. 1968. "Types and Functions Of Social Movements", *The International Encyclopaedia of the Social Sciences,* Vol. 14, London: Macmillan.

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Smelser, N. 1963. *Theory of Collective Behavior*, New York: Macmillan.

Paper-XXI(B) Globalization and Society   (SOC EL-401)

Objectives: This paper aims to delineate the characteristics of and the issues relating to globalization. After an introduction to the nature and dynamics of globalization, it explains the various agencies involved in this process, examines its socioeconomic and cultural impact. It finally examines the Indian experience of globalization and reflects on its problems and prospects.

Unit-I: The Historical and Social Context of Globalization: Concept of Globalization; Distinctive Characteristics of Globalization; Global vs. local; Modernization and Globalization;

Unit-II: Structures and Process of Globalization; Perspectives on Globalization: Robertson and Giddens; Hyper-globalization, Global Scepticism, Transformationalism.

Unit-III: Political Economy of Globalization; Agencies of Globalization: Multinational Corporations (MNCs), Nation-state, Media, Market, Non-Governmental Organizations (NGOs), International Agencies (International Monetary Fund & World Bank).

Unit-IV: Inequality within and among Nation States: Socio-economic Impact of Globalization; Impact on Individual and Group Identities; Hegemony and Dominance: Globalization and the Resurgence of Ethnic Consciousness.

Unit-V: Culture of Globalization: The Ethos of Globalization – Unbridled Freedom, Individualism, Consumerism, Cultural Homogenization, Global Tourism, Diasporic Communities; Trans-national Ethnic and Religious Movements; Protest and Resistance to Globalization.

READINGS:

Giddens, A. 1985. *The Nation State and Violence*, Berkeley: University of California Press.

Giddens, A. 1990. *The Consequences of Modernity*, Stanford: Stanford University Press.

Jameson, F. 1991. *The Cultural Logic of Late Capitalism*, Durham: Duke University Press.

Petras, James and Henry Voltmeyer. 2004. *Globalization Unmasked*,

Ritzer, George (Ed.). *The Blackwell Companion to Globalization,* New York: Blackwell.

Robertson, R. 1992. *Globalization: Social Theory and Global Culture*,

Robertson, R. 1994. "Globalization or Glocalization", Journal of International Communication, vol. 1(1)

Singh, Yogendra. 2000. *Culture Change in India: Identity and Globalization*, Jaipur: Rawat Publications

Paper-XXI(C) Sociology of Mariginal Communities (SOC EL-401)

Unit-I: Marginalization: Concept and Perspectives; Socio-economic Indices of Marginalization – Poverty, Relative Isolation, Deprivation, Exploitation, Discrimination, Exclusion, Educational Backwardness, and Inequality; A Critical View of the Caste System; Untouchability: Historical & Social Roots and Dysfunctions.

Unit-II: The Social Structure and Culture of Marginalized Communities; the Status of SC, ST; Nomadic Castes & Tribes, and De-notified Tribes;

Unit-III: Problems, Social Mobility, Development and Identity Formation among the Marginalized Communities.

Unit-IV: Social Movements among Marginalized Communities: Protest, Reform, Nativism, Millenarianism; Ideology and Marginalization – Views of Gandhi, Phule, Periyar, and Ambedkar; Role of Christian Missionaries in Social Reform among Marginalized Groups; Role of NGOs.

Unit-V: Marginalization and Affirmative Action: Constitutional Provisions; Implementation, Impact, Limitations, and Critical Review; Other Bases of Marginalization: Gender, Class, Sex, Diseases and Physical Handicap.

READINGS:

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

Charsley, S.R. and Karanth, G.K. (Eds.). 1998. *Challenging Untouchability,* Delhi: Sage.

Clarke, S. 1999. *Dalit and Christianity: Subaltern Religion and Liberation Theology in India,* New Delhi: Oxford University Press.

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Mahajan, Gurpreet. 1998. *Democracy, Difference and Social Justice,* New Delhi: Oxford University Press.

Mayaram, S. 2004. *Against History, Against State: Counter-perspectives from the Margins.* New Delhi: Orient Longman.

Omvedt, G. 1995. *Dalit Visions: the Anti-caste Movement and the Construction of an Indian Identity,* New Delhi: Orient Longman.

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Oommen, T.K. 1990. *Protest and Change: Studies in Social Movements,* Delhi: Sage.

Singh, K.S. 1995. *The Scheduled Tribes,* Delhi: Oxford University Press.

