Syllabus
M.A. (Sociology)
(w.e.f 2014-15)

DEPARTMENT OF SOCIOLOGY

Central University of Haryana
Mahendergarh

Syllabus
M.A. (Sociology)-First Sem.
w.e.f. 2014-15

DEPARTMENT OF SOCIOLOGY
CENTRAL UNIVERSITY OF HARYANA

University Logo

University Logo is conceived with a globe at its centre surrounded by holy trinity of three arcs and at the bottom is a shloka taken from 'Neeti Shatkam' written by Bhartihari.

The arc at the bottom epicts an open book and a Veena, symbolising University's commitment to meeting the quest for acquiring knolwedge, learning, enlightenment and promoting art and culture.

The arc at the right that epicts processes of science, technology and adventurism symbolises the University's commitment to promoting scientific progress and creating a culture of creativity, innovation and enquiring approach.

The arc at the left that epicts nature symbolises University's commitment to promoting education inculcating respect for environment, ecology and living in harmony with nature.

The globe at the centre surrounded by the human chain and the pigeon flying above expresses University's belief that commitments represented by the trinity of three arcs shall lead to global peace, prosperity and human solidarity-the real spirit of education.

The shloka at the bottom conveys that 'education' is the unrivalled treasure of all.

Vision Statement

To develop enlightened citizenship for a knowledge society for peace and prosperity of individuals, nation and the larger world through promotion of innovation, creative endeavors and scholarly inquiry

Mission Statement

- To be a leading model by defining learning, teaching and discovery in a global, national and local context
- To strive to create a learning ambience with diverse cultural backgrounds and enhance student's acquisition of useful knowledge, skills and analytical abilities through innovative teaching and holistic learning environment
- To facilitate cutting edge research in emerging areas and expanding research in traditional areas
- To progressively expand in phases academic and research areas to be pursued by the University from time to time into their diversified focuses
- To focus on relevance, quality and excellence in each area and discipline of study that University is to pursue
- To develop partnership with international and national institutions and facilitate providing international linkages for contextual and cultural learning for both faculty and students
- To involve stakeholders including Government, Industry, Community and others in providing relevant and quality education
- To create and maintain highest level of integrity, ethics and values on Campus and ensure zero tolerance for lack of these core commitments

University Objectives

- To disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit;
- To make special provisions for integrated courses in humanities, social sciences, science and technology in its educational programmes;
- To take appropriate measures for promoting innovations in teaching-learning process and inter-disciplinary studies and research;
- To educate and train manpower for the development of the country;
- To establish linkages with industries for the promotion of science and technology; and
- To pay special attention to the improvement of the social and economic conditions and welfare of the people, their intellectual, academic and cultural development.

Central University of Haryana

The Central University of Haryana, established by MHRD, under the Central Universities Act-2009 (Act No. 25 of 2009) made a spirited beginning under the leadership of its sagacious and visionary founder Vice Chancellor Prof. Mool Chand Sharma, from a rented building in Gurgaon as transit office and Narnaul B.Ed. college building as campus. It has now shifted to its Permanent Campus sprawling over 488 acres of land at Jant-Pali Villages, Mahendergarh district of Haryana. The University, fully funded by the UGC, is all set to emerge as a seat of great learning in the Southern Haryana under the leadership of its reverent and visionary Acting Vice-Chancellor Prof. U. P. Sinha. Being at the nascent stage of establishment, the University immediately after getting possession of the land at Jant-Pali, Mahendergarh acted through various empowered Committees and Groups to chart out the course of development. After duly considering the recommendations of various empowered committees the Executive Council of the University approved the road map for the first phase of development of the campus on the site at Jant-Pali, Mahendergarh. The first phase of development comprises the construction of boundary wall and a block of four buildings. The construction of boundary wall is complete and the four blocks are functional to run the academic programmes. These blocks host separate hostels for boys and girls, modest accommodation for faculty and other staff, academic wing with class rooms, seminar rooms, tutorial rooms, laboratories, libraries, conferencing facilities, etc. These buildings will be integrated as a part of hostel zone when the development of the Campus enters in the final phase. Marching ahead on the journey of promoting grass root research and fruitful engagement with society many brainstorming sessions of idea generation are held. After comprehensive deliberations University has adopted **"Multidisciplinary Approach to Inclusive Education"** as motto.

DEPARTMENT OF SOCIOLOGY

Department of Sociology is one of the latest departments of studies of the University opened in the academic year 2014-15 by offering MA (Sociology) programme. The *Department of* Sociology is functioning under the School of Arts, Humanities and Social Sciences, the oldest & founding school of the University. This school started functioning during the academic year 2009-10 and right now have the following departments

- Department of Economics
- Department of Education
- Department of History & Archaeology
- Department of Political Science
- Department of Psychology &
- Department of Sociology

Department of Sociology offers PG programme (MA- Sociology) of two years duration which are divided into four semesters & based on choice based credit system (CBCS).

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Course Structure for M A Sociology under Choice Based Credit System has been given on the next page.

