Bachelor of Arts Sociology Syllabus

Semester I

I   Introduction to Sociology

II   Society in India

Semester II

III   Basic Concepts in Sociology

IV   Indian Society: Issues and Problems

Semester III

V   Foundations of Sociological Thought I

VI   Social Change and Development: Concepts and Approaches

Semester IV

VII   Foundations of Sociological Thought II

VIII   Social Change and Development in India

Semester V

Compulsory Paper

IX   Pioneers of Indian Sociology I

X   Research Methodology

Optional Papers (Out of the following two papers the candidate has to offer one paper)

XI(A) Rural Society in India

XI(B) Gender and Society in India

Semester VI

XIII   Pioneers of Indian Sociology II

XIV   Methods of Sociological Research

Optional Papers (Out of the following two papers the candidate has to offer one paper)

XV(A) Urban Society in India

XVI(B) Population and Society in India

Semester VII

Paper-I: Modern Sociological Theories
Paper-II: Sociology of Development and Underdevelopment

Paper-III: Comparative Sociology

Paper-IV (A): Sociology of Environment

Paper-IV (B): Human Values and Professional

Paper-V (A): Corporate Social Responsibility (CSR)

Paper-V (B): Sociology of Marginalized Communities

BA VIII Semester

Major Projects (Field Work and Dissertation)

Bachelor of Arts Sociology
Semester I

Course outcome

This introductory paper is intended to acquaint the students with sociology as a social science and the distinctiveness of its approach among the social sciences. It is to be organised in such a way that even students without any previous exposure to sociology could acquire an interest in the subject and follow it,

Paper I: Introduction to Sociology

Unit I: Sociology and Common Sense; Sociology as a Science; Sociology as a Perspective: Sociological Imagination; Sociology as Humanistic Discipline.

Unit II: Sociology and other Social sciences (Anthropology, Psychology, Economics, Political Science, History); Practical Significance of Sociology.

Unit III: Social Group, Community, Association, Society and its Types, Social Institution Family, Education, State and Religion.

Unit IV: Culture and Civilization; Pluralism, Multiculturalism and Cultural Relativism.

Prescribed Readings:

Berger, P. 1963. *An Invitation to Sociology: A Humanistic Perspective,* Bantam: Doubleday Dell Publication

Bottomore, T. B. 1973. *Sociology: A Guide to Problems and Literature,* Bombay: George Allen & Unwin (Hindi translation available).

Davis, Kingsley. 1973. *Human Society,* New York: Macmillan (Hindi translation available).

Giddens, Anthony et.al. 2009. *Introduction to Sociology,* London: Polity Press (Hindi translation available).

Inkles, Alex. 1987. *What is Sociology,* New Delhi: Prentice-Hall (India).

Johnson, H. M. 1961. *Introduction to Sociology,* New Delhi: Allied Publishers (Hindi translation available).

MacIver, R. M. and Charles H. Page. 1949. *Society: An Introductory Analysis,* New York : Holt, Rinehart and Winston.

Mills, C. W. 1959. *The Sociological Imagination,* London: Oxford University Press.

Schaefer, R. T. and Robert P. Lamm. 1999. *Sociology,* New Delhi: Tata McGraw Hill.

Paper II: Society in India

Course outcome

It is presumed that the student has some familiarity with Indian society by virtue of the fact that he is a member of it and that he has observed and experienced some facets of it. However, this familiarity is likely to be superficial, selective and rather fragmentary. The course is aimed at rectifying these limitations by presenting a comprehensive, integrated and empirically-based profile of Indian society. The continuity between the present and the past is an evident feature of Indian society. Though this continuity is reflected in the structure of the course, the focus is on the contemporary Indian society. It is hoped that the sociological perspective on Indian society presented in this course will also enable students to gain a better understanding of their own situation and region.

Unit I: Basic Features of Traditional Indian Social System; The Textual and the Field Views of Indian Society; Interface between the Past and the Present.

Unit II: Demographic Profile of India: Characteristics of Indian Population in terms of Growth, Age, Sex, Religion, Language, Occupation and Scheduled Castes & Scheduled Tribes.

Unit III: Marriage in India: Tribal, Hindu, Muslim, Christian and Trends of Change.
Family in India: Household, Joint Family, Nuclear family and Trends of Change.

Unit IV: Kinship in India: Patriarchy, Matriarchy, Lineage & Descent and Types of Kinship Systems in India.

CasteSystem in India: Perspectives (GS Ghurye, MN Srinivas, Louis Dumont), Features, Aspects and Dimensions of Change;

Prescribed Readings:

Chauhan, B. R. 2002, *India: A Socio-Economic Profile:* New Delhi: Sterling.

Dube,S.C. 1995. *Indian Society*, New Delhi: National Book Trust.

Gupta, Dipankar. 2000. *Interrogating Caste: Understanding hierarchy & difference in Indian Society,* Delhi: Penguin.

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

Lannoy R. 1971. *The Speaking Tree: A Study of Indian Society and Culture*, Delhi: OUP.

Mandelbaum, D.G. 1970. *Society in India*, Bombay: Popular Prakashan.

Srinivas, M.N. 1973. *Social Change in Modern India*, California: University of California Press.

Srinivas, M.N. 1990. *India: Social Structure*, New Delhi: Hindustan Publishing Corporation.

Uberoi Patricia, 1993. *Family and Marriage in India*, New Delhi: Oxford University Press.

Semester II

Paper III: Basic Concepts in Sociology

Course outcome

This introductory paper is intended to acquaint the students with sociology as a social science and the distinctiveness of its approach among the social sciences. It is to be organised in such a way that even students without any previous exposure to sociology could acquire an interest in the subject and follow it,

Unit I: Social Action and Social Relationship; Status and Role; Social Structure, Social Organization and Social System.Norms (Folkways & Mores), Sanctions and Values;

Unit II: Socio-cultural Processes: Cooperation, Competition and Conflict; Acculturation, Assimilation and Integration; Social Control and Socialization.