----- 1998. *The Scheduled Castes,* Delhi: Anthropological Survey of India.

Paper-XXII(A) Media, Culture and Society (SOC EL-402)

Objectives: This paper presupposes to get the students acquaint with the basic concepts, models, types, functions and means of communication along with the methods of media studies. The course also aims at the students to look critically on the issues of the effects of mass media on youth, culture industry, popular culture, high/elite culture, globalization of culture, digital divide, cultural hegemony and media imperialism etc.

Unit-I: Media and its Characteristics and Types**:** Traditional and Folk Media, Print Media, Electronic Media, New Media; Interface of Media and Culture & Media and Society; History of Media in the Modern Times.

Unit-II: Sociological Concepts and Theories of Media vis-à-vis Society: Culture Industry, Commodity Fetishism, Public Sphere, Information Society, Network Society; Functional, Marxian, Critical and Postmodernist Perspectives on Media and Society.

Unit-III: Media and Pop-culture; Media and Social Relations; Media and Life world; Media and Corporate Capitalism; Media and Democratic Polity; Media and Liquid Modernity.

Unit-IV: Media as an Agency of Social Change; Globalization of Media; Changing Dimensions of Media; Media and Social Reality;

Unit-V: Role and Impact of Media in Globalization; Contemporary Issues in Media Cultural Studies.

References:

1. Adorno, T. : Culture Industry, Routledge, New Delhi; (2001),
2. Appadurai, Arjun : Modernity at large: Cultural Dimension of Globalization, New Delhi, Oxford University Press; (1997),
3. Blumber, J.G. and E. Katz : Mass Communication: Sage Publications, London ;(1974),
4. Bronsius, C.and M.Butcher : Image Journey – Audio Visual Media and Cultural Change in India,: Sage (1999),(ed.).
5. Breckenridge, C. : Public Culture in Contemporary India. Consuming Modernity
6. Curran, J and M. Gurvitch,: Mass Media and Society (London : Edward Arnold) ; eds (1991),
7. Gunaratne, S. : Handbook of the Media in Asia: Sage, London); 2000, eds.
8. Hall stuart: Culture, Media, Language,Rouledge, 1980.
9. Johnson, Kirk : Television and Social Change in Rural India: Sage, London; (2000).
10. Joshi, P.C. : Sanskriti, Vikas aur Sanchar Kranti, GranthShilpi, New.Delhi; (2001).
11. Klaus Bruhn, J: A Handbook of Media Research: Qualitative and Quantitative Methodologies, Routledge, N. Delhi; (2005).

Paper-XXII(B) Science, Technology and Society (SOC EL-402)

Objectives: Globalization and liberalization have brought in new dimensions of the development of Indian Science and Technology for the development of our economy vis-a-vis developed economies. Any effort at development depends on our competitive ability in the international market to sell our products and services. Marketability is dependent on the ability of our scientists to develop new products and processes and in the up-gradation of our technological tools in industry and other service areas.

☐ To enable the student to understand the relationship between science and Society

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

☐ To understand the issues relating to science, technology and society in India both in the Historical and Globalization contexts.

Unit-I: Sociology of Science – its Scope and Iimportance; the Nature of Science; Pure vs. Applied Science; Relationship between Science and Technology; Science as a Social System.

Unit-II: Ethos of Science; Scientific Temper; Ethics and Professionalism in Scientific Research; Social Aspects of Rise and Development of Science; Political Economy of Science & Technology;

Unit-III: History of Modern Science in India – Colonial and Post-independence; Social background of Indian Scientists and Technologists; Social Organization of Science in India; Impact and Role of Science & Technology in Society; Knowledge as Power.

Unit-IV: Nature of Science and Technology Education in India and its Quality; Brain Drain and Brain Gain;

Unit-V: Problems & Prospects of Interrelationship between Industry and Universities; Impact of Globalization and liberalization on Indian Science and Technology;

READINGS:

Barber, Bernard. 1952. *Science and the Social Order,* New York: Free Press.

Gaillard, J. 1991. *Scientists in the Third World,* Lexington: Kentucky University Press.

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Uberoi, J. P. S. 1978. *Science and Culture,* New Delhi: Oxford University Press.

Vishvanathan, S. 1974. *Organizing for Science,* New Delhi: Oxford University Press.

Paper-XXII(C) Law and Society (SOC EL-402)

Unit I- Relationship between Law & Society: Marx, Weber, Durkheim, Parsons and Habarmas Contribution to Sociology of Law.

Unit II- Crime, deviance & law, Theories of deviance – Merton, Cohen, Becjer, Goffman, Post Modernism & criminology.

Unit III- Religion, Law & Secularism, Law as an instrument of social change, Hindu and Law; Marriage, Family and Law, (Divorce, Domestic violence against women, Dowry, Succession act, LGBT act).

Unit IV- Human rights in India: Criminal Justice system, Socio-Political analysis of Fundamental Rights and Directive Principle of State.

Unit V: - Contribution to Sociology of Law: Bordieu/ Luhman, Legal Profession/ Law as Profession, Laws of Social Control.

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5. Scheppele, K.L. 1994. Legal Theory and Social Theory, *Annual Review of Sociology* 20: 383-4065.

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13. Singh, U. 2007. *The State, Democracy and Anti-Terror Laws* in *India.* New Delhi: Sage Publications.

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23. Agnes, F. 1999. *Law and Gender Inequality: The Politics of Women's Rights* in *India.* Delhi: Oxford University Press.

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Paper-XXIII DISSERTATION/THESIS(SOC MT-401)

Objectives:

Research skills are very important for sociological analysis. Through this course, in addition to the theoretical input, an opportunity is given to the students to acquire research skills by undertaking a research project as a part of the academic activity. This project course

will help to:-

1. Develop the ability to conceptualize, formulate and conduct simple research projects.

2. Learn to assess the research studies and findings.

3. Develop the skills for library work and documentation for research.

4. Develop favorable attitudes for the integration of research and theory.

5. Develop logical thinking and critical analysis.

Guideline for Research Project:

1. A Student shall select the research topic in the Semester IV itself in consultation with the faculty member assigned as Supervisor or Guide for Research Project Course and report the same to the Head of the Department/College Principal in writing.

2. Topic of such research project shall be relevant to sociology course on the whole.

3. The topic of such research project shall be finalized only after the Department/College approves the same.

4. The tools of data collection should be finalized and data collection shall be completed by the mid of the Semester IV.

5. The student has to submit two bound copies of Research Dissertation to the Head of the Department/College Principal on or before the last working day of the Semester IV in a prescribed format.

6. Each student shall be compulsorily supervised in the Research Project by a faculty member. The Supervisor will guide the student in methodology and the course of the study.

7. The allotment of the students to a faculty for supervision shall be done by the Department Council.

8. Periodic individual conference, related to Research Project of each student, shall be conducted by the supervisor.

9. Each student shall be required to take part in Class Room Presentations in the context of Research Project. Assignments regarding such presentations (colloquium) shall be related to research methodology and tools of research being developed by the student.

10. The student's performance in such assignments is considered in assigning the Internal Assessment marks allocated for Research Project.

11. The type of research project (qualitative, quantitative or combined) should be based on the consensual decision of both the student and the supervisor.

12. The sample size for quantitative research shall not be less than 50 respondents; and minimum of 10 cases if it is qualitative.

13. Not less than 5 class hours per week or 60 hours in 4th semester shall be spent by the student for such Research Project.

14. A total of 4 Credits shall be allocated to the Research Project Course.

15. The project course will be evaluated on the basis of the dissertation and the internal assessment. (Dissertation & Fieldwork=70 + 30 (Viva-Voce))

Paper-XXIV SOCIOLOGY OF ENVIRONMENT (SOC IRA-401)

Objective: The course plan aims to provide knowledge of sociological basis of Environment and society interface. It seeks to impart social skills in environmental concerns in order to understand the human sufferings.

Unit-I: Introduction: Scope and Significance of Environmental Sociology, The raise, decline and resurgence of Environmental Sociology, Basic Concepts: Eco- Ecological Balance and Bio-Diversity, Interrelationship between environment and society, Approaches to the study of environment: Gandhian, Marxism and Eco-Feminism.

Unit-II Environmental Problems And Crisis: Nature and extent of environmental problems, Types of Environmental Problems, Causes of Environmental Problems.

Unit-III: Contemporary Environmental Issues In India: Pollution and its effect, Deforestation and Desertification, Developmental Projects- Displacement and Rehabilitation, Women and Environment.

Unit-IV: State And Environment: Environmental Policy, Constitutional provisions an Laws, Government Programmes for the protection and enrichment of Environment.

Unit-V: Towards Environmental Protection: Role of International Agencies and NGOs Role of Science and Technology, Environmental Movement.

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2. Michael Redclift.(1984): Development and the Environmental Crisis, Meheu Co.Ltd, New York.

3. Riordan O L T. (1981): Environment, Pion

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