SYLLABUS

For

2 YEARS MA Sociology PROGRAMME

(Programme Structure & Syllabus)

(As per CBCS guidelines)

Academic Session: 2024-25
w.e.f. 2023-24

Glocal School of Arts and Social Science

GLOCAL UNIVERSITY

Delhi-Yamunotri Marg (State Highway 57),
Mirzapur Pole,Dist - Saharanpur, U.P. - 247121,
India

Programme	M.A. (Sociology)
Course Level	PG Degree
Duration	Two years **(four semesters)** Full Time
Medium of Instruction	English/Hindi
Minimum Required Attendance	75%
Maximum Credits	80

	Evaluation Scheme		
	Internal	**External**	**Total**
Theory	30	70	100
Practical	30	70	100
Seminar/Industrial Training	100	--	100
Project/ Dissertation	30	70	100

Programme Objectives (POs):

Sociology is the most contemporary and versatile of the Social Sciences. It trains students to grasp social and diversified structures, understand social processes map the dynamics of social change, decipher social interactions and make sense of individual and collective experiences in their social, historical and cultural context. Sociology is at once critical and constructive; conceptual and applied; theoretical and empirical. It is a science that cohabits comfortably with literary flair, speculative sensibility, historical imagination and empirical rigor. It is incessantly reflexive about its methods, demanding about its research techniques and standards of evidence. Sociology is ever so subtle about the conceptual distinctions it draws and zealous about its disciplinary boundaries and identity.

Programme Outcomes (POs):

After completing this programme students will be able to:

PO1: Able to develop ethical approach, culture-sensitive, eclectic and evidence-based participatory practice at to fulfill national & Global needs.

PO2: These concepts will enhance the conceptual learning and understanding of the basic concepts used in Sociology at national level.

PO3: Able to know social issues, concerns and challenges and work in the areas such as - local self-governance, rural development, development of scheduled castes and scheduled tribes, welfare of the persons with disabilities (both mental & physical) to fulfill local needs.

PO4: The course is designed to incorporate all the key concepts of sociology which would enable the learner to develop keen insights to distinguish between the commonsense knowledge and Sociological knowledge**.**

PO5: Students able to understand Modern Sociological Theories, Methods and Techniques Statics of Sociological Research.

PO6: This course provides comprehensive understanding of Indian society. This course provides the knowledge about classical thinkers, pioneers of Indian society, social process, social development, social change & social movement to fulfill national needs .

PO7: Students able to understand basic knowledge of society, Management, Organizational Behavior, rural sociology, urban sociology, political sociology, Industrial Sociology, Social Demography, Science, Technology, Media, Culture and Comparative Sociological Theories.

PO8: Students able to understand Disaster Management, Environmental Science, Human Rights, Health Gender, crime, Law and Society, Criminology, Penology and Deviance.

PO9: Students able to develop holistic approach towards the knowledge; skilled, empowered and gain insights with excellence in specific areas and also can get employment both in the public and private sector in the country and abroad an opportunity to be self-employed and starting own NGOs to fulfill national & Global needs .

Programme Specific Outcomes (PSOs):

PSO1: This course will introduce students to new concepts of Sociology discipline.

PSO2: This course is designed to incorporate all the key concepts of sociology which would enable the learner to develop keen insights to distinguish between the commonsense knowledge and Sociological knowledge.

PSO3: These concepts will enhance the conceptual learning and understanding of the basic concepts used in Sociology.

PSO4: This course will contribute in enriching the vocabulary and scientific temperament of the students. And this course provides comprehensive understanding of Indian society

Programme Structure and Evaluation Scheme
Programme: Master of Arts (Sociology)
M.A. (Sociology) - 2 Years PG Programme

S. N.	Paper Code	Title of the Course	Hours per Week			Credits	Evaluation Scheme		
			L	T	P		Internal	ternal	Total
SEMESTER -I									
1.	SOMM101	Classical Sociological Tradition	4	0	0	04	30	70	100
2.	SOMM102	Sociological Research Methodology	4	0	0	04	30	70	100
3.	SOMM103	Sociological Change and Development	4	0	0	04	30	70	100
4.	SOMM104	Comparative Sociology	4	0	0	04	30	70	100
	Select any one (Optional Course) of the following-								
5.	SOMO105	Rural Society in India	4	0	0	04	30	70	100
	SOMO106	Media Culture and Society	4	0	0				
	SOMO107	Political Sociology	4	0	0				
	Total Number of Credits for Semester –I					**20**			
SEMESTER –II									
6.	SOMM201	Contemporary Sociological Theory	4	0	0	04	30	70	100
7.	SOMM202	Methods and Techniques of Sociological Research	4	0	0	04	30	70	100
8.	SOMM203	Theoretical Perspectives on Development	4	0	0	04	30	70	100
9.	SOMM204	Comparative Sociological Theories	4	0	0	04	30	70	100
	Select any one (Optional Course) of the following-								
10.	SOMO205	Perspectives on Indian Society	4	0	0	04	30	70	100
	SOMO206	Social Demography	4	0	0				
	SOMO207	Science, Technology and Society	4	0	0				
	Total Number of Credits for Semester –II					**20**			
	Total Number of Credits for First Year					**40**			

SEMESTER - III									
11.	SOMM301	Modern Sociological Theories	4	0	0	04	30	70	100
12.	SOMM302	Contemporary Society & Culture in India	4	0	0	04	30	70	100
13.	SOMM303	Social Anthropology	4	0	0	04	30	70	100
	Select any one (Optional Course) of the following-								
14.	SOMO304	Sociology of Indic Studies	4	0	0	04	30	70	100
	SOMO305	Statistical Packages for Social Science	4	0	0				
	SOMO306	Sociology of Deviance	4	0	0				
	Select any one (Open Elective) of the following-								
15.	SOME301	Disaster Management	4	0	0	04	30	70	100
	SOME302	Indian Society	4	0	0				
	SOME303	Gender and Society	4	0	0				
	SOME304	Human Rights	4	0	0				
	Total Number of Credits for Semester –III					**20**			
SEMESTER – IV									
16.	SOMM401	Theoretical Perspectives inSociology	4	0	0	04	30	70	100
17.	SOMM402	Criminology and Penology	4	0	0	04	30	70	100
18.	SOMD451	Dissertation & Viva-Voce	--	--	4	04	30	70	100
	Select any one (Optional Course) of the following-								
19.	SOMM403	Globalization and Society	4	0	0	04	30	70	100
	SOMM404	Sociology of MarginalCommunities	4	0	0				
	SOMM405	Law & Society	4	0	0				

	Select any one (Open Elective)) of the following-								
20.	SOME401	Industrial Sociology	4	0	0	04	30	70	100
	SOME402	Sociology of Health	4	0	0				
	Total Number of Credits for Semester –IV					**20**			
	Total Number of Credits for Second Year					**40**			

#SOMM- Core Course, SOMO- Elective Course, SOME- Open Elective, SOMR- Research Course, SOMD-Dissertation & Viva-Voce

FIRST YEAR
Programme: Master of Arts (Sociology)
Semester – I
SOMM101; Classical Sociological Tradition

Course discription

The aim of this course is to give an overview of Classical Sociological Tradition and a deeper understanding of some theories and perspectives. The course begins with a short sketch of the development of social theory in the history of ideas and an account of the social and intellectual background of the rise of sociology as an academic discipline in the 19th century. The main focus of the course is on, Karl Marx, Max Weber and Emile Durkheim to provide employability and skills.

Course Content:

UNIT- I .

The Development of Sociology in the 19th Century: Industrial and French Revolution; August Comte: Law of Three Stages, Hierarchy of Sciences and Social Static & Dynamic; H. Spencer: Evolutionism, Militant and Industrial Society for skill Development.