Semester – I

Sr. No	Courses	Course Code	Core/ Elective	Credits
1	Classical Sociological Tradition	SHS SOC 01101C4004	Core	4
2	Gender and Society	SHS SOC 01102C4004	Core	4
3	Rural Society in India	SHS SOC 01103C4004	Core	4
4	Population and Society	SHS SOC 01104C4004	Core	4
Elective : (Select one Elective)				
5	Sociology of Ageing	SHS SOC 01101E3003	Elective	3
6	Science, Technology, and Society	SHS SOC 01102E3003	Elective	3
Total Credit:				**19**

Semester – II

Sr. No	Courses	Course Code	Core/Elective	Credits
1	Theoretical Perspectives in Sociology-I	SHS SOC 01201C4004	Core	4
2	Methodology of Social Research I	SHS SOC 01202C4004	Core	4
3	Sociology of Change and Development	SHS SOC 01203C4004	Core	4
	Course from other department		**Elective**	**3**
Elective (Select Two Elective)				
4	Education and Society	SHS SOC 01201E3003	Elective	3
5	Social Movements in India	SHS SOC 01202E3003	Elective	3
6	Sociology of Health	SHS SOC 01203E3003	Elective	3
Total Credit:				**21**

Semester – III

Sr. No	Courses	Course Code	Core/ Elective	Credits
1	Theoretical Perspectives in Sociology-II	SHS SOC 01301C4004	Core	4
2	Methodology of Social Research-II	SHS SOC 01302C4004	Core	4
3	Sociology of Kinship, Marriage and Family	SHS SOC 01303C4004	Core	4
	OPTIONAL (Select two Elective)			
4	Social Marketing	SHS SOC 01301E3003	Elective	3
5	Political Sociology	SHS SOC 01302E3003	Elective	3
6	Sociology of Marginalized Communities	SHS SOC 01303E3003	Elective	3
7	Urban Society in India	SHS SOC 01304E3003	Elective	3
8	**Course from other department**		**Elective**	**3**
	Submission of Synopsis			
	Total Credit: 21			

Semester – IV

Sr. No	Courses	Course Code	Core/ Elective	Credits
1	PERSPECTIVES ON INDIAN SOCIETY	SHS SOC 01401C4004	Core	4
2	Globalization and Society	SHS SOC 01402C4004	Core	4
3	Dissertation (including viva voce)	SHS SOC 01403C0336		6
	Elective (Select two)			
4	Sociology of Popular Culture and Mass Communication	SHS SOC 01401E3003	Elective	3
5	Ethnicity, Pluralism and Nation	SHS SOC 01402E3003	Elective	3
6	Environment and Society	SHS SOC 01403E3003	Elective	3
7	Sociology of Information Society	SHS SOC 01404E3003	Elective	3
	Total Credit:			**20**

Total Credit: 19+21+21+20=81

8	Self-Study	3

ORDINANCE RELATING TO PROGRAMMES
LEADING TO THE AWARD OF POST GRADUATE DEGREES / DIPLOMAS

1. **Definitions:**
   1.1 "Course" means a Semester course.
   1.2 "Credit" (c) is the weightage assigned to a course in terms of contact hours.
   1.3 "Grade" means a letter grade assigned to a student on the basis of evaluation of a course on a ten point scale.
   1.4 "Grade point" (g) means the numerical equivalent of a letter grade assigned to a student in the ten point scale.
   1.5 Semester Grade Point Average (SGPA) means the grade point average of a student for a semester calculated in the following manner:
   SGPA = $(g_1 x c_1) + (g_2 x c_2) + \ldots$ (in respect of all courses for which the student has registered in the semester concerned) divided by the total number of credits offered by the student in the semester.
   1.6 "Cumulative Grade Point Average" (CGPA) means a cumulative index grade point average of a student calculated in the following manner:
   CGPA = $(g_1 x c_1) + (g_2 x c_2) + \ldots$ (in respect of all the courses for which the student has registered up to and including the semester for which the cumulative index is required) divided by the total number of credits offered by the student in the said courses.
   1.7 "Final Grade Point Average" (FGPA) is the final index of a student at the time of award of a degree, calculated in the following manner:

   $$FGPA = \frac{\sum_{i=1}^{n} g_i \, x \, c_i}{}$$

   Where $\sum_{i=1}^{n} c_i$
   c_i = credit in the ith course
   g_i = grade point secured by the student in the ith course
   n = total number of courses prescribed for the student for the entire programme.

   1.8 "Final Grade" is the letter equivalent assigned to a student on the basis of his/her FGPA at the time of the award of the degree.

2. **Eligibility for admission:**
   A candidate may be admitted to the Master's programme if he/she has obtained a Bachelor's degree under 10+2+3 system recognized by the University, or a degree recognized as its equivalent, provided such a candidate has attained the minimum proficiency in the subject at the time of admission as decided by the University from time to time.

3. **Semesters:**
   3.1 An academic year shall consist of two semesters, viz.:Odd semester and Even semester.

3.2 Ordinarily an Odd semester shall extend from July to December, and an Even semester from January to May.

3.3 A semester normally extends over a period of 15 weeks, each week having 30 hours of instruction spread over a week.

4. **Type of courses:**

Each programme may have three types of courses, viz. core courses, elective courses and self-study-courses.

4.1. Core courses:

4.1.1 Core courses are those, knowledge of which is deemed essential for students registered for a particular Master's programme. Where feasible and necessary, two or more programmes may prescribe one or more common core courses.

4.1.2 Core courses shall be mandatory for all students registered for that Master's programme.

4.1.3 Core courses shall be spread over all the semesters of the programme.

4.2 Elective courses:

Elective courses are intended to:

- allow students to specialize in one or more branches of the broad subject area; or
- acquire knowledge and skills in a related area that may have applications in the broad subject area; or
- bridge any gap in the curriculum and enable acquisition of essential skills (e.g. statistical, computational, language, communication skills, etc.); or
- help pursue an area of interest to the student.

4.3 Self-study courses:

4.3.1 Self-study courses are optional, not mandatory. They are not taken into account for awarding grades.

4.3.2 Students may also choose 3 additional courses to enable them to acquire extra credits through self-study.

4.3.3 Self-study courses shall be in advanced topics in a course (core or elective) under the supervision of a faculty member.

Note: A course (Core/Elective/Self-study) may also take the form of a Dissertation/ Project work/ Practical training/ Field work/ Internship/ Seminar, etc.

5. **Credits:**

Credit defines the quantum of contents/syllabus prescribed for a course and determines the number of hours of instruction required per week. Thus, in each course, credits are assigned on the basis of the number of lectures/tutorials/laboratory work/field work and other forms of learning required completing the contents in a 15 week schedule. 2 hours of laboratory work/field work is generally considered equivalent to 1 hour of lecture.

- 1 credit = 1 hour of instruction per week (1 credit course = 15 hours of instruction per semester)
- 3 credits = 3 hours of instruction per week (3 credit course = 45 hours of instruction per week)

A Core course may carry 3 to 4 credits; an elective/ Self-study will not normally carry more than 3 credits. However, a dissertation/ project work may carry up to 6 credits; a semester-long field work may carry 10-15 credits.

6. **Auditing:**

Students may be permitted by the individual faculty member at his/her discretion to audit two courses without assigning any credits.

7. **Course numbering:**

Each course offered by a faculty/department is identified by a unique course code: e.g. SSS C 001 Eco 3003, where

- SSS stands for School of Social Sciences;
- C stands for core course;
- 001 stands for the serial number of the course;
- The figures 3,0,0,3 stand for credits attached to lectures (practical, if it is a practical course), tutorials, practical work (theory, if it is a practical course) and total number of credits for the course respectively.

8. **Duration of programme:**

The minimum duration for completion of a one-year Post Graduate Diploma programme shall be two consecutive semesters (one odd and one even semester), for a two-year Master's programme in any subject shall be four consecutive semesters (two odd and two even semesters) and for a three-year Master's programme - six semesters, i.e. three odd and three even semesters. The maximum period for completion shall be four semesters, six semesters and eight semesters respectively.

Provided that a semester or a year may be declared by the Academic Council zero semester or zero year in the case of a student if he/she could not continue with the academic work during that period due to illness and hospitalization, or due to accepting a foreign scholarship/fellowship, subject to fulfillment of requirements laid down in this respect by regulations. Such zero semester/year shall not be counted for calculation of the duration of the programme in case of such a student.

9. **Student Advisor:**

The Department in which the student gets admitted shall appoint an Advisor for him/her from amongst the members of the faculty concerned. All faculty members of the department shall function as Student Advisors and shall have more or less equal number of students. The Student Advisor shall advise the student in choosing courses and render all possible help to the student.

10. **Course Registration:**

10.1 Registration of courses is the sole responsibility of a student. No student shall be allowed to do a course without registration, and no student shall be entitled to any credits in the course unless he/she has been formally registered for the course by the scheduled date fixed by the University.

10.2 Every student has to register in each semester (in consultation with his/her Student Advisor) for the courses he/she intends to undergo in that semester by applying in the prescribed proforma in triplicate , duly signed by him/her, the Student Advisor and the Head of the Department, within the deadline notified for the purpose by the University.

10.3 Late registration may be permitted by the Dean of the faculty upto a maximum of two weeks after the commencement of the semester on payment of prescribed late registration fee.

10.4 A student shall register for a minimum of 15 credits and can register for a maximum of 24 credits in a semester.

10.5 Withdrawal from a course shall be permitted up to one week from the date of registration, provided the courses registered after withdrawal shall enable the student to earn a minimum of 15 credits. Withdrawal from a course shall not be allowed for those who had late registration.

10.6 A student shall be allowed to add a course or substitute a course for another course of the same type (core, elective or self study) for valid reasons with the consent of the Student Advisor not later than two weeks from the date of commencement of the semester.

10.7 A student may take more elective courses than prescribed in the programme, in which case in the calculation of the Semester/ Cumulative/ Final Grade Point Average only the prescribed number of elective courses in the descending order of the grades obtained by him/her shall be included.

11. Evaluation & examination:

11.1 Sessional evaluation shall be done on a continuous basis, taking into account the student's class performance, fulfillment of home assignments and performance at the compulsory sessional tests (2 best out of 3 tests to be conducted in a semester). For uniformity, particularly for interdepartmental transfer of credits, there shall be a uniform procedure of examination   to be adopted by all faculty members. There shall be three sessional tests and one end-semester examination in each course during every semester.

11.2 Sessional Test 1 shall be held during the sixth week of the semester for the syllabi covered till then.

11.3 Sessional Test 2 shall be held during the eleventh week for the syllabi   covered between seventh and eleventh week.

11.4 Sessional test 3 shall be held during the fourteenth week of the semester for the remaining syllabus after the sessional test 2.

11.5 Sessional tests may employ one or more assessment tools such as objective tests, assignments, paper presentation, laboratory work, etc. suitable to the course.

11.6 The pattern of assessment of sessional work, including the weightages to be given to different elements like class performance, home assignments and the sessional tests, for each course shall be prescribed by the School Board on the recommendation of the Board of Studies of the Department concerned and shall be made known to the students at the commencement of each semester.

11.7 A student cannot repeat sessional tests.

11.8 The sessional work and the end semester examination shall have equal weightage i.e. 50% each. The 50% weightage allotted to sessional work shall consist of 30% for class performance and home assignments and the remaining 20% for the two compulsory sessional tests (i.e. 10% each), or 20% for class performance and home assignments and 30% for the two sessional tests, depending upon the nature of the course.

11.9   A student clears the sessional work in a course if he / she has participated in the sessional work and secured a grade higher than F in it.

11.10   End semester Examinations covering the entire syllabus prescribed for the course and carrying 50% of weightage shall be conducted under the direction of the Dean of the School.

11.11   Examiners or Board of Examiners shall be appointed for each course   by   the School Board on the recommendation of the Board of Studies   of   the Department concerned.

11.12   The distribution of weightage for the valuation of semester-long   project work/ dissertation shall be:

i)   Periodic presentation   : 20%

ii)   Concise dissertation   : 60%

iii)   Viva voce   : 20%

       Or as decided by the School Board on the recommendations of the Board of Studies of the Department concerned.

11.13   An application for admission to the semester examination shall be   made   in   the prescribed form and forwarded to the Dean of the   School   through   the   HOD concerned and shall be accompanied by the   following documents:

    i)   Clearance in sessional evaluation;

    ii)   Clearance of all dues.

12. Grades and Grade points:

    The students shall be graded in sessional tests, end semester examinations, etc. in each course on the following ten point scale:

Grade	Grade Point
A+	9.00
A	8.25
A-	7.50
B+	6.75
B	6.00
B-	5.25
C+	4.50
C	3.75
C-	3.00
F	0

Note:

1. There shall be no rounding of SGPA/CGPA/FGPA.

2. The SGPA/CGPA/FGPA obtained by a student is out of a maximum possible 9 points.

The Final Grade Point Average obtained by a student shall be classified into the following divisions:

FGPA	Class/ Division
8.5 and above	First Class with Distinction
7.0 and above, but less than 8.5	First Class
5.0 and above, but less than 7.0	Second Class
4.0 and above, but less than 5.0	Pass

13. Credit requirements:

13.1   For a one-year Post Graduate programme, the credit requirements for the award of the Post Graduate Diploma shall be 40 credits (±10%), including a minimum of 9 credits from elective courses (of which at least 3 credits shall be from elective course offered by another Department).

13.2   For a two-year Master's programme, the credit requirements for the Master's degree shall be 80 credits (±10%), including a minimum of 18 credits from elective courses (**of which at least 6 credits shall be from elective courses offered by other Departments**).

13.3   For a three-year Master's programme, the credit requirements for the Master's degree shall be 120 credits (±10%), including 27 credits from elective courses (of which 9 credits shall be from elective courses offered by other Departments).

14   Grade point requirements:

A student in order to be eligible for the award of the Master's degree of the University must have fulfilled the following requirements:

i)   He/she has taken and passed all the prescribed courses as laid down;

ii)   He/she has obtained a FGPA of 4.00 at the end of the programme.

Provided that students who are otherwise eligible for the award of the degree / diploma but have secured a FGPA less than 4.00 at the end of the permissible period of semesters may be allowed by the Department / School concerned to repeat the same course/s or other courses of the same type in lieu thereof in the two extra semesters provided in clause 8 on "Duration of Programme".

15   Removal of name of a student from the programme:

     a.   The name of a student falling under the following categories shall automatically stand removed from the rolls of the University:

        (a) A student who fails to fulfill the minimum grade point requirements under clause 14.

        (b) A student who has already exhausted the maximum duration allowed for completion of the Programme and has not fulfilled the requirements for the award of the degree / diploma.

b. The School Board, on the recommendation of the Board of Studies of the Department concerned, may remove the name of a student from the programme of study if

    (a) he / she fails to clear at least 50% of the prescribed core courses at the end of the 1st semester.

    (b) he / she has still to clear courses which cannot possibly be cleared in the remaining period of the programme which he/ she is allowed to register for the normal load in the said period.

Notwithstanding what is contained in the foregoing clauses of this Ordinance, the Academic Council may, in exceptional circumstances and on the recommendations of the Board of Studies of the Department and the School Board as well as on the merits of each individual case, consider at its discretion and for reasons to be recorded relaxation of any of the provisions except those prescribing CGPA / FGPA requirements.

SEMESTER–I

COURSE-I
CLASSICAL SOCIOLOGICAL TRADITION
COURSE CODE: SHS SOC 01101C4004

Objectives:

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.

Unit I: Historical Socio-Economic background of the emergence of sociology

- Traditional feudal economy and social structure
- Impact of industrial revolution and of new mode of production on society and economy The emergence of capitalistic mode of production- Nature and features of capitalism. The enlightenment and its impact on thinking and reasoning.

Unit II Karl Marx
- Marx's theory of social change
- Marxian Dialectical materialism as a philosophical perspective of change and its laws.
- Materialistic interpretation of history : As a perspective of explaining transformation of human society through different stages. Economic determinism. Mode of production and social structure. Basic structure and super structure.
- Marx's analysis of emergence and development of capitalism in terms of laws of increasing accumulation and concentration of capital and of increasing misery.
- Concepts of surplus value and exploitation.

- Emergence of classes and class conflict. Proletariat revolution and future of capitalism. Classless society.
- Alienation in the capitalist society - Factors responsible for alienation and its social implications.
- Views on political power. The state in relation to social classes. Future of the State after proletariat revolution.
- Theory of ideology - Ideology as a part of super structure. Three views with regard to ideology.

Unit III Emile Durkheim

- Intellectual background. His preoccupation with the order and disintegration of society. Social disintegration as a legacy of industrial revolution. Increasing division of labour in the capitalist society. Mechanical and organic solidarities. Explanation of increasing division of labour. Pathological forms of division of labour.
- Theory of suicide : Review of earlier theories of suicide. Suicide rate. His distinctive sociological approach. Types of suicide. Problem of integration of the individual with society.
- Theory of Religion : Earlier theories of the emergence and role of religion-structure of religion - sacred and profane - source of sacredness of the sacred things as symbols of ultimate values. Society as a supreme God. Religious rituals - their types, Social role of religious beliefs and rituals.
- Contribution to the methodology of Sociology - Sociology as a Science - concept of social facts - sociologism.

Unit IV Max Weber

- Theory of social action - types of social actions
- Intellectual background. Analysis of modern capitalism. Views on the role of ideas and values in social change with reference to the relationship between Protestant ethic and emergence of capitalism.
- Theory of Authority - Authority and power - Types of authority and bases of their legitimacy - Their distinctive features, methods of administration and modes of inheritance.
- Theory of Bureaucracy. Capitalism and growing rationalism and emergence of modern bureaucracy, His model of bureaucracy. Relationship between political leaders and bureaucracy.
- Concepts of status, class and power.
- Contribution to the methodology of social science - Distinctive nature of social realities because of meanings attached them - Sociology as an interpretative science. Concepts of Verstehen and ideal types.

Vilfredo Pareto

- Intellectual background
- Contribution to the methodology - his logico - experimental method

- Classification of logical and non-logical actions
- Explanation of non-logical actions in terms his theory of Residues and Derivatives.
- Classification of Residues and Derivations.
- Theory of social change - Elites and masses. Types of elities, their classification, circulation of Elites.

Essential readings:

- Parsons Talcott 1937-1949 The structure of social Action, Vol. I & II. McGraw Hill, New York.
- Nisbet 1966 - The Sociological Tradition. Heinemann Educational Books Ltd., London.
- Zeitlin Irvin 1981 - Ideology and the Development Sociological Theory. Prentice Hall.
- Dahrendorf, Ralph 1959 - Class and Class Conflict in an Industrial Society. Stanford University Press.
- Bendix, Rinehard 1960 - Max Weber, An Intellectual Portrait (For Weber) Double Day.
- Popper Karl 1945 - Open Society and its Enemies. Routledge, London
- Aron, Reymond 1965 - 1967 : Main Currents in Sociological Thought, Vol. I and II, Penguin, Chapters on Marx, Durkheim and Weber.
- Coser, L. A. 1977 : Masters of Sociological Thought, New York : Harcourt Brace, pp. 43-87, 129-174, 217-260.
- Giddens, Anthony 1997 : Capitalism and Modern Social Theory - An analysis of Writings of Marx, Durkheim and Weber, Cambridge University Press, Whole Book.

- Hughes, John A., Martin, Peter, J. and Sharrock, W. W. 1995 : Understanding Classical Sociology - Marx, Weber and Durkheim, London : Sage Publications

COURSE-II
GENDER & SOCIETY
COURSE CODE: SHS SOC 01102C4004

Objectives

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: Social Construction of Gender

- Gender vs. Biology, Equality vs. Difference
- Women in the family: socialization, nature vs. Gender, gender roles, private-public dichotomy, sexual division of labour.
- Patriarchy as ideology and practice.
- Emergence of Feminist Thought
- Socio-historical perspective
- Mapping various women's movements

Gender and Sociological Analysis

Feminist critiques of sociological theories/prevailing theories

- Feminist methodology as critique of sociological methods/methodology
- Emergence of women's studies
- Gender based Division of Labour/Work
- Production vs. Reproduction, household work, invisible work
- Women's work and technology
- Development policies, liberalisation and globalisation and their impact on women.
- Development and Women's Empowerment.

- Part II
- Women in India: The changing profile
- The changing status of women in India - pre-colonial, colonial and post-colonial
- Demographic profile - the gender gap (census, NSS)

- Alternative conceptions of gender-caste and gender; class and gender.
- The role of the state and the NGOs.
- Gender and Society in India
- Economy: marginalisation of women and sexual division of labour.
- Polity: reservations for women.
- Religion and Culture: Women's nature; women as repositories of cultural practices and traditions; marriage, dowry and property.
- Personal Laws and Civil Code: Hindu code Bill, Syrian Christian law, Muslim Personal
- Law; Customary Law and Tribal Women.
  Issues affecting the quality of life of women
- Health
- Education
- Land rights.
  Major Social Issues
- Development
- Ecology
- Communalism
- Violence

Essential readings:
- Altekar, A.S. 1983. The Position of Women in Hindu Civilization. Delhi: Motilal Banarasidass, Second Edition: P Fifth reprint.
- Chodrow, Nancy. 1978. The Reproduction of Mothering. Berkeley: University of California Press.
- Desai, Neera and M. Krishnaraj. 1987. Women and Society in India. Delhi: Ajanta.
- Dube, Leela et.al. (eds.) 1986. Visibility and Power: Essays on Women in Society and Development. New Delhi: OUP.
- Forbes, G. 1998. Women in Modern India. New Delhi, Cambridge University Press.
- India, Government of India. 1974. Towards Equality: Report of the Committee on the Status of Women.
- Maccoby, Eleaner and Carol Jacklin. 1975.   The Psychology of Sex Differences. Stanford: Stanford University Press.

COURSE-III
RURAL SOCIETY IN INDIA
COURSE CODE- SHS SOC 01103C4004

Objectives

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.

Course Outline

Rural society in India as agrarian and peasant social structure

Basic Characteristics of peasant and agrarian society

Family, caste, religions, habitat and settlement

Debates of mode of production and agrarian relation – tenancy, lands and labour

Agrarian legislation and rural   social structure

Rural poverty, emigration, landless labour

Planned change for rural society, panchayat-raj, local self-government and community development programmes and rural development strategies.

Major agrarian moments in India - A critical analysis

Globalization and its impact on agriculture

Water and Agriculture; Irrigation management Practices

Essential readings

Berch, Berberogue, Ed. 1992 : Class, State and Development in India 1, 2, 3 and
 4 Chapters. Sage, New Delhi

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

Mencher J.P., 1983 : Social Anthropology of Peasantry Part III, OUP

P. Radhakrishnan, 1989 : Peasant Struggles : Land reforms and Social Change in
Malabar 1836 - 1982. Sage Publications: New Delhi.

 Sociology 81

 Thorner, Daniel and Thorner Alice 1962 Land and Labour in India, Asia
Publications, Bombay.

 Andre Betille 1974   Six Essays in Comparitive Sociology, OUP, New Delhi.
(Relevant chapters)

Dhanagare D N 1988   : Peasant Movements in India,   OUP, New Delhi.

Ashish Nandy 1999.   Ambiguous Journey to the   City, New Delhi: OUP

Reference

Research and review articles as appearing in standard national and international journals and the current published monographs and books on thematic lines may be relied upon.

COURSE-IV
POPULATION AND SOCIETY
COURSE CODE- SHS SOC 01104C4004

Objective
The course intends to discuss the inter-linkages between size, growth, composition and quality of population with societal components. It introduces the students to the importance of population issues in ancient thought to modern times. The course would include theoretical contributions from Malthusian-Neo-Malthusian, Marxian-Neo- Marxian and Developmentalist perspectives. Discussion will focus mainly on issues in India but of course in comparative context at the global and regional levels.

Unit-I
Theoretical Perspectives on Population Studies:
Malthus and Neo-Malthusian approach
Marxian and Neo-Marxian approach
Demographic Transition theory
Family Planning and Developmentalist Perspective

Unit-II
Trends of Population Growth at Global and Regional level; Future Growth
Trends of Population Growth in India:
Pre and Post-Independence Period, Future Growth
Factors affecting Age, Structure and Sex Compositions& their implications;

Unit-III
Distribution of Population in India by Regional Variations,
Composition of Population by Age, Gender, Rural-Urban, Education & Broad Industrial Classification Categories
Relationship between Population, Development, Environment and Society in the context of Population Size, Composition and Distribution of Population

Unit-IV
Towards Population Stabilization in India: Population Policy 2000 –Goals and Strategies
Continuity and Change from earlier Population Policy in the Post Independent India.
Reproductive & Child Health Approach

Suggested Readings

- Bhende, Asha& Tara Kanitkar (1999) *Principles of Population Studies*, Mumbai,
- Himalayan Publications.
- Bogue, Donald J. (1969) *The Principles of Demography*, N.,Y. John Wiley.
- Bose, Ashish (1991) *Demographic Diversity in India*, Delhi, B.R. Publishing.
- Census of India (2011)
- Chambliss, R. (1954), *Social Thought: From Hammurabi to Comte,* New York, Dryden Press.
- *International Encyclopaedia of Population*, 2 Vols.
- Kleinmann, Davis S. (1980) *Human Adaptation and Population Growth: A Non- Malthusian Perspective*, New York, Monclairef.
- Nam, Charles (1968) *Population and Society*, Boston, Houghton, Miffin Co.
- *National Population Policy (2000),* Government of India.

- Pachauri, S. (ed.) (1999), *Implementing Reproductive Health Agenda in India: the Beginning*, New Delhi, Population Council.
- Petersen, William (ed.) (1972*), Readings in Population*. N.Y., Macmillan.
- Population Studies, (1996) *Golden Jubilee Special Issue*, Great Britain (select papers).
- Premi, M.K. (1991), *India's Population: Heading Towards a Billion*, Delhi, B.R. Publishing.
- Sen, Amartya and Jean Dreze (1996), *Indian Development*, Oxford University Press.
- Simon, Julian L. (1981), *The Ultimate Resource,* Princeton, Princeton University Press.
- U.N., (1973) *Determinants and Consequences of Population Growth*, (Chapter- Introduction), NY.
- U.N. (2002) *World Population Reports*, N.Y.

Additional Readings
- Agarwala, S.N. (1984), *Population,* New Delhi: National Book Trust, India.
- Agarwala, S.N. (1977), *India's Population Problems*, New Delhi: Tata McGraw Hill.
- Hans,Raj (2001*), Fundamentals of Demography*, New Delhi: Surjeet Publications.
- Kulkarni, P.M. (2000), "Prospective Changes in the size and structure of India's Population – Implications of PFI Projections up to 2051" *in Millennium Conference on Population, Development and Environment Nexus*, New Delhi: PHD Chamber of Commerce and Industry.
- Panandikar, V.A Pai (2000), "India's Demography and Democracy", in
- *Millennium Conference on Population, Development and Environment Nexus,* New Delhi: PHD Chamber of Commerce and Industry.
- Thompson, Warren, S. (1953), *Population Problems*, New York: McGraw-Hill.

ELECTIVE

COURSE-V
SOCIOLOGY OF AGING
COURSE CODE- SHS SOC 01101E3003

Objectives

The worldwide trends indicate that the proportion of aged people in the populations of different societies is ever increasing. This has far reaching socio-economic and even political implications for the societies across the world. Social Scientists are looking at this issue as a matter of serious concern. It has therefore become essential to study the problems created by increasing aging population, as well as, the problems of aged people in the society.

- To study the profile of changes in the age composition of different societies and to study various implications of the increasing aging population.
- To study and to know the traditional ways of accommodating the aged population in the main streams of family and community life and to see how far they would be useful in modern society.
- To study various strategies, programmes and measures adopted in a modern society to bring about psychological, sociological and economic rehabilitation of elderly people.
- To make the members of incoming generations aware of stresses and strains created by economic dislocation and physical disabilities for elderly people and to generate in them positive and respectful attitudes towards them.

Course Outline

The scope significance of Sociology of Aging, Trends of increasing aging population in different societies, Factors responsible for the same social, economic and political implications of aging population for developed and developing societies

Theoretical, Sociological perspectives on aging

Concepts of age grades and the aged in different societies e.g. tribal, traditional and modern aged people, their status and the treatment which they get in the traditional Hindu society. Problems of elderly people - Economic, Psychological and Physical Problems of coping with aging for - retired salaried people and aged people in unorganized daily wage earning sector and farming sector Policies of the government with regard to aged salaried people from government and non-government sector, farming sectors and unorganized daily wage earners' sectors Support systems needed for elderly at community level, at family level and at the state level

Family and the aged in urban and rural settings

Strategies of accommodating aged people in society : superannuation benefits/ pensions/medical reimbursement etc.; other financial assistances and concessions; provisions for leisure time activities; opportunities for participation in working of voluntary organisations; provisions for suitable public utilities and other services; Medical facilities - hospitalization etc. and other social security measures

Essential readings:

Vinod Kumar (1996) (ed.); Aging Indian Perspective and Global Scenario, New Delhi: All India Institute of Medical Sciences.

Proceedings of the United Nations Round Table on the "Ageing of Asian Populations", Bangkok - 1994

Alfred de Soza; Walter Fernandes (1982) (eds.); Ageing in South Asia : Theoretical Issues and Policy Implications : New Delhi : Indian Social Institute.

Indira Jai Prakash (1991) (ed.); Quality Aging : Collected papers Varanasi:Association of Gerontology.

P. K. Dhillon (1992) Psycho-Social Aspects of Ageing in India, New Delhi : Concept Publishing Company.

Added Years of Life in Asia (1996) : Current Situation and future Challenges, New York : United Nations.

P. C. Bhatla (2000) (ed.); Lecture-Series in Geriatrics, New Delhi : National Institute of Primary Health.

R. Singh ; G. S. Singhal (1996) (eds.); Perspectives in Ageing Research New Delhi: Today and Tomorrow Printers and Publishers Proceedings of Indo-German Workshop on Education and Research in Gerontology, Max Muller Bhavan, New Delhi

S. K. Biswas (1987) (ed.); Ageing in Contemporary India Calcutta : Indian Anthropological Society (Occasional Papers)

E. Palmore (1993) (ed.); Developments and Research on Aging, Westport : Greenwood Press.

S. K. Choudhary (1992) (ed.); Problems of the Aged and of Old Age Homes Bombay: Akshar Prathi Roop Limited

Reference

Kumar S. Vijaya (1991); Family Life and Socio-Economic Problems of the Aged, New Delhi : Ashish Publishing House.

Muthayya B. C.; Annesuddin M. (1992); Rural Aged : Existing Conditions, Problems and Possible Interventions - A Study in Andhra Pradesh, Hyderabad - National Institute of Rural Development.

Rao K. S. (1994) ; Ageing, New Delhi : National Book Trust of India.

Sati P. N. (1987); Needs and the Problems of the Aged; Udaipur : Himanshu Publishers.

Sen K.; Ageing (1994) : Debates on Demographic Transition and Social Policy; London: Zed Books.

Soodan K. S. (1975); Ageing in India; Calcutta : T. K. Mukherjee Minerva Association (Pvt.) Ltd.

McCormack, C. And M. Strathern (ed.) 1980. Nature, Culture and Gender. Cambridge: Cambridge University Press.

Myers, Kristen Anderson et.al. (eds.) 1998. Feminist Foundations: Towards Transforming Sociology. New Delhi: Sage.

Oakley, Ann. 1972. Sex, Gender and Society. New York: Harper and Row.

Sharma, Ursula. 1983. Women, Work and Property in North-West India. London: Tavistock.

Shulamitz, Reinharz and Lynn Davidman. 1991. Feminist Research Methods. New York: Oxford University Press.

Srinivas, M.N. Caste: Its Modern Avatar, New Delhi: Penguin (Leela Dube's Article on Caste and Women).

Vaid, S. & K. Sangari. 1989. Recasting Women: Essays in Colonial History, New Delhi: Kali For Women.

References

Agarwal, B. 1994. A Field of One's Own: Gender and Land Rights in South Asia, Cambridge: Cambfidge University Press.

Chanana, Karuna. 1988. Socialization, Women and Education: Explorations in Gender Identity, New Delhi: Orient Longman.

Dube, Leela. 1997. Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia. Tokyo: United Nations University Press.

Gandhi, N. And N.Shah. 1992. The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India. New Delhi: Kali For Women.

Ghadially, Rehana (ed.) 1988. Women in Indian Society. New Delhi: Sage.

Jayawardene, Kumari. 1991. Feminism and Nationalism in the Third World. New Delhi: Kali For Women.

Mies Maria. 1980. Indian Women and Patriarchy: Conflicts and Dilemmas of Students and Working Women. New Delhi: Concept.

Omvedt, Gail. 1975. 'Caste, Class and Women's Literation in India,' Bulletin of Concerned Asian Scholars.7

Pardeshi, Pratima. 1998. Dr.Ambedkar and the Question of Women's Liberation in India. Pune: WSC, University of Pune.

COURSE-VI
SCIENCE, TECHNOLOGY AND SOCIETY
COURSE CODE- SHS SOC 01102E3003

Objectives

Globalization and liberalization have brought in new dimensions of the development of Indian Science and Technology for the development of our economy vis-à-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.

The Study of Science-Its Importance. Relationship between Society and Science and Vice-Versa. Science as a Social System. Norms of Science. Relationship between Science and Technology

History of Modern Science in India - Colonial-Independence and Post-Independence Science. Nature of Science and Technology Education in India and Its Quality. Pure Vs. Applied Science in India. Indian Social Structure and Science. Social Background of Indian Scientists. Brain Drain and Brain Gain

Science Policy, Social Organization of Science In India -Scientific Laboratories And Their Contribution To The Development of Technology

Science Education in Contemporary India -Primary Level to Research Level. Performance of Universities In the Development of Technology. Interrelationship between Industry and Universities

Globalization and Liberalization and Their Impact on Indian Science and Technology. WTO and Issues Related to Intellectual Property Rights. MNCs and Indian Industry. Political Economy of Science & Technology at the National and International Levels

Essential readings

Appleyard, R. ed. 1989. The impact of international migration on developing countries Paris:OECD,

Barber, Bernard 1952. Science and the social order New York: Free Press.

Gaillard, J 1991.Scientists in the third world Lexington: Kentucky University Press.
Gaillard, J., V.V.Krishna and R.Waast, eds. 1997. Scientific communities in the developing world New Delhi: Sage.

Kamala Cahubey ed. 1974 Science policy and national development New Delhi:Macmillan.

Krishna, V.V. 1993.S.S.Bhatnagar on science, technology, and development, 1938-54 New Delhi: Wiley Eastern.

Kornhauser, William. 1962 Scientists in industry, Berkley: University of California Derek J.deSolla, 1963 Little science, big science New York: Columbia University

Rahman, A. 1972. Trimurti: Science, technology and society - A collection of essays New Delhi: Peoples Publishing House.

Storer, Norman W. 1966. The social system of science New York: Holt Rinehart and Winston.

UNCTAD/CSIR Case study in reverse transfer of technology: A survey of problems and policy in India Doc.TD/B/C/. 6/AC.4/6 and Corr.1, Geneva.

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Coler, Myron A. ed. 1963. Essays on the creativity in the sciences New York: New York University Press.

Debroy, Bibek. 1996. Beyond the uruguay round: The Indian perspective on GATT New Delhi: Sage.

Gilpin, Robert, and Christopher Wright eds. 1964. Scientists and national policy making New York: Columbia University Press.

Kumar, Nagesh and N.S.Siddharthan. 1997. Technology, market structure and internationalization: Issues and policies for developing countries London: Routlege and The United Nations University.

MacLeod, Roy and Deepak Kumar. 1995. Technology and the raj: Western technology and technical transfers to India, 1700-1947 New Delhi: Sage.

Merton, Robert K. 1938. "Science, technology and society in seventeenth-century England", Osiris (Bruges, Belgium), 14, Pp.360-632.

Merton, Robert K. 1963. "The ambivalence of scientists" Bulletin of the Johns Hopkins Hospital, 112, Pp.77-97.

Storer, Norman W. 1964. "Basic versus applied research: The conflict between means and ends in science", Indian sociological bulletin, 2 (1), Pp.34-42.

SEMESTER–II

SEMESTER–III

SEMESTER–IV

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