Unit III: Social Stratification: Meaning, Forms and Bases; Social Mobility: Meaning, Nature and Types.

Unit IV: Social Change: Meaning, Types and Factors; Social Movements: Meaning and Types.

Prescribed Readings:

Bottomore, T. B. 1973. *Sociology: A Guide to Problems and Literature,* Bombay: George Allen & Unwin (Hindi translation available).

Davis, Kingsley. 1973. *Human Society,* New York: Macmillan (Hindi translation available).

Giddens, Anthony et.al. 2009. *Introduction to Sociology,* London: Polity Press (Hindi translation available).

Johnson, H. M. 1961. *Introduction to Sociology,* New Delhi: Allied Publishers (Hindi translation available).

MacIver, R. M. and Charles H. Page. 1949. *Society: An Introductory Analysis,* New York: Holt, Rinehart and Winston.

Schaefer, R. T. and Robert P. Lamm. 1999. *Sociology,* New Delhi: Tata McGraw Hill.

Paper IV: Indian Society: Issues and Problems

Course outcome

It is presumed that the student has some familiarity with Indian society by virtue of the fact that he is a member of it and that he has observed and experienced some facets of it. However, this familiarity is likely to be superficial, selective and rather fragmentary. The course is aimed at rectifying these limitations by presenting a comprehensive, integrated and empirically-based profile of Indian society. The continuity between the present and the past is an evident feature of Indian society. Though this continuity is reflected in the structure of the course, the focus is on the contemporary Indian society. It is hoped that the sociological perspective on Indian society presented in this course will also enable students to gain a better understanding of their own situation and region.

Unit I: Unity and Diversity in Indian Society; Regional Diversities: Issues of Autonomy, Identity and Integration.

Unit II: Tribal Communities in India: Geographical Distribution, Assimilation, Integration and Assertion; Backwardness and Underdevelopment of Tribes in India.

Unit III: Casteismand Politics of Caste in India;Communalism and Politics of Communalism in India.

Unit IV: Social Classes in India: Agrarian-rural and Industrial-urban; The Middle Class; Exclusion versus Inclusion: Backward classes, Dalits, Minorities, and Women.

Prescribed Readings:

Ahuja, Ram. 2014. *Social Problems in India,* Jaipur: Rawat Publications.

Baviskar, B. S. and Tulsi Patel. 2011. *Understanding Indian Society: Past and Present,* New Delhi: Orient Blackswan Private Limited

Dube,S.C. 1995. *India Society*, New Delhi: National Book Trust.

Lannoy R. 1971. *The Speaking Tree: A Study of Indian Society and Culture*, Delhi: OUP.

Mandelbaum, D.G. 1970. *Society in India*, Bombay: Popular Prakashan.

Mukerji, D. P. 1958. *Diversities,* Delhi: Peoples Publishing House.

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

Srinivas, M.N. 1973. *Social Change in Modern India*, California: University of California Press.

Srinivas, M.N. 1990. *India: Social Structure*, New Delhi: Hindustan Publishing Corporation.

Semester III

Course outcome

Sociology originated as an intellectual response to the crisis confronting the midnineteenth century European society. Its development over a century and a half since then has been influenced by a variety of socioeconomic and political conditions where it has been taught and practised. It is now established as a multi-paradigmatic academic discipline, with its body of theoretical knowledge enriched and its methodological techniques and procedures systematised. Nevertheless, some of its original concerns have persisted and some of its classical theoretical and methodological landmarks are relevant even now. This paper is intended to familiarise the students with the social, political, economic and intellectual contexts in which sociology emerged as a distinctive discipline. Its objective is to help students gain an understanding of some of the classical contributions in sociology, and their continuing relevance to its contemporary concerns.

Paper V: Foundation of Sociological Thought I

Unit I: Emergence of Sociology:Social, Economic and Political Factors, the Industrial Revolution and the French Revolution.

Intellectual Sources: Enlightenment, Philosophy of History, Political Philosophy, Social and Political Reform Movements, and Biological Theories of Evolution.

Unit II: Auguste Comte: Positivism, the Hierarchy of Sciences, and the Law of Three Stages. Herbert Spencer: Organicism, Social Evolution, and Social Darwinism.

Unit III: Emile Durkheim: Social Fact, Division of Labour, Mechanical Solidarity, Organic Solidarity, Anomic Division of Labour, Suicide – Altruistic, Egoistic and Anomic.

Unit IV: Vifredo Pareto: Action – Logical & Non-logical Actions, Residues and Derivatives. George Simmel: Forms of 'Sociation', Consequences of Social Conflict, Emotions and Violence.

Prescribed Readings:

Aron, Raymond. 1970. *Main Currents in Sociological Thought*, Volume I & II. Harmondsworth: Penguin Books.
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Coser, L. A. 1977. *Masters of Sociological Thought,* New York: Harcourt Brace Jovanovich.
Durkheim, E. 1938. *The Rules of Sociological Method,* New York: The Free Press (Hindi translation available).

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

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

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

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

Paper VI: Social Change and Development: Concepts and Approaches

Course outcome

Social change has always been a central concern of sociological study. More recently, it has gained in greater salience partly because of its unprecedented rapidity and partly because of its planned character. Not surprisingly, development has emerged as a pronounced concern and as a remarkable feature of our times. Accordingly, the relevance of the course 'Sociology of Change and Development' can hardly be overemphasized. The course is designed to achieve the following objectives: to provide conceptual and theoretical understanding of social change and development as it has emerged in sociological literature; to offer an insight into the ways in which social structure impinges on development and development on social structure; and to address in particular the Indian experience of social change and development. to prepare the students for professional careers in the field of development planning, including governmental, non-governmental and international agencies engaged in development.

Unit I: Evolution, Change, Development and Progress; SocialChange in Structure & Social Change of Structure.

Unit II: Economic Growth, Human Development, Social Development, Sustainable Development.

Unit III: Ecological and Social Modernization Theories of Development (N. Smelser, D. Lerner, W. W. Rostow, A. Giddens).

Unit IV: Dependency: Centre-periphery (A. G. Frank), Uneven development (Samir Amin).

Prescribed Readings:

Apffel-Marglin, Frédérique, Sanjay Kumar, Arvind Mishra. 2010. *Interrogating Development: Insights from the Margins*. Oxford University Press: Delhi.

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

Dube, S.C. 1992. *Understanding Change*. Vikas Publishing House: New Delhi.

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

Frank, A.G.1966. "The Development of Underdevelopment", *Monthly Review*, September XVIII.

Parr, Sakiko Fukuda & A.K. Shiva Kuma (eds.). 2009. *Handbook of Human Development: Concepts, Measures, and Policies*. Oxford University Press: Oxford.

So, Alvin Y. 1990. *Social Change and Development: Modernization, Dependency and World-SystemTheories,* New York:Sage Publications

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

Semester IV

Course outcome

Industrial Revolution and consequent transformation of mode of production brought out dramatic and traumatic changes in the traditional feudal structure of the societies in Europe through the emergence of capitalism. The changes that were brought by these events which have had far-reaching effects on the economic and social systems of these societies that they commanded attention of thinkers. That gave rise to the discipline of Sociology. Different thinkers viewed the societal changes from different perspectives, presented their distinct analysis, casual and otherwise of these changes made efforts to highlight the different features of the emerging modern industrial capitalist society and also attempted to predict the future of this society. Some of them engaged their attention on the issues related to development of Sociology as a Science. They laid down the theoretical foundations of Sociology on which edifice of modern Sociological theories is erected. Besides, they also tried to analyse and interpret other sociological issues such as education, power structures, religion and the like. Among these Sociological thinkers prominent are Karl Marx, Emile Durkheim, Max Weber and Vilfredo Pareto. Acquaintance with the writings of these four thinkers would equip the students with theoretical insights to know, analyse and interpret the social scenario around them and would also familiarize them with the different sociological perspectives and theories. While teaching, emphasis should be on critical analysis of the writing of these four thinkers.

Paper VII: Foundation of Sociological Thought II

Unit I: Karl Marx: The Base – Production, Means of Production, Relations of Production, Mode of Production and Forces of Production; the Super Structure; Relationship between the Base and the Super Structure Materialist, Classes, Class-in-itself & Class-for-itself, and Class Struggle.

Unit II: Max Weber: Social Action – Zweckrational, Wertrational, Traditional and Affectual, Verstehen; Power & Authority; the Protestant Ethics and the Spirit of Capitalism.

Unit III: George Herbert Mead: Mind, Symbols and Communication; the Concept of Self; 'I' and 'Me'; Role Taking; Symbolic Interaction; the Concept of Society.

Unit IV: Talcott Parsons: Action and Behavior; Action Frame of Reference; Social System; Pattern Variables.

Prescribed Readings:

Aron, Raymond. 1970. *Main Currents in Sociological Thought*, Volume I & II. Harmondsworth: Penguin Books.

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

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

Marx, Karl. & Engels, F. 1950. *Manifesto of the Communist Party,* Moscow: Foreign Publishing House (Hindi translation available).

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

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

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

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

Paper VIII: Social Change and Development in India

Course outcome

Social change has always been a central concern of sociological study. More recently, it has gained in greater salience partly because of its unprecedented rapidity and partly because of its planned character. Not surprisingly, development has emerged as a pronounced concern and as a remarkable feature of our times. Accordingly, the relevance of the course 'Sociology of Change and Development' can hardly be overemphasized. The course is designed to achieve the following objectives: to provide conceptual and theoretical understanding of social change and development as it has emerged in sociological literature; to offer an insight into the ways in which social structure impinges on development and development on social structure; and to address in particular the Indian experience of social change and development. to prepare the students for professional careers in the field of development planning, including governmental, non-governmental and international agencies engaged in development.

Unit I: Social Change in India: Sanskritization; Secularization; Urbanization; Democratization.

Unit II: Social Change in India: Industrialization; Westernization; Modernization; Globalization

Unit III: Issues and Problems: Inequalities: Caste, Class, Genderand Ethnicity; Development and Marginalization; Development and Displacement.

Unit IV: Issues and Problems: Information Revolution & Social Change; Ecological Degradation; Environment Pollution; Culture & Development;

Prescribed Readings:

Apffel-Marglin, Frédérique, Sanjay Kumar, Arvind Mishra. 2010. *Interrogating Development: Insights from the Margins*. Oxford University Press: Delhi.
Béteille, Andre. *1972. Inequality and Social Change.* Oxford University Press: Delhi.
Bhagwati, Jagdish. 1999. *In Defense of Globalization*. Oxford University Press: New Delhi.

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.
Dyson, Tim, Robert Cassen& Leela Visaria. 2005. *Twenty-First Century India: Population, Economy, Human Development, and the Environment*. Oxford University Press: Oxford.
Singh, Yogendra. 1973. *Modernization of Indian Tradition*, Delhi: Thomson Press.
So, Alvin Y. 1990. *Social Change and Development: Modernization, Dependency and World-SystemTheories,* New York:Sage Publications
Srinivas, M.N. 1973. *Social Change in Modern India*, California: University of California Press.
United Nations Development Programme. 1995. *Sustainable Human Development: From Concept to Operation,* New York: UNO.

Semester V

Course outcome

It is hoped that students will have acquired a fairly adequate and comprehensive understanding of Indian society in all its multi-faceted dimensions at the graduate level. This course is aimed at sensitizing them to the diversity as well as inter-connectedness of theoretical perspectives on Indian society, thereby adding depth as well as insight to their understanding of the subject.

Paper-IX Pioneers of Indian Sociology I

Unit-I-Radhakamal Mukherjee: Social Structure of Values; Social Ecology;
D.P.Mukherjee: Cultural Diversities; Modernization.

Unit-II-D.N.Majumdar: Caste; Tribal Integration;
G.S.Ghurye: Caste; Indian Sadhus; Rururban Community;

Unit-III-IrawatiKarve: Kinship in India.
I.P.Desai: Family.
Unit-IV- M.N. Srinivas: Sanskritization; Secularization; Dominant Caste.
        S. C. Dube: Indian Village Tradition; Modernization and Development.

Prescribed Readings:

Desai I.P. 1964: *Some aspects of family in Mahuva: a sociological study of jointness in a small town*. (M.S. University of Baroda.Department of Sociology Publication No. 4.)xii, 239 pp. London: Asia Publishing House**,**
Dube, S. C. 1955a. 'A Deccan Village', in M. N. Srinivas. (ed.). India's Villages. Bombay: Asia Publishing House.
Dube, S. C..1955b. Indian Village. London: Routledge and Kegan Paul. .
Dube, S. C.1958. India's Changing Villages: Human Factors in Community Development. Ithaca: Cornell University Press. .
Dube, S. C. 1984.'The Community Development Programme in India', in BaidyaNath Vanua. (ed.). Contemporary India. Bombay: Asia Publishing House.
Dube, S. C. 1969 'The Study of Indian Village Communities', in A. R. Desai. (ed.): Rural Sociology in India. Bombay: Popular Prakashan.
Karve, Iravati, 1953Kinship Organisalion in India.(Deccan College Monograph Series, 11.) Poona, India: Deccan College Post-graduate and Research Institute.
Karve, Irawati1961 : Hindu Society: An Interpretation Poona : Deccan College
Majumdar, D. N. 1955. (ed.). Rural Profiles-I.Lucknow: Ethnographic and FolkCulture Society.
Majumdar, D. N 1944α *The Fortunes of Primitive Tribes*. Lucknow: Universal Publishers.
Majumdar, D. N (194β) 1961 *Races and Cultures of India*. 4th ed., rev. & enl. New York and Bombay: Asia Pub. House.
Majumdar, D. N 1947 *The Matrix of Indian Culture*. Lucknow: Universal Publishers.
Majumdar, D. N 1949 Mahalanobis, P. C.; Majumdar, D. N.; and RAO, C. R. Anthropometric Survey of the United Provinces, 1941: A Statistical Study. *Sankhyd: The Indian Journal of Statistics*.
Majumdar, D. N 1958 *Caste and Communication in an Indian Village*. Bombay: Asia Pub. House.
Mukherjee, Ramkrishna. 1989. 'RadhakamalMukerjee: A note', Sociological bulletin, 38 (2): 261-65.
Mukherjee, D.P. 2002 -Indian Culture, Rupa&Co ,India.
Mukherjee, D.P. 2002- Diversities: Essays In Economics, Sociology And Other Social Problems,Manak Publications (p) Ltd.
Srinivas, M. N. 1955a. 'Introduction', in M. N. Srinivas. (ed.). India's Villages. Bombay: Asia Publishing House, pp. 1-9.
Srinivas, M. N..1955b. 'The Social Structure of a Mysore Vilage', in M. N. Srinivas. (ed.). India's Villages. Bombay: Asia Publishing House, pp. 21-35.
Srinivas, M. N..1955c. 'The Social Systeni of a Mysore Village', in McKim Marriott. (ed.) Village India: Studies in the Little Community. Chicago: University of Chicago Press, pp. 1-35.

Srinivas, M. N..1955d. 'Village Studies and their Significance', in D. N. Majumdar. (ed.). Rural Profiles I. Lucknow: Ethnographic and Folk-Culture Society, pp. 95- 100.
Srinivas, M. N.. 1976. The Remembered Village. Delhi: Oxford University Press.
Srinivas, M. N..1996a. Village, Caste, Gender and Method. Delhi: Oxford University Press.
Srinivas, M. N..1996b. Indian Society through Personal Writings. Delhi: Oxford University Press.
Oomen, T.K. 2015- RadhakamalMukerjee on Social Ecology: Filling Up Some Blanks, *Sociological Bulletin,* Vol. 64, No. 1 (January – April 2015), pp. 15-35.
Shah, RaginiP. 2010, I.P.Desai-A Pioneering Indian Sociologist, Rawat Publication.
Uinn, James A. 1956. 'Mukerjee: A pioneer in social ecology', in Baljit Singh (ed.): The frontiers of social science: In honour of RadhakamalMukerjee (267-73). London: Macmillan.

Paper X- Research Methodology

Course outcome

This course plan aims to provide exposure to the fundamentals of various research techniques and methods (both quantitative and qualitative). It tries to build upon the basic assumptions in adopting different methodologies for different kinds of research themes. In the first section, it introduces certain philosophical ideas underlying the emergence of different methodologies in social sciences. The second and third sections attempt to sensitize post-graduate students to develop a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can lead them in their future research. Teaching certain quantitative methods, statistical techniques and qualitative methods to collect and analyze the data would help them organize and analyze the information gathered by them. Exposure to the fieldwork at the post-graduate level is intended to enhance the research interests and inculcate the spirit of inquiry among students who may be motivated to continue higher studies in research.

Unit-I- Meaning and Significance of Social Research; Qualitative Versus Quantitative Research
Steps of Scientific Research: Formulation of Research Problem.
Unit-II- Hypothesis: Its Types and Sources; Problems of Objectivity. Objectivity Versus Subjectivity, Value Neutrality.Ethical Issues in Social Research. Plagiarism and copy rights.
Unit-III-Types of Research: Basic and Applied: Historical and Comparative; Descriptive, Exploratory, Explanatory and Diagnostic.
Unit-IV- Data Collection: Primary and Secondary Source; Census: Observation; Case Study; Content Analysis.

Prescribed Readings:

Bryman, Alan. 1988. Quality and Quantity in Social Research, London: Unwin.----------- 2005. Social Research Methods, London: Oxford University Press.

Corbetta, P. 2003. SocialResearch: Theory, Methods and Techniques, London: Sage.

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

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

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

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 XI (A)- Rural Society in India

Course outcome

The agrarian structure and development in India are the two principal sources of approach to study the rural society in India. This course plan emerges as a basis for developing a sociological skill on peasant and social structure To provide sociological understanding of rural social structure, change and development in India To impart sociological skills to reconstruct rural institution and rural development programmes to plan, monitor and evaluate rural development programmes. To acquaint students with the prevailing two approaches to the study of rural society: Rural community and peasantry.

Unit I: Distinctive Features of Rural Society; Institutions of Village Community: Caste; Family, and Jajmani. Concept of Peasant Society;

Unit II: Land Tenure Systems in India; Agrarian Class Structure; Changing Dimensions of Rural Social Structure.; Rural Poverty; Agrarian Unrest; Peasant Suicides; Contemporary Peasant Movements in India.

Unit III: Social Consequences of Land Reforms and Green Revolution; Community Development; I.R.D.P.; TRYSEM; JawaharRojgarYojna; MNREGA; Panchayati Raj; Changing Rural Power Structure.

Unit IV: Rural Poverty; Agrarian Crisis; Agrarian Unrest; Peasant Suicides; Contemporary Peasant Movements in India.

Prescribed Readings:

Chauhan, B. R. 2003. *Village Community,* in Veena Das, *The Oxford India Companion to Sociology and Social Anthropology,* New Delhi: Oxford University Press.

Chauhan, B. R 1990. *Rural Urban Articulations,* Udaipur: A. C. Brothers.

Desai, A. R. 1979. *Rural India in Transition,* Bombay: Popular Prakashan.

Desai, A. R. 1977. *Rural Sociology in India,* Bombay: Popular Prakashan.

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

Dube, S. C. 1955. *India's Changing Villages,* London: Routledge and Kegan Paul.

Joshi, P. C. 1976. *Land Reforms in India: Trends and Perspectives,* Bombay: Allied Publishers.

Paper XI (B)- Gender and Society in India

Course outcome

This course plan focuses on the emergence of women's movements and women's studies in the context of feminist thought and critiques of sociological theories and methodologies. The objective is to trace the evolution of gender as a category of social analysis in the late twentieth century. Major debates that have emerged are also outlined. The format provides for a comparative perspective in so far as the first part encompasses the developed and the developing countries while the second part revolves around issues concerning Indian women. It is hoped that exposure to the course will lead to a better understanding of the social phenomena.

Unit I: Gender (Culture) vs. Sex (Biology), Equality vs. Difference, Gender Roles, Social Construction of Gender, Gender and Sexuality.

Unit II: Women in Family, Socialization and Gender, Patriarchy and Gender, Sexual Division of Labour, Masculinity vs. Femininity.

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

Unit IV: Women and Society in India: Demographic Profile, Women in Economy (Work and Property Rights), Women and Power & Subordination, Women and Education, Women and Health; Violence and Crimes against Women India.

Prescribed Readings:

Rege, Sharmila (ed), Sociology of Gender: The Challenge of Feminist Sociological Knowledge, Sage, New Delhi, 2003.

Singh, InduPrakash, Indian Women: The Power Trapped, Galaxy Pub, New Delhi, 1991.

Mohanty, Manoranjan, (eds), Class, Caste, Gender, Sage, New Delhi, 2004

Connell R.W. Ashden, D., Kessler, S., Dowsett, G. (1982) *Making the Difference: Schools, Familiesand Social Divisions.*Sydney: Allen and Unwin.

Connell, R.W. (1995) *Gender.* Cambridge: Polity.

Einstien H. (1984) *Contemporary Feminist Thought*. Sydney: Allen and Unwin.

Holmes, M. (2007) *What is gender? Sociological approaches.* New Delhi: Sage Publications.

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

Lipman-Blumen, J. (1984) *Gender roles and power.* New Jersey: Prentice-Hall.

Oakley, A. (1972) *Sex, Gender and Society.* London: Temple Smith.

UNDP: *Human Development Report* (2000) New Delhi: OUP.

Agarwal, B. (Ed.) (1988) *Structures of Patriarchy: State, Community and Household in modern southasia*. New Delhi: Kali for Women.

Corea, G. (1985) *The Mother Machine.* London: Women's Press.

Cornick, J.C. and Meyers, M.K. (2009) *Gender Equality: Transforming Family Divisions of Labor.* New York: Verso.

De Beauvoir, S. (1988/1949) *The Second Sex.* London: Pan.

Delamont, S. (1978) 'The domestic ideology and women's education', in S. Delamont and L.Duffin (eds), *The Nineteenth Century Woman.* London: Croom Helm. pp 134-87.

Feminism?Seeing Through the Backlash. London: Hamish Hamilton.

Figes, E. (1978/1970) *Patriarchal Attitudes.* London: Virago Press.

Gatens, M. (1991) 'A critique of the sex/gender distinction', in S. Gunew (ed.), *A Reader in FeministKnowledge.*London: Routledge.

Howson, A. (2005) *Embodying Gender.* London: Sage Publications.

Kessler, S.J. and McKenna, W. (1978) *Gender: An Ethnomethodological Approach.* New York: Wiley.

McDowell, L. and Pringle, R. (1992) *Defining women: social institutions and gender divisions.* Cambridge: Blackwell Publishers Inc.

Millet, K. (1972/1970) *Sexual Politics.* London: Abacus.

Moon, M &Pawar, U. (2008) *We also made history*. New Delhi: Zubaan.

Oakley, A. (1974) *The Sociology of Housework.* London: Martin Robertson.

Oakley, A. (1980) *Woman Confined: Towards a Sociology of Childbirth.* Oxford: Martin Robertson.

Oakley, A. (1985) *Sex, Gender and Society.*Aldershot: Gower.

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.

Eichler, M. 1991. *Nonsexist Research Methods: A Practical Guide,* London: Routledge&Kegan Paul.

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.

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

Oakley, Ann. 1974. *Sociology of Housework,* Oxford: Martin Roberson.

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

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

Semester -VI

Course outcome

It is hoped that students will have acquired a fairly adequate and comprehensive understanding of Indian society in all its multi-faceted dimensions at the graduate level. This course is aimed at sensitizing them to the diversity as well as inter-connectedness of theoretical perspectives on Indian society, thereby adding depth as well as insight to their understanding of the subject.

Paper-XII: Pioneers of Indian Sociology II

Unit-I- A.R. Desai: Social Background of Indian Nationalism; Marxist Approach to Study Indian Society, Rama Krishna Mukherjee: Dynamics of Agrarian Class Structure; Quality of Life.

Unit-II- Yogendra Singh: Social stratification, Social change,Modernizatio, Indian Sociology. Culture change, T.K.Oomen: Citizenship, Nationality& Ethnicity, Charisma, Stability & Change

Unit-III- D.N.Dhanagare: Agrarian, Peasant & Farmers Movements, Andre Beteille

Unit-IV-B.R.Chahuan, A.M.Shah

Prescribed Readings:

Dhanagare, D.N. 1975. *Agrarian movements and Gandhian politics*. Institute of Social Sciences, Agra University

Dhanagare, D.N 1983. *Peasant Movements in India: 1920-1950*. New Delhi: Oxford University Press.

Dhanagare, D.N 1998. *Themes And Perspectives in Indian Sociology*. New Delhi: Rawat Publications.

Dhanagare, D.N 2014* The Writings of D. N. Dhanagare"', Orient Blackswan

Dhanagare, D.N 2016* "'Populism and Power':Farmers' movement in western India'" 1980–2014,Routledge : India

Paper XIII: Methods of Sociological Research

Course outcome

This course plan aims to provide exposure to the fundamentals of various research techniques and methods (both quantitative and qualitative). It tries to build upon the basic assumptions in adopting different methodologies for different kinds of research themes. In the first section, it introduces certain philosophical ideas underlying the emergence of different methodologies in social sciences.

The second and third sections attempt to sensitize post-graduate students to develop a critical outlook at the existing perspectives and methods and to evolve conceptual clarity, which can lead them in their future research. Teaching certain quantitative methods, statistical techniques and qualitative methods to collect and analyze the data would help them organize and analyze the information gathered by them. Exposure to the fieldwork at the post-graduate level is intended to enhance the research interests and inculcate the spirit of inquiry among students who may be motivated to continue higher studies in research.

Unit-I Data Collection, Survey, Sampling, Interview, Questionnaire and Interview Schedule.

Unit-II Classification and Presentation of Data: Coding; Tables; Graphs; Diagrams; Bar; Chart, Pictorial and Histogram and Report Writing.

Unit-III Statistical Methods, Oerview of Statistics in Sociology, Measures of Central Tendency (Simple Arithmetic Mean, Median and Mode).

Unit-IV Measures of Dispersion, Standard Deviation, Variance and Covariance).

Prescribed Readings:

Bailey, K. (1994). The Research Process in Methods of social research.Simon and Schuster, 4th ed. The Free Press, New York NY.

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

Srinivas, M.N. et al 2002(reprint), The Fieldworker and the Field:Problemsand Challenges in Sociological Investigation, New Delhi: OUP.

Raftery A E. ' 2000, Statistics in Sociology, *Journal of the American Statistical Association*, Vol. 95, No. 450.

Gupta, S. P. (2007). Elementary Statistical Methods.Sultan Chand & Sons.

Paper XIV- (A): Urban Society in India

Course outcome

Urban society differentiating itself from rural society is yet another dimension of part society.The issues require to be dealt with sociological skills to analyse and to diagnose the urban question in India. The planning of solutions of urban question and also urban developement need to be looked into from the point of view of sociological principles limited to the part- society i.e urban society in India With the basic background of urban sociology - a determined sub- decipline of traditional

Sociology - the student has to be sensitised on urban dimensions of society, its social structure and social process in India.

Unit-I: Introduction: Scope and importance of study of urban society, Concepts: Urban, Urbanization, urbanism and sub-urbanization, theories of urbanization, urban growth in ancient, medieval and modern times.
Unit-II: Urbanization in India: Trends of urbanization, Factors of Urbanization, Impact of Urbanization, industrialization, economic development and urbanization,
Unit-III: Urban social institutions: Urban family, Urban religion, Urban Government.
Unit-IV: Problems of Indian Urban society: Slums, Urban Crime, Urban poverty, Problem of Housing, Environmental Pollution.
Unit-V: Urban Planning in India: Urban Policies and Planning and problems of urban management Regional planning.

Prescribed Readings:

Abrahimson M (1976), Urban Sociology, Englewood, Prentice Hall.

Bose Ashish (1978), Studies in India's Urbanisation 1901-1971, Tata McGraw.

Pickwance C G (1976), Urban Sociology; Critical Essays, Methuen.

Quinn J A (1955), Urban Sociology, S Chand & Co., New Delhi

Saunders Peter (1981), Social Theory and Urban Question, Hutchionson

Paper XIV (B): Population and Society in India

Course outcome

To understand the influence of population on social phenomena. To acquaint students the demographic features and trends of Indian society vis-à-vis World population. To understand population control in terms of social needs. To appreciate population control measures and their implementation. Broad outlines for framing the syllabus. Population size is often considered a crucial variable in appreciating social issues. The problems of developing societies are attributed to their population size. These views demand a proper academic and objective understanding of the dynamics of population.

Unit 1. Introducing Population Studies, Sociology and Demography, Concepts and Approaches

Unit 2. Population, Social Structure and Processes, Age and Sex Structure, Population Size and Growth, Fertility, Reproduction and Mortality

Unit 3. Population, Gender and Migration, Population and Gender, Politics of Migration

Unit 4. Population Dynamics and Development, Population as Constraints and Resources for Development, Population Programmes and Policies

Prescribed Readings:

Cox, Peter Richmond. 1950. Demography. University of California Press, pp. 01-08.

Davis, Kingsley. 1951. 'Caste and Demography', Population of India and Pakistan, Princeton, NJ: Princeton University Press, pp. 52-60.

Guilmoto, Christophe Z. 2011. 'Demography for Anthropologists: Populations, Castes, and Classes'. In Isabelle Clark-Decès (ed.). A Companion to the Anthropology of India, Blackwell Publishing Ltd. pp. 25-41.

Malthus, Thomas Robert. 1986. An Essay on the Principle of Population. London: William Pickering, Chapters 1-2, pp. 01-11.

Dudley, Kirk. 1996. 'Demographic Transition Theory', Population Studies, 50(3): 361-387.

Premi, Mahendra K. 2006. 'Population Composition (Age and Sex)', Population of India: In the New Millennium. New Delhi: National Book Trust, pp.103-127.

Visaria, Pravin and Visaria, Leela. 2006. 'India's Population: Its Growth and KeyCharacteristics'. In Veena Das (ed.). Handbook of Indian Sociology, New Delhi: Oxford University Press, pp. 61-77.

Heer, David M. and Grigsby, Jill S. 1992.'Fertility', Society and Population. New Delhi: Prentice-Hall, pp. 46-61.

Haq, Ehsanul. 2007. 'Sociology of Infant Mortality in India', Think India Quarterly, July-September, 10(3): 14-57.

Jeffrey, Roger and Jeffrey, Patricia. 1997. Population, Gender and Politics: Demographic Change in Rural North India. Cambridge: Cambridge University Press, pp. 117-164.

Patel, Tulsi. 2007. 'Female Foeticide: Family Planning and StateSociety Intersection in India'. In

T. Patel (ed.). Sex-selective Abortion in India: Gender, Society and New Reproductive Technologies. New Delhi: Sage Publications, pp. 316-356.

Kaur, Ravinder. 2004. 'Across Region Marriages: Poverty, Female Migration and the Sex Ratio', Economic & Political Weekly, XXXIX (25): 2595-2603.

Xaxa, Virginius. 2004. 'Women and Gender in the Study of Tribes in India', Indian Journal of Gender Studies, 11(3): 345-367. 3.2.3 Chopra, Radhika. 2011. Militant and Migrant: ThePolitics and Social History of Punjab. Routledge Publications, pp. 88-134.

Furedi, Frank. 1997. Population and Development: A Critical Introduction. Oxford: Polity Press, Chapters 4&5, pp. 40-55. 4.2.1 Visaria, P. 1976. 'Recent Trends in Indian PopulationPolicy', Economic and Political Weekly, August, 2: 31-34. Government of India. 2000. National Population Policy. New Delhi.

Cox, Peter Richmond. 1950. Demography. University of California Press, pp. 01-08.

Davis, Kingsley. 1951. 'Caste and Demography', Population of India and Pakistan, Princeton, NJ: Princeton University Press, pp. 52-60.

Dudley, Kirk. 1996. 'Demographic Transition Theory', Population Studies, 50(3): 361-387.

Durkheim, Emile. 1982 (1895).The Rules of Sociological Method. (trans. W. D. Halls). NewYork: The Free Press, pp. 136-137; 188, 203.

Furedi, Frank. 1997. Population and Development: A Critical Introduction. Oxford: Polity Press, Chapters 4&5, pp. 40-55. 4.2.1 Visaria, P. 1976. 'Recent Trends in Indian PopulationPolicy', Economic and Political Weekly, August, 2: 31-34.

Guilmoto, Christophe Z. 2011. 'Demography for Anthropologists: Populations, Castes, andClasses'. In Isabelle Clark-Decès (ed.). A Companion to the Anthropology of India, Blackwell Publishing Ltd. pp. 25-41.

Haq, Ehsanul. 2007. 'Sociology of Infant Mortality in India', Think India Quarterly, July-September, 10(3): 14-57.

Heer, David M. and Grigsby, Jill S. 1992.'Fertility', Society and Population. New Delhi: Prentice-Hall, pp. 46-61.

Jeffrey, Roger and Jeffrey, Patricia. 1997. Population, Gender and Politics: DemographicChange in Rural North India. Cambridge: Cambridge University Press, pp. 117-164.

Kaur, Ravinder. 2004. 'Across Region Marriages: Poverty, Female Migration and the Sex Ratio', Economic & Political Weekly, XXXIX (25): 2595-2603.

Malthus, Thomas Robert. 1986. An Essay on the Principle of Population. London: WilliamPickering, Chapters 1-2, pp. 01-11.

Patel, Tulsi. 2007. 'Female Foeticide: Family Planning and StateSociety Intersection in India'. In T. Patel (ed.). Sex-selective Abortion in India: Gender, Society and New Reproductive Technologies. New Delhi: Sage Publications, pp. 316-356.

Premi, Mahendra K. 2006. 'Population Composition (Age and Sex)', Population of India: Inthe New Millennium. New Delhi: National Book Trust, pp.103-127.

Bose, Ashish. (ed.). 1974. Population in India's Development (1947-2000). Delhi: Vikas Publishing House.

Dyson, Tim and Moore, Michael. 1983. 'On Kinship Structure: Female Autonomy and Demographic Behaviour in India', Population and Development Review, 9(1): 35-60.

Mukherjee, Radhakamal. 1934. 'On the Criterion of Optimum Population', American Journalof Sociology, 40(3): 344-348.

Sen, Amartya, 2003. 'Population: Delusion and Reality', Asian Affairs Caldwell, John C.2001.'Demographers and the Study of Mortality: Scope, Perspectives and Theory', Annals of theNew York Academy of Sciences, 954: 19-34.

B.A VII Semester

Course outcome

This course is intended to introduce the students to the substantive, theoretical and methodological issues which have shaped the sociological thinking in the latter half of the 20th century, and which continue to concern the practitioners of sociology today. The main focus of this course will be on structural, functional, and conflict theories, and symbolic interactionism, phenomenology, ethnomethodology and neomarxism. The course will also examine the theoretical relevance and analytical utility of the premises, methodology and conclusions of these diverse theoretical perspectives in understanding social structure and change.

Paper-XV: Modern Sociological Theories

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

Prescribed Readings:

Alexander, J (Ed.). 1985. New Functionalism, California: Sage Publications. Althusser, Louis. 1969. For Marx, London: Penguin.
Berger, P. and T. Luckmann. 1967. The Social Construction of Reality, New York Anchor. Cassel, Phillip. (Ed.). 1993. The Giddens Reader, California: Stanford University Press.
Garfinkel, H. 1967. Studies in Ethnomethodology, Engle-Wood Cliffs: Prentice-Hall.
Goffman, E. 1959. The Presentation of Self in Everyday Life, New York: Doubleday Anchor Books. Mannheim, K. 1936. Ideology and Utopia, London: Routledge and Kegan Paul.
Ritzer, George. 1992. Modern Sociological Theory, New York: Mc-Graw Hill.
Schutz, A. 1967. The Phenomenology of the Social World, Evanston: Northwestern University Press. Schutz, A. and Luckmann, T. 1973. The Structure of the Life World, Evanston: Northwestern University Press.
Stark, W. 1958. The Sociology of Knowledge: An Essay in Aid of Deeper Understanding of the History of Ideas, London: Routledge and Kegan Paul.
Turner, Jonathan H. 1995. The Structure of Sociological Theory, (4th edition), Jaipur and New Delhi: Rawat.

Paper-XVI: Sociology of Development and Underdevelopment

Course outcome

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.

Prescribed 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.

Baran, Paul. 1957. The Political Economy of Growth, New York: Monthly Review Press.

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. Frank, A.G.1966. "The Development of Underdevelopment", Monthly Review, September XVIII. Frank, A.G.1979. Development Accumulation and Underdevelopment, London: Macmillan.

Lenin, V.I. 1915. Imperialism, as the Highest Stage of Capitalism, Moscow: Progress Publishers. Hoselitz. Social Aspects of Economic Development

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. McClelland, D.C. 1961. The Achieving Society, Princeton: Princeton University Press. McClelland, D.C. Achievement Motive,

Myrdal, Gunnar. 1968. The Asian Drama, New York: Pantheon Books.

Schumpeter, J.A.1950. The Capitalism, Socialism and Democracy, London: Allen and unwin.

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

Wallerstein, E. 1974. The Modern World System, New York: Academic Press.

Paper-XVII: Comparative Sociology

Course outcome

There is much discussion these days on the reorientation of sociological research and the contextualisation of sociology to the experience of non-Western countries. The objective of this course is to sensitize students to the salience of the comparative perspective in sociology by highlighting the historical and social context of its development, key issues and themes as well as theoretical concerns, and by contextualizing them to the Indian situation.

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;.

Prescribed 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-XVIII (A): Sociology of Environment

Course outcome

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

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 and 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.

Prescribed Readings:

Gadgil Madhav and Ramchandra Guha (1996): Ecology and Equity: The Use andAbuse of Nature in contemporary India. OUR, New Delhi.

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

Riordan O L T. (1981): Environment.

Schnaiberg Allan (1980): The Environment, Oxford University Press. New York.

Paper-IV XVIII (B): Human Values and Professional Ethics

Course outcome

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.

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

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.

Prescribed Readings:

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

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

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

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

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

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

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

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

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

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

A.N. Tripathy, 2003, Human Values, New Age International Publishers. Relevant websites, movies and documentaries

Paper-XIX (A): Corporate Social Responsibility (CSR)

Course outcome

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)

Prescribed Readings:

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. .

Paper-XIX (B): Sociology of Marginalized Communities

Course outcome

The course aims aid sensitizing sociology students about the vulnerable and marginalized communities with reference to Indian society. Sociology as a subject deals with various social categories in order to expose the students on caste, class, gender, ethnicity, region and religion. The course further provides various information studies and the role of the state and civil society in raising the issues of marginalized communities.

Unit-I: Marginalization: Concept and Perspectives; Socio-economic Indices of Marginalizatio 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.

Prescribed 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.

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

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, 1999. Dalits and the Democratic Revolution, Delhi: Sage.

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.

BA VIII Semester

Course outcome

Major Projects (Field Work and Dissertation)