UNIT- II .

Karl Marx: Historical Materialism, Class and Class Conflict, Theory of Social Change, Alienation for skill Development.

UNIT- III .

Emile Durkheim: Social Fact, Suicide, Religion, The Division of Labour and Forms of Solidarity for skill Development.

UNIT- IV .

Max Weber: Ideal Type, Social Action, Religion and Social Change & Class, Status and Party; Pareto: logical and Non-Logical action; George Simmel for skill Development.

Course Outcomes:

Students completing this course will be able to:

CO1:Understand the efforts made by August Comte in developing the science of society, Sociology and his three major theories and understand Industrial and French Revolution to fulfill global needs for skill development.
CO2:Explain Marx's contribution of dialectics and social change and how capitalism developed through the successive stages of primitive communism, ancient society and feudal society. Understand the concept of class and class conflict, Theory of Social Change and alienation as given by the Marx for skill Development.
CO3:Explain the theories given by Emile Durkheim on Social Facts, Suicide and the Division of Labour for skill Development.
CO4:Explain the central ideas of Max Weber, his argument in making Sociology a science for skill Development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	1	1	1	1	1	1	1
CO2	3	2	1	1	1	1	1	1	1
CO3	3	2	1	1	1	1	1	1	1
CO4	3	2	1	1	1	1	1	1	1

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

Recommended Readings:

1. Abrams, P. 1968. The Origins of British Sociology. Chicago: University of Chicago Press.
2. Durkheim, E. 1982. Elementary forms of Religion Life: London Macmillan.
3. Durkheim, E. 1982. The Rules of Sociological Method. London: Macmillan.
4. Marx, K. 1924. The Class Struggle in France (1848-1850). New York: New York Labour News.
5. Marx, K. 1954. Capital - Vol. I. Moscow: Progress Publishers. (Chapter 1, 10 and14).
6. Marx, K. 1964. Pre-capitalist Economic Formations. London: Lawrence and Wishart.
7. Marx, K. and F. Engels. 1976. The Manifesto of the Communist Part, in Marx &Engels Collected Works - Vol. 6. London: Lawrence and Wishart.
8. Nisbet, R.A. 1967. The Sociological Tradition. London: Heinemann.
9. Weber, M. 1949. The Methodology of the Social Sciences. New York: Free Press.
10. Weber, M. 1978. Economy and Society: An outline interpretative sociology (edited by G. Roth and C. Wittich) - Vol. 1. Berkeley: University of California Press. (Part-I, Chapters 1, 2).
11. Weber, M. 2002. The Protestant Ethic and the Spirit of Capital. Los Angeles: Blackwell Publishers.

Website Sources:

- https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/MA_PAPER-3_CLASSICAL_SOCIOLOGICAL_THEORY.pdf
- https://www.sesync.org/sites/default/files/education/sociology-2.pdf
- https://freidok.uni-freiburg.de/fedora/objects/freidok:7907/datastreams/FILE1/content
- http://www.tezu.ernet.in/tu_codl/slm/Sociology/MSO101%20BLOCK%201.pdf

Note: Latest editions of all the suggested readings must be used.

FIRST YEAR
Master of Arts (Sociology)
Programme

Semester – I

SOMM102; Sociological Research Methodology

Course Objectives:
The objective of this course is to explain the meaning and concept of social science research, distinguish between natural and social science research, describe the various types and approaches to social science research, discuss the recent trends in social science research and understand the basic concepts related to research to provide employability and skills.

Course Content:

UNIT-I
Research Methodology: Meaning, Definition, Nature and Scope; Methods of Social Research: Basic, Applied, Action, Qualitative and Quantitative, Steps in Social Research; Problems of objectivity; Formulation of Research problem for skill development.

UNIT-II
Hypothesis, Logic of Inquiry: Inductive & Deductive; Research Designs: Exploratory, Descriptive, Diagnostics and Experimental; Sampling: Concept, Types & Significance for skill development.

UNIT-III
The Data: Types and Source; Strategies used for Research: Survey, Case studies, Content Analysis & Historical Analysis; Tools of Data Collection: Interview, Interview-Schedule, Observation & Questionnaire, and Scaling for skill development.

UNIT-IV .
Statistics: Meaning and Uses in Social Research, Mean, Median and Mode, Correlation & Chi Square test Computer: Brief History, Types and Application of Computer in Social Research, Analysis and Report Writing for skill development.

Course Outcomes:
Students completing this course will be able to:
CO1:Discuss concepts and issues related to Social Science research. Explain the various approaches that can be adopted for conducting social science research.Describe Methods of Social Research: Basic, Applied, Action, Qualitative and Quantitative for skill development.
CO2:Understand the concept of Hypothesis, Logic of Inquiry, Research Designs and sampling for skill development.
CO3:Understand the basic characteristics of different methodologies used for Data collection for skill development.
CO4:Know the application of statistics in social research and how to calculate mean, median, mode and standard deviation for skill development .

PO-CO Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	2	1	1	3	1	3	1	1
CO2	1	2	1	1	3	1	1	1	3
CO3	3	3	1	1	2	1	3	1	3
CO4	2	2	1	1	3	1	3	1	1

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Recommended Readings:

1. P.N. Mukherji (ed.) 2000. Methodology in Social Research: Dilemmas and Perspectives, New Delhi: Sage Publication (Compulsory Reading).
2. V.K. Srivastava (ed.) 2004. Methodology and Fieldwork, New Delhi: Oxford University Press.
3. Abdul Matin. 2004. Research Methodology*; Statistics, IT and e-Methods*, New Delhi: Icon Publication Pvt. Ltd.
4. Ackoff R. L.1955: The Designing of Social Research University of Chicago Press.
5. Babbie, Earl2004: The Practice of Social Research, Thomson Asia Pvt. Ltd., Singapore.
6. Garett H.E.1981: Statistics in Psychology and Education, Vakils, Bombay.
7. Goode and Hatt, 1952: Methods in Social Research, McGraw Hill Co. Ltd.
8. Kerlinger, F.N.1973: Foundation of Behavioural Research, Half Ronehart and Winston, New York.
9. Majumdar, P.K. 2005: Research Methods in Social Science, Viva Books Pvt. Ltd., New Delhi.
10. Matt Henn & Others, 2006: a Short introduction to Social Research, Vistaar Publication, New Delhi.
11. Norman Blaikie. 2000. Designing Social Research*: The Logic of Anticipation*, MA: Polity Press (Compulsory Reading).
12. P.K. Bose. 1995. Research Methodology, New Delhi: ICSSR.
13. Seltiz, C.H.: Research Methods in Social Relations, Holt Rine Hart, and Winston, 1951.

Website Sources:

- http://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/Paper-7.pdf
- https://uca.edu/psychology/files/2013/08/Ch10-Experimental-Design_Statistical-Analysis-of-Data.pdf
- http://www.prm.nau.edu/prm447/methods_of_data_collection_lesson.htm

- http://archive.mu.ac.in/myweb_test/TYBA%20study%20material/Research%20Methodology%20-%20IX.pdf
- https://shodhganga.inflibnet.ac.in/bitstream/10603/74214/10/12-%20chapter-3.pdf

Note: Latest editions of all the suggested readings must be used.

FIRST YEAR

Master of Arts (Sociology)
Programme

Semester – I

SOMM103; Sociological Change and Development

Course Objectives:
The purpose of this course is to familiarize the students with the Social change, Theories, Approaches, Changing conception of development and different perspective, Ecological, Liberal, and substantive knowledge in the aforesaid field to provide employability and skills .

Course Content:
UNIT – 1 .
Meaning and forms of Social Change: Evolution, Progress, Development Transformation, Change in Structure and Change of Structure for skill Development.

UNIT – II .
Theories of Change and development; Evolutionary Approach to Social Change: Unilinear and Multilinear; Functional Approach to Social Change: Talcott Parsons; Karl Marx and Max Weber on Social Change; Schumacher, Myrdal, Wallerstein, Frank for skill Development.

UNIT – III .
Changing Conception of Development: Development and marginalized group, Human Development, Social Development, Sustainable Development, Gender and Development for skill Development.

UNIT – IV .
Other Perspectives on Development: Ecological, Liberal, Theories of Development and Underdevelopment: Modernization theories, Center Periphery, World-Systems, Unequal Exchange for skill Development.

Course Outcomes:
Students completing this course will be able to:
CO1:Explain the meaning of Social Change and describe main characteristics of the nature of social change at national level for skill development
CO2:Understand the theories of social change viz. The direction of social change and the cause of social change and assess the process of change for skill development .
CO3:Explain the rationale of understanding social issues in development and analyze various social issues in development such as education, health, nutrition, gender, marginalization and exclusion, and culture for skill development .
CO4:Understand the main aspects of the four major theories of development: modernization, dependency, world systems and globalization at national & global level for skill development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	**3**	**2**	**3**	**1**	**1**	**1**	**1**	**1**	**1**
CO2	**3**	**3**	**3**	**2**	**1**	**1**	**1**	**1**	**1**
CO3	**2**	**3**	**3**	**3**	**1**	**1**	**1**	**1**	**1**
CO4	**2**	**3**	**2**	**2**	**1**	**1**	**1**	**1**	**1**

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Recommended Readings:

1. Appadurai, Arjun, 1997, Modernity At Large: Cultural Dimensions of Globalization. New Delhi: OUP.
2. Bernd, Hamns & Pandurang K. Mutagi,1998, Sustainable Development and Future of Cities,
3. Intermediate Technology Publication, UNESCO.
4. Dereze, Jean and Amartya Sen, 1996, India: Economic Development and Social Opportunity. New Delhi: OUP.
5. Desai, A.R., 1985, India's Path of Development: A Marxist Approach. Bombay: Popular Parkashan. (Chapter 2).
6. Dube, S.C., 1988, Modernization and Development: The Search for Alternative Paradigm, Vistaar Publication, New Delhi.
7. Dube, S.C., 2000, Vikas Ka Samajshastra, Vani Parkashan, New Delhi.
8. Giddens, Anthony, 1990, The Consequences of Modernity. Cambridge: Polity Press.
9. Harrison, D. 1989. The Sociology of Modernization and Development. New Delhi: Sage.
10. Sharma, SL, 1986, Development: Socio-Cultural Dimensions. Jaipur: Rawat, (Chapter1).
11. Srinivas, M.N.,1966, Social Change in Modern India. Berkley: University of Berkley.
12. Deb Debai Beyond development: Constructing Inclusive freedom and Sustainaibility, Earthscan Publication.
13. Gunder, F. A. Capitalism and Underdevelopment in Latin America, Penguin Book.
14. Haq, MahbubUl, reflection on Human Development, New Delhi.
15. Schumcher, E F, Small is Beautiful: Economics as if people Matered Blond & Briggs.

Website Sources:

- https://www.yourarticlelibrary.com/sociology/top-5-theories-of-social-change-explained/35124
- https://www.sociologydiscussion.com/sociology/theories-of-social-change-meaning-nature-and-processes/2364
- http://www.egyankosh.ac.in/bitstream/123456789/9147/1/Unit-11.pdf
- https://revistas.ucm.es/index.php/NOMA/article/download/37963/36727

Note: Latest editions of all the suggested readings must be used.

FIRST YEAR

Master of Arts (Sociology)
Programme

Semester – I

SOMM104; Comparative Sociology

Course Objectives:
The purpose of this course is to familiarize the students with the Meaning and Scope of Comparative of Sociology**,** Methods of Study, Indices of Comparison and Central Themes in Comparative Sociology to provide employability and skills .

Course Content:
UNIT – 1 **.**
Meaning and Scope of Comparative of Sociology, Methods of Study– Comparative, Evolutionary, Diffusionistic, and neo-evolutionary for skill development

UNIT – II **.**
Indices of Comparison: Culture, Nation, Class, Gender, Identity; Ethnicity and Ecology Tribal Society Features: Kinship, Marriage, and Family; Magic and Religion; Totem and Taboo for skill Development.

UNIT – III **.**
Tribal Economy: Approaches, Exchange – Reciprocity, Redistribution, and Market; Tribal Polity, Law & Justice: State and Stateless Society for skill development.

UNIT – IV **.**
Central Themes in Comparative Sociology: Culture: trait, complex & area Cultural Relativism; Pluralism; Multiculturalism for skill development .

Course Outcomes:

Students completing this course will be able to:

CO1:Explain the Meaning and Scope of Comparative of Sociology for skill development.
CO2:Understand the Methods of Study**,** Indices of Comparison: Culture, Nation, Class, Gender and Tribal Society at national level for skill development.
CO3:Explain the Tribal Economy, Exchange,ribal Polity, Law & Justice: State and Stateless Society for skill development.
CO4:Explain the Central Themes in Comparative Sociology for skill development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	2	1	1	1	1	1	1
CO2	2	3	2	1	1	1	1	1	1
CO3	1	2	2	1	1	1	3	1	1
CO4	2	2	3	1	1	1	3	1	1

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	**2**	**1**	**1**
CO2	**3**	**1**	**1**
CO3	**3**	**1**	**1**
CO4	**2**	**1**	**1**

Recommended Readings:

1. Beattie, J. 1966. Other Culture, London: Routledge & Kegan Paul.
2. Evans-Pritchard, E. E. 1951. Social Anthroplogy, London: Cohen & West. Firth, R. 1963. Elements of Social Organization, Boston: Deacon Press.
3. Fox, Robin. 1967. Kinship and Marriage, Hammondsworth: Penguin. Guha, A. M. 1998. Social Ecology, New Delhi: Oxford University Press.
4. Harris, Marvin. 1968. The Rise of Anthropological Theories, New York: Thomas Y. Crowell Company.
5. Herskovits, M. J. 1955. Cultural Anthropology: New Delhi: Oxford, IBH.
6. Levi-Strauss, Claude. 1963. Structural Anthropology, New York: Basic Books. Murdock, G. P. 1949. Social Structure, New York: Macmillan.
7. Majumdar, D. N. and Madan, T. N. (1956) 2006. An Introduction to Social Anthropology, New Delhi: Oxford University Press.
8. Nadel, S. F. 1951. The Foundations of Social Anthropology, London: Cohen & West.
9. Radcliff-Brown, A. R. 1952. Structure and Function in Primitive Society, Illinois: The Free Press.
10. Shah, A. M. 1966. Family in India, New Delhi: Orient Longman.
11. Vidyarthi, L. P. and Rai, B. K. 1976. The Tribal Culture of India, New Delhi: Concept.

Website Sources:

- https://brill.com/view/journals/coso/coso-overview.xml
- https://en.wikipedia.org/wiki/Comparative_sociology
- https://www.encyclopedia.com/social-sciences/dictionaries-thesauruses-pictures-and-press-releases/comparative-sociology
- https://link.springer.com/chapter/10.1007/978-1-349-25679-2_2
- https://www.jstor.org/stable/588795

Note: Latest editions of all the suggested readings must be used.

FIRST YEAR
Master of Arts (Sociology)
Programme

Semester – I

SOMO105; Rural Society in India

Course Objectives:
The objective of this course is to define and explain rural sociology, the meaning of a social structure, rural and agrarian structure, to understand the crucial components of the agrarian social structure, to trace the various peasant movements and their significance in the history of India, to provide the chronology of the rural development programmes in India, to understand the origin of local governance in India and to discuss the issues and challenges that the rural development faced to provide employability and skills.

Course Content:

UNIT –I .

Rural Sociology: Nature and Scope; Significance of Rural Studies/ Village Studies, Peasant Society & Culture, Little Community to provide employability and skills.

UNIT-II .

Rural Social Structure: Rural Family, Jajmani System and Jajmani Relations, Agrarian Class Structure, Agrarian Relations and Mode of Production Debate for skill development and employability.

UNIT- III .

Panchayat before and after 73rdAmendment, Rural Leadership and Factionalism, Empowerment of People, Changing Power Relations as an impact of Panchayati Raj Institutions for skill development and employability.

UNIT IV .

Agrarian Unrest and Peasant Movements, Land Reforms and its effect, Pauperization and Depeasantisation, Bonded and Migrant Labourers (Rural to Urban & Rural to Rural) for skill development and employability.

Course Outcomes:
Students completing this course will be able to:
CO1:Define rural society, differentiate between tribal, peasant, and urban societies, identify the types of village in India, and talk/write knowledgeably about a few important rural studies conducted in India for skill development at national level.
CO2:Identify various elements of rural social structure in India and describe the characteristic features rural social structure for skill development at national level.
CO3:Understand the origin of local governance in India, Explain the evolution of Panchayati Raj Institutions, Discuss the initiatives taken by various committees on local governance, and identify the weaknesses of the local governance before and after 73rd amendment for skill development at local level.

CO4:Explain the relationships between land reforms and agrarian transformation and the limitations of land reforms and Agrarian Unrest and Peasant Movements for skill development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	1	3	2	1	1	1	1	1	1
CO2	1	1	2	1	1	1	1	1	3
CO3	1	1	2	1	1	1	1	1	3
CO4	1	3	2	1	1	1	1	1	1

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	2	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Recommended Readings:

1. Ahuja, Ram, 2006: Social Problem, Rawat Publication, Jaipur.
2. Beteille, A., 1975: Studies in Agrarian social Structure, Oxford University Press, New Delhi.
3. Desai, A.R., 1979: Rural India in Transition, Popular Prakashan, Bombay.
4. Desai, A.R., 1996: Rural Sociology in India, Popular Prakashan, Bombay.
5. Dhanagre, D.N., 1985: Peasant Movement, Oxford University Press, New Delhi.
6. Dube, S.C., 1988: India's changing Village: Human Factor in Community Development, Himalayan Publishing House, Bombay.
7. Fernandes, Leela, 2006: India's New Middle Class, Oxford Univ. Press.
8. Lewis, Oscar, 1985: The Stigma of Poverty Maheshwari, S.R.: Rural Development in India, Sage Publication, New Delhi.
9. N.Y.: Harper & Row. Bigge, M.C. & Row, 1971; Learning Theories for Teachers (2nd Edition).
10. Pradhan, P.K., 1988: Land, Labour and Rural Poverty, Himalayan Publishing House Ltd., Bombay.
11. Sidhqui, M.H., 1978: Agrarian Unrest in North India, Vikas Publishing House.
12. Vidyarthi, L.P., 1967: Leadership in India, Asia Publishing House, Bombay.

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- http://www.egyankosh.ac.in/bitstream/123456789/24776/1/Unit-10.pdf
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- http://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/Paper-9.pdf
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- http://egyankosh.ac.in/bitstream/123456789/31744/1/Unit-1.pdf

Note: Latest editions of all the suggested readings must be used.

FIRST YEAR
Master of Arts (Sociology)
Programme

Semester – I

SOMO106; Media Culture and Society

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

Course Content:

UNIT –I .
Media and its Characteristics and Types**:** Traditional and Folk Media, Print Media, Electronic Media, New Media; Interface of Media and Culture & Media and Society;History of Media In the Modern Times for skill development and employability.

UNIT-II .
Media and Pop-culture; Media and Social Relations; Media and Life world; Media And Corporate Capitalism; Media and Democratic Polity; Media and Liquid Modernity for skill development and employability.

UNIT- III .
Media as an Agency of Social Change; Globalization of Media; Changing Dimensions of Media; Media and Social Reality for skill development.

UNIT IV .
Role and Impact of Media in Globalization; Contemporary Issues in Media Cultural Studies for skill development and employability.

Course Outcomes:
Students completing this course will be able to:
CO1:Define Media and its Characteristics and Types, Traditional and Folk Media, Print Media, Electronic Media, New Media. Identify History of Media In the Modern Times, Media and Pop-culture for skill development and employability.
CO2:Define Media and Pop-culture, Media and Social Relations, Media and Life world for skill development and employability.
CO3:Understand the Media as an Agency of Social Change, Globalization of Media; Changing Dimensions for skill development and employability.
CO4:Explain the Role and Impact of Media in Globalization for skill development and employability at national & global level.

PO-CO Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	1	3	1	2	1	1	1	1	2
CO2	1	3	1	3	1	1	2	1	1
CO3	1	3	1	3	1	1	2	1	2
CO4	1	3	1	2	1	1	2	1	3

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Recommended Readings:

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

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- https://journals.sagepub.com/home/nms
- https://journals.sagepub.com/home/mcs
- https://www.encyclopedia.com/media/encyclopedias-almanacs-transcripts-and-maps/society-and-media
- https://link.springer.com/chapter/10.1007/978-1-349-26546-6_5

Note: Latest editions of all the suggested readings must be used.

FIRST YEAR
Master of Arts (Sociology)
Programme

Semester – I

SOMO107; Political Sociology

Course Objectives:
The objective of this course is to define political science and its inter relationship with Sociology; Understanding political sociology as a burgeoning sub-field of Sociology, and Concepts used in the field of political sociology, Explain the theory of Circulation of Elite and Power Elite as given by Pareto & C.W. Mill, Describe the theory of Authority and Bureaucracy as given by Max Weber & Mitchell, nature and role of caste in Indian politics and in the process how both caste and politics undergo changes, Role of Mass Media and Problems of Communication in Illiterate Societies to provide employability and skills .

Course Content:
UNIT – 1 .
Political Sociology; Emergence & Scope, Interrelationship between Political System and Society Political Parties, Interest Group & Pressure Groups, Political Socialization, Political Culture, Political Participation for skill development and employability.

UNIT – II .
Circulation of Elite and Power Elite (Pareto & C.W. Mill); Authority and Bureaucracy (Max Weber & Mitchell), Ethnicity & Nation Building for skill development and employability.

UNIT – III .
Role of Caste in Indian Politics, Region and politics, Religion & Ethnicity in Indian Politics for skill development and employability.

UNIT – IV .
Public opinion: Role of Mass Media, Problems of Communication in Illiterate Societies; Its reference on Parties and Polity. Politicization of social life for skill development and employability.

Course Outcomes:
Students completing this course will be able to:
CO1:Discuss the emergence of political sociology as an intersection of sociology and political science and describe political socialization and its agencies for skill development.
CO2:Explain the theory of Circulation of Elite and Power Elite as given by Pareto & C.W. Mill and describe the theory of Authority and Bureaucracy as given by Max Weber & Mitchell for skill development.
CO3:Explain Identity Politics, role of religion and caste in Indian politics and how the ethnicity affects politics for skill development at national level.
CO4:Assess the Role of Mass Media and Problems of Communication in Illiterate Societies for skill development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	**3**	**2**	**1**	**1**	**1**	**1**	**2**	**1**	**1**
CO2	**3**	**2**	**1**	**1**	**1**	**2**	**3**	**1**	**2**
CO3	**3**	**2**	**1**	**1**	**1**	**3**	**3**	**1**	**1**
CO4	**3**	**3**	**1**	**1**	**1**	**2**	**1**	**1**	**3**

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Recommended Readings:

1. Amal Kumar & Mukhopadhyay 1977 Political Sociology-Calcutta, K.P. Bagohi and Co.
2. Bhatia M.B. 1974, History and Social Development Vol. II, New Delhi, Vikas Publication.
3. Desai, A.R. 1978, Social Background of Indian Nationalism, Bombay, Popular Prakashan.
4. Harlambos 1980, Sociology: Themes and Perspectives, Madras, Oxford University Press.
5. Jangam, T.T. 1988, Text Book of Political Sociology, Bombay, Oxford and IBN Publishing Company Pvt. Ltd.
6. Jangton K.P. 1969, Political Socialization, New York, Oxford University Press.
7. Kothari Rajni (ed.) 1973, Caste in Indian Politics, Delhi Orient Longmann.
8. Lewis A. Coser (Ed.) 1986, Political Sociology, New York, Harper Torech Book Publication.
9. Orum A.M., Introduction to Political Sociology, The Social Anatomy of the Body Politic, New Jersy, Prentice Hall Inc.

Website Sources:

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- http://egyankosh.ac.in/bitstream/123456789/25953/1/Unit-17.pdf
- http://egyankosh.ac.in/bitstream/123456789/21055/1/Unit-22.pdf
- https://www.faculty.rsu.edu/users/f/felwell/www/Theorists/Essays/Mills2.htm
- https://ecpr.eu/Filestore/PaperProposal/8a8d02ec-57a9-4b0d-b042-10bfb1f86972.pdf

Note: Latest editions of all the suggested readings must be used.

FIRST YEAR
Master of Arts (Sociology)
Programme

Semester – II

SOMM201; Contemporary Sociological Theory

Course Objectives:

The objective of this course is to have knowledge about the development of Contemporary Sociological Theory, to Understand the meaning of central concepts and theories in Contemporary Sociological Theory, to identify important similarities and differences between Contemporary Sociological Theory, to know how Contemporary Sociology has been shaped by classical sociology, to be able to account for and to analyze the content of central texts by Contemporary Sociologist in a clear, well put and well-argued manner, to use relevant parts of modern sociological theory, to analyze social phenomena and to critically assess Contemporary Sociological Theory in terms of their merits and limitations to provide employability and skills .

Course Content:

UNIT – 1 .
Introduction: Nature of sociological theory, Levels of theorization in sociology, Relationship between theory and research for skill development and employability.

UNIT – II .
Structural- functionalism: The idea of social structure: A. R. Radcliffe Brown, The problem of Role analysis: S.F. Nadel, Functional dimensions of social system: T. Parsons for skill development and employability.

UNIT – III .
Conflict theory: Marx critique and dialectics of conflict: R. Dehrendorf, Functional analysis of conflict: L. Coser, Conflict and social change: R. Collins for skill development and employability.

UNIT – IV .
Resent trends in sociological theorizing: Structuration: Anthony Giddens, Habitus and Field: Bourdieu for skill development and employability.

Course Outcomes:
Students completing this course will be able to:
CO1:Explain the Nature and Types of Sociological Theory and Relationship between theory and research for skill development.
CO2:Explain the Structural- functionalism: The idea of social structure: A. R. Radcliffe Brown for skill development.
CO3:Explain the Conflict Perspectives and Structural Marxism of R. Dahrendorf, Functions of conflict of Lewis Coser. And also Conflict and social change of R. Collins for skill development.
CO4:Explain the Resent trends in sociological theory of Anthony Giddens and Habitus and Field of Bourdieu for skill development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	1	1	1	2	2	1	2
CO2	2	2	1	1	3	3	3	1	1
CO3	3	2	1	1	3	3	2	1	1
CO4	3	2	1	1	3	2	1	1	1

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Recommended Readings:

1. Alexander, Jeffrey C. 1987. Twenty Lectures: Sociological Theory Since World War II. New York: Columbia University Press.
2. Althusser, L 2006. For Marx, London: Verso.
3. Berger, P. And T. Luckmann, 1967. The Social Construction of Reality, New York: Anchor.
4. Blumer, H. 1969. Symbolic Interactionism, N.J.: Prentice Hall.
5. Brittan Arthur 1973 Meanings and Situations London: Routledge and Kegan Paul.
6. Collins, R. 1997. Sociological Theory. Jaipur and New Delhi: Rawat.
7. Dahrendorf, R. 1959. Class and Class Conflict in Industrial Society: London: Routlegde and Kegan Paul.
8. Suttles G. 1972 The Social Construction of Communities University of Chicago Press.
9. Garfinkel. Harold. 1984. Studies in Ethno-methodology Oxford, Blackwell.
10. Gramsci, Antonio 1971. Selections from the Prison Note books International Publishers CO.
11. Merton, R.K. 1968. Social Theory and Social Structure. New York: Free Press.
12. Mead, G.H. 1962. Mind, Self and Society. Chicago: Chicago University Press.
13. Schutz, A. 1967. The Phenomenology of the Social World, Evanston: North western University Press.
14. Zeitlin, I. M. 1998. Rethinking Sociology: A Critique of Contemporary Theory. Jaipur: Rawat.
15. Adorno T. W & Max Horkheimer 1969. Dialectic of Enlightenment, Continuum.
16. Beck, Ulrich. 1992. Risk Society: Towards a New Modernity London: Sage.
17. Bourdieu, P. 1990. The Logic of Practice. Cambridge: Polity Press.
18. Derrida Jacques 1978. Writing and Difference (Translated by Alan Bass) University of Chicago Press, Chicago.
19. Foucault**,** Michel 1982. The Archaeology of Knowledge &The Discourse on Language London: Vintage.
20. Giddens, Anthony. 1983. Central problems in social theory: Action, structure and Contradiction in social analysis. London: Macmillan.
21. Habermas, Jurgen. 1987. The Theory of Communicative Action, Vol. 1 and 2 Cambridge: Polity Press.

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- https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/Paper-5.pdf
- https://ccsuniversity.ac.in/bridge-library/pdf/Sociological_Theory%20Ritzer.pdf
- https://en.wikipedia.org/wiki/Sociological_theory
- https://www.academia.edu/19783251/Classical_and_Modern_Sociological_Theories Discussing_Shifts_and_Differences

Note: Latest editions of all the suggested readings must be used.

FIRST YEAR

Master of Arts (Sociology)
Programme

Semester – II

SOMM202; Methods and Techniques of Sociological Research

Course Objectives:
The objective of this course is to explain the meaning and concept of social science research, distinguish between natural and social science research, describe the various types and approaches to social science research, discuss the recent trends in social science research and understand the basic concepts related to research to provide employability and skills.

Course Content:

UNIT-I .

Nature of social reality and approaches to it: Positivism, Phenomenology, Ethnomethodology and Symbolic Interactionism, Logic of Inquiry in social science research, Inductive & Deductive, Hypothesis for skill development .

UNIT-II .

Quantitative methods and survey research: Assumptions of quantification and measurement, Survey techniques, Research design, Sampling design, Limitations of survey for skill development .

UNIT-III .

Qualitative Research Techniques: Techniques and methods of qualitative research: Participant observation, Interview, Case study method, Content analysis, Oral history, life History for skill development.

UNIT-IV .

Statistics: Meaning and Uses in Social Research, Mean, Median and Mode, Correlation & Chi Square test Computer: Brief History, Types and Application of Computer in Social Research, Analysis and Report Writing for skill development.

Course Outcomes:
Students completing this course will be able to:
CO1:Discuss concepts and issues related to Social Science research. Explain the various approaches that can be adopted for conducting social science research, as Inductive, Deductive and Hypothesis for skill development.
CO2:Describe Methods of Social Research: Basic, Applied, Action, Quantitative, Survey techniques, Research design, Sampling design for skill development.
CO3:Understand the concept of Qualitative Research Techniques ,Logic of Inquiry, Research designs and sampling, Case study method, Content analysis for skill development.
CO4:Understand the basic characteristics of different methodologies used for Data collection. Know the application of statistics in social research and how to calculate mean, median, mode and standard deviation for skill development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	1	2	1	3	1	1	1	1	1
CO2	1	1	1	2	3	1	1	1	1
CO3	2	1	1	3	1	1	1	1	2
CO4	3	1	1	3	3	1	1	1	2

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

Recommended Readings:

1. P.N. Mukherji (ed.) 2000. Methodology in Social Research: Dilemmas and Perspectives, New Delhi: Sage Publication (Compulsory Reading).
2. V.K. Srivastava (ed.) 2004. Methodology and Fieldwork, New Delhi: Oxford University Press.
3. Abdul Matin. 2004. Research Methodology; Statistics, IT and e-Methods, New Delhi: Icon Publication Pvt. Ltd.
4. Ackoff R. L.1955: The Designing of Social Research University of Chicago Press.
5. Babbie, Earl2004: The Practice of Social Research, Thomson Asia Pvt. Ltd., Singapore.
6. Garett H.E.1981: Statistics in Psychology and Education, Vakils, Bombay.
7. Goode and Hatt, 1952: Methods in Social Research, McGraw Hill Co. Ltd.
8. Kerlinger, F.N.1973: Foundation of Behavioural Research, Half Ronehartand Winston, New York.
9. Majumdar, P.K. 2005: Research Methods in Social Science, Viva Books Pvt. Ltd., New Delhi.
10. Matt Henn & Others, 2006: a Short introduction to Social Research, Vistaar Publication, New Delhi.
11. Norman Blaikie. 2000. Designing Social Research: The Logic of Anticipation, MA: Polity Press (Compulsory Reading).
12. P.K. Bose. 1995. Research Methodology, New Delhi: ICSSR.
13. Seltiz, C.H.: Research Methods in Social Relations, Holt Rine Hart, and Winston, 1951.

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- https://uca.edu/psychology/files/2013/08/Ch10-Experimental-Design_Statistical-Analysis-of-Data.pdf.
- http://www.prm.nau.edu/prm447/methods_of_data_collection_lesson.htm.
- http://archive.mu.ac.in/myweb_test/TYBA%20study%20material/Research%20Methodology%20-%20IX.pdf.
- https://shodhganga.inflibnet.ac.in/bitstream/10603/74214/10/12-%20chapter-3.pdf.

Note: Latest editions of all the suggested readings must be used.

FIRST YEAR
Master of Arts (Sociology)
Programme

Semester – II

SOMM203; Theoretical Perspectives on Development

Course Objectives:
The purpose of this course is to familiarize the students with the Social change, Theories, Approaches, Changing conception of development and different perspective, Ecological, Liberal, and substantive knowledge in the aforesaid field to provide employability and skills .

Course Content:
UNIT-I .
Changing conceptions of development: Economic growth, Human development, Social development, Sustainable development for skill development.

UNIT-II .
Developed and developing societies, Problems of developing societies (With special reference to India) for skill development.

UNIT-III .
Theories of development: Ideas of B.F. Hoselitz, W.W. Rostow, W.A. Levis, Theories of underdevelopment: ideas of Andre Gunder Frank; Emmanuel Wallerstein; Samir Amin for skill development.

UNIT-IV .
Paths of development: capitalist, socialist, mixed economy, Gandhian, Culture and Institutional barriers of development; social structure and development for skill development.

Course Outcomes:
Students completing this course will be able to:
CO1:Explain the meaning of Social Change and describe Economic growth,Human development, Social development, Sustainable development for skill development.
CO2:Understand the Problems of developing societies for skill development.
CO3:Understand the Theories of development and Theories of underdevelopment for skill development.
CO4:Explain the Paths of development: capitalist, socialist, mixed economy, Gandhian, Culture and Institutional barriers of development at national level for skill development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	1	1	1	2	1	1	1
CO2	3	2	1	1	1	1	1	1	3
CO3	3	3	1	1	1	2	1	1	1
CO4	3	3	1	1	1	1	1	1	3

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Recommended Readings:

1. Appadurai, Arjun., 1997, Modernity At Large: Cultural Dimensions of Globalization. New Delhi: OUP.
2. Bernd, Hamns & Pandurang K. Mutagi,1998, Sustainable Development and Future of Cities,
3. Intermediate Technology Publication, UNESCO.
4. Dereze, Jean and Amartya Sen, 1996, India: Economic Development and Social Opportunity. New Delhi: OUP.
5. Desai, A.R., 1985, India's Path of Development: A Marxist Approach. Bombay: Popular Parkashan. (Chapter 2).
6. Dube, S.C., 1988, Modernization and Development: The Search for Alternative Paradigm, Vistaar Publication, New Delhi.
7. Dube, S.C., 2000, Vikas Ka Samajshastra, Vani Parkashan, New Delhi.
8. Giddens, Anthony, 1990, The Consequences of Modernity. Cambridge: Polity Press.
9. Harrison, D. 1989. The Sociology of Modernization and Development. New Delhi: Sage.
10. Sharma, SL, 1986, Development: Socio-Cultural Dimensions. Jaipur: Rawat, (Chapter1).
11. Srinivas, M.N., 1966, Social Change in Modern India. Berkley: University of Berkley.
12. Deb Debai Beyond development: Constructing Inclusive freedom and Sustainaibility, Earthscan Publication.
13. Gunder, F. A. Capitalism and Underdevelopment in Latin America, Penguin Book.
14. Haq, MahbubUl, reflection on Human Development, New Delhi.
15. Schumcher, E F, Small is Beautiful: Economics as if people Matered Blond & Briggs.

Website Sources:

- https://www.yourarticlelibrary.com/sociology/top-5-theories-of-social-change-explained/35124
- https://www.sociologydiscussion.com/sociology/theories-of-social-change-meaning-nature-and-processes/2364
- http://www.egyankosh.ac.in/bitstream/123456789/9147/1/Unit-11.pdf
- https://revistas.ucm.es/index.php/NOMA/article/download/37963/36727

Note: Latest editions of all the suggested readings must be used.

FIRST YEAR
Master of Arts (Sociology)
Programme

Semester – II

SOMM204; Comparative Sociological Theories

Course Objectives:
The purpose of this course is to familiarize the students with the Meaning and Scope of Comparative of Sociological theories, Methods of Study, Indices of Comparison and Central Themes in Comparative Sociology to provide employability and skills.

Course Content:
UNIT – 1 .
Talcott Parsons: Social Action-Social System-Pattern Variables, Theory of Middle Range, -Manifest and Latent Functions- Anomie and Reference Group Theory for skill development .

UNIT – II .
C.W. Mills- Theory of Conflict L. Coser – The Functions of Social Conflict; R. Dahrendorf – Theory of Class Conflict for skill development.

UNIT – III .
C.H. Cooley, G.H. Mead and Herbert Blumer -Symbolic Interactionism for skill development.

UNIT – IV .
George C. Homans and Peter M. Blau -Theory of Social Exchange for skill development.

Course Outcomes:
Students completing this course will be able to:
CO1:Explain the Meaning and Scope of Comparative Sociological theory ,Understand the Social Action ,Theory of Middle Range , Anomie and Reference Group for skill development.
CO2:Explain the Theory of Conflict Understand the Theory of Conflict, the Functions of Social Conflict, and Theory of Class Conflict for skill development.
CO3:Students understand the Symbolic Interactionism for skill development.
CO4:Students understand the Theory of Social Exchange for skill development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	1	1	2	1	2	1	2
CO2	3	1	1	1	2	1	1	1	1
CO3	3	3	1	1	1	1	3	1	2
CO4	3	1	1	1	2	1	2	1	2

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	**3**	**1**	**1**
CO2	**3**	**1**	**1**
CO3	**3**	**1**	**1**
CO4	**3**	**1**	**1**

Recommended Readings:

1. Aron, R. 1970. Main Currents in Sociological Thought, Vol. II, Harmondsworth: Penguin. Bendix, R. 1962. Max Weber: An Intellectual Portrait, New York: Anchor Books.
2. Benton, T. 1977. Philosophical Foundation of the Three Sociologies, London: Routledge and Kegan Paul.
3. pASSsgku c`t jkt 1994 lekt foKku ds izsjd L=Asr, mn;iqj% ,aa- lh- cknl-
4. Coser, L. A. 1977. Masters of Sociological Thought, New York: Harcourt Brace.
5. Fletcher, Ronald. 1971. The Making of Sociology: Developments, Vol. II, London: Nelson. Giddens, A. 1973. Capitalism and Modern Social Theory: An analysis of Writings of Marx,
6. Durkheim and Weber, London: Cambridge University Press.
7. Black, Max (Ed.). 1961. The Social Theories of Talcott Parsons: A Critical Examination, NJ: Prentice-Hall.
8. Blumer, H. 1969. Symbolic Interactionism, N.J.: Prentice Hall.
9. Blau. P. M. 1964. Exchange and Power in Social Life: New York: Wiley.
10. Collins, R. 1975. Conflict Sociology: Toward an Explanatory Science, New York: Academic Press. Coser, L. 1956. The Functions of Social Conflict, New York: The Free Press.
11. Coser, Lewis, A. 1979. Masters of Sociological Thought, New York: Harcourt Brace
12. Dahrendorf, R. 1959. Class and Class Conflict in Industrial Society, London: Routledge and Kegan Paul.

Website Sources:

- https://scholar.google.co.in/scholar?q=comparative+sociological+theories&hl=en&as_sdt=0&as_vis=1&oi=scholart
- https://brill.com/view/journals/coso/coso-overview.xml
- https://en.wikipedia.org/wiki/Comparative_sociology
- https://www.encyclopedia.com/social-sciences/dictionaries-thesauruses-pictures-and-press-releases/comparative-sociology
- https://link.springer.com/chapter/10.1007/978-1-349-25679-2_2
- https://www.jstor.org/stable/588795

Note: Latest editions of all the suggested readings must be used.

FIRST YEAR
Master of Arts (Sociology)
Programme

Semester – II

SOMO205; Perspectives on Indian Society

Course Objectives:-

This course intends to familiarize students with social, political, economic and intellectual contexts in which sociology emerges as a distinctive discipline. Its objective is to help students gain understanding of classical contribution in sociology and their continuing relevance to its contemporary concern to provide employability and skills.

Course Content:

UNIT-I .

Indological/ Textual Perspective: G. S. Ghurye & Louis Dumont; Structural-Functionalism: M. N. Srinivas & S. C. Dube for skill development .

UNIT-II .

Marxian Perspective: D.P. Mukherjee, & A. R. Desai, Ramkrishan Mukherjee; Synthesis of Textual and Field Views: Irawati Karve & A. M. Shah for skill development.

UNIT-III .

Civilizational Perspective: N. K. Bose & Surajit Sinha; Subaltern Perspective: B.R. Ambedkar & David Hardiman for skill development.

UNIT-IV .

Current Debates: Contextualization, Indigenization, The use of native categories in the analysis of Indian Society, Text and Context, Sociology for India for skill development.

Course Outcomes:

Students completing this course will be able to:

CO1:Explain the ideas of G.S. Ghurye and Louis Dumont and Discuss in brief about their methodology and contribution to Sociology of India for skill development at national level.

CO2:Explain the ideas of D.P. Mukherjee, & A. R. Desai, Ramkrishan Mukherjee on Theoretical Perspective.Describe the ideas of Irawati Karve & A.M. Shah on Synthesis of Textual and Field Views for skill development.

CO3:Describe the ideas of N.K. Bose & Surajit Sinha on Civilizational Perspective and of B.R. Ambedkar & David Hardiman on Subaltern Perspective at national level for skill development.

CO4:Understand the Current Debates on Contextualization and Indigenization and explain the use of native categories in the analysis of Indian Society, Text and Context, Sociology for India at national level for skill development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	1	1	1	3	1	1	1
CO2	3	1	1	1	1	2	1	1	1

CO3	**3**	**3**	**1**	**1**	**1**	**3**	**1**	**1**	**3**
CO4	**2**	**1**	**1**	**1**	**1**	**2**	**1**	**1**	**2**

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	**Employability**	**Entrepreneurship Development**
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Recommended Readings:

1. DeSouza, P.R. ed. 2000 Contemporary India – Transitions (New Delhi: Sage).
2. Dhanagare, D.N. 1993: Themes and Perspectives in Indian Sociology (Jaipur_Rawat).
3. Dube, S.C. 1973: Social Sciences in a Changing Society (Lucknow University Press).
4. Dube, S.C. 1967 The Indian Village (London: Routledge, 1955) Sociology 52.
5. Dumont, Louis 1970: Homo Hierarchicus: The Caste System and its Implications (New Delhi: Vikas).
6. Karve, Irawati1961: Hindu Society: An Interpretation (Poona: Deccan College).
7. Momin, A. R. 1996: The Legacy of G. S. Ghurye: A Centennial Festschrift Popular Prakashan, Bombay) Mukherjee.
8. D.P. 1958: Diversities People's publishing House, Delhi.
9. Oommen, T.K. and P. N. Mukherjee, eds. 1986: Indian Sociology: Reflections and Introspections, Popular Prakashan, Bombay.
10. Singh, K.S. 1992: The People of India: An Introduction, Seagull books, Calcutta.
11. Singh, Y. 1986: Indian Sociology: Social Conditioning and Emerging Concerns, Delhi Vistaar. Singh, Y. 1973: Modernisation of Indian Tradition, Delhi.

Website Sources:

- https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/MA_Sociology_paper_II.pdf
- http://www.tezu.ernet.in/tu_codl/slm/Sociology/MSO103%20BLOCK%201.pdf
- https://www.rajras.in/a-r-desai-marxist-perspective-of-indian-society/
- https://www.yourarticlelibrary.com/sociology/surajit-sinha-biography-and-contribution-to-indian-sociology/35045
- https://shodhganga.inflibnet.ac.in/bitstream/10603/217533/6/06_chapter%201.pdf
- https://www.yourarticlelibrary.com/sociology/use-of-native-categories-in-the-analysis-of-indian-society/35024

Note: Latest editions of all the suggested readings must be used.

FIRST YEAR

Master of Arts (Sociology)

Semester – II

SOMO206; Social Demography

Course Objectives:

The objective of this course is to study and analyses the dimensions of human resource and demographic structure in the district, to examine and assess the characteristics of population growth and in order to know dynamic of population in the district, to study and measure the growth and distributional pattern of fertility, mortality and also to know the projections of population in the district, to assess the disparities in the level of demographic development in the study area to provide employability and skills.

Course Content:

UNIT – I .

Social Demography: Nature and Scope, Subject matter of Social Demography; Relation between Sociology and Social Demography for skill development.

UNIT – II .

Population Theories: Malthus' Theory of Population, Dumont's Theory of Population, Theory of Demographic Transition for skill development.

UNIT – III .

Fertility: Determinants, Differentials and Measurement, Mortality: Determinants, Differentials and Measurement, Infant Mortality: Causes and Remedies, Migration: Determinants and consequences for skill development.

UNIT – IV .

Source of Population Data: Census, Vital Statistics, and Sample Survey; Age and Sex Composition, Ethnic and Rural-Urban Composition; Factors Responsible for Rapid Population Growth; Consequences of Rapid Population Growth; Family Planning Programme in India: Problems and Prospects for skill development.

Course Outcomes:

Students completing this course will be able to:

CO1:Understand Nature and Scope Social Demography, and Relation between Sociologyand Social Demography for skill development at national level.

CO2:Discuss Malthus' and Dumont's Theory of Population, and Theory of Demographic Transition for skill development.

CO3:Explain Determinants, Differentials and Measurement of Fertility and Mortality, Causes and remedies of Infant Mortality: Determinants and consequences Migration for skill development.

CO4:Understand the Source of Population Data and Factors Responsible for Rapid Population Growth.Describe Family Planning Programme in India for skill development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	1	1	2	2	2	3	1	3

CO2	**3**	**1**	**1**	**2**	**2**	**2**	**3**	**1**	**1**
CO3	**3**	**1**	**1**	**2**	**2**	**2**	**3**	**1**	**3**
CO4	**3**	**1**	**1**	**2**	**2**	**2**	**2**	**1**	**2**

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	**Employability**	**Entrepreneurship Development**
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

Recommended Readings:

1. Ashfaq Ali S., 1991, Population Problems in India and Abroad: A Socio-economic Study, Bhopal, Jai Bharti Publications.
2. Bhende, Asha & Tara Kanitkar, 2000, Principles of Population Studies (13th Revised Edition), Bombay, Himalaya Publishing House (compulsory reading).
3. BhutaniS. , 1995, Demographic "Dynamism in India", New Delhi, Discovery.
4. Bogue, Donald J., 1969, Principles of Demography, New York, John Wiley & Sons Inc.
5. Bose, Ashish &Premi M.K. (eds.), 1992, Population Transition in South Asia, New Delhi, BRPC.
6. Haq Ehsanul, 2007, Sociology of Population in India, New Delhi, Mac Millan (compulsory reading).
7. Mahajan, V.S., 1987, Studies in Population and Economic Development (2 Vol.), New Delhi, Deep & Deep.
8. Mishra & Puri, 2015, Indian Economy New Delhi, Himalayan Publications.
9. Misra, Bhaskar D., 1995, An Introduction to the study of Population (2nd edition), New Delhi, South Asia Publishers Pvt. Ltd.
10. Mukherji, Shekhar, 1982, Population Policies and Demographic Behaviour in India, Allahabad, Thinker Lib.
11. Pathak, I.P. (ed.), 1998, Population Studies, Jaipur, Rawat Publications.
12. Premi M.K.M & Ramanamma A. (eds.), 1983, Introduction to Social Demography, New Delhi, Vikas Publications.
13. Premi, Mahendra K., 2009, India's Changing Population Profile, New Delhi, National Book Trust.
14. Srivastava, O.S., 1995, Demography and Population Studies (2nd edition), New Delhi, Vikas Publications.
15. Thompson W.S. & Lewis David T., 1978, Population Problems (5th Edition), New Delhi,
16. ;Tata McGraw Hill Publication Company Ltd., New Delhi.

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- http://khejuricollege.in/UploadedFiles/428441A21%20Social%20Demography.pdf
- https://study.com/academy/lesson/population-growth-demographic-transition-and-malthusian-theories.html
- https://shodhganga.inflibnet.ac.in/bitstream/10603/78990/3/chapter%202.pdf
- https://www.msuniv.ac.in/Download/Pdf/cbb9ba4c9db94b3
- https://shodhganga.inflibnet.ac.in/bitstream/10603/108164/10/10_chapter%201.pdf

Note: Latest editions of all the suggested readings must be used.

FIRST YEAR
Master of Arts (Sociology)
Programme

Semester – II

SOMO207; Science, Technology and Society

Course objectives:

The course introduces the interdisciplinary field of research, Science, Technology and Society (STS) Studies to the students. The interface between science, technology and society will be looked into from a range of theoretical perspectives to provide employability and skills.

Course Content:

UNIT – I .

The relationship between science and the social, Conventional view of philosophers and historians of science, Sociology of Science (Karl Manheim-Robert K. Merton), Social Function of Science-(Joseph Bernal) for skill development and employability.

UNIT – II .

Feminist and Postcolonial Studies of Science Women in Science, Gender and Science, Has feminism changed science? Feminist epistemology, the Enlightenment for skill development and employability.

UNIT – III .

Colonial science, human body and science, comparative anatomy in the 19th century, caste and gender in Indian science for skill development and employability.

UNIT – IV .

Questioning of the traditional boundary between science (knowing) and technology, Critical Theory of Technology, Social Construction of Technology for skill development and employability.

Course Outcomes:

Students completing this course will be able to:

CO1:Understand The relationship between science and the social, Conventional view of philosophers and historians of science for skill development.

CO2: Understand The Sociology of Scientific Knowledge (SSK), Post colonial Studies of Science and Feminist Studies of Science for skill development.

CO3:Understand the Colonial science, human body and science, comparative anatomy in the 19th century for skill development at national level.

CO4:Understand the Questioning of the traditional boundary between science (knowing) and technology for skill development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	1	3	1	1	1	1	3
CO2	3	2	1	3	1	1	1	1	1
CO3	3	2	1	3	1	1	2	1	3

CO4	**3**	**2**	**1**	**3**	**1**	**1**	**3**	**1**	**3**

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	**Employability**	**Entrepreneurship Development**
CO1	**3**	**2**	**1**
CO2	**3**	**2**	**1**
CO3	**3**	**2**	**1**
CO4	**3**	**2**	**1**

Recommended Readings:

1. Collins, Harry and Pinch, Trevor 1993. The Golem: What Everyone should Know about Science. Cambridge: Cambridge University Press.
2. Hess, David J. 1995. Science and Technology in a Multicultural World: The Cultural Politics of Facts and Artefacts. New York: Columbia Press.
3. Hess, David J. 1997. Science Studies: An Advanced Introduction. New York: NewYork University Press.
4. Jasanoff, Sheila et al. (eds.). 1995. Handbook of Science and Technology Studies. Thousand Oaks, CA: Sage Publications.
5. MacKenzie, Donald and Judy Wajcman 1999 (eds.). The Social Shaping of Technology, 2nd edition, Open University Press.
6. Sismondo, Sergio 2010. An Introduction to Science and Technology Studies (2nd edition). Chichester: Wiley-Blackwell.
7. Anne Fausto-Sterling. 2002. "Gender, Race and Nation: The Comparative Anatomy of 'Hottentot' Women in Europe, 1815–17. In Kimberly Wallace-Sanders (ed.). Skin Deep, Spirit Strong: The Black Female Body in American Culture. Ann Arbor: The University of Michigan Press, pp. 66–95.
8. Bijker, Wiebe E. 1997. Of Bicycles, Bakelites and Bulbs: Toward a Theory of Sociotechnical Change. Cambridge, MA: MIT Press.
9. Bijker, Wiebe E. et al. 1989. The Social Construction of Technological Systems. Cambridge, MA: MIT Press.
10. Bloor, David 1976. Knowledge and Social Imagery, second edition, London: Routledge and Kegan Paul.

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- https://journals.sagepub.com/home/sts
- https://dst.gov.in/
- http://www.umass.edu/sts/
- https://ocw.mit.edu/courses/science-technology-and-society/

Note: Latest editions of all the suggested readings must be used.

SECOND YEAR
Master of Arts (Sociology)
Programme

Semester – III

SOMM301; Modern Sociological Theories

Course Objectives:
The objective of this course is to have knowledge about the development of modern sociological theory, to Understand the meaning of central concepts and theories in modern sociological theory, to identify important similarities and differences between modern sociological theories, to know how modern sociology has been shaped by classical sociology, to be able to account for and to analyze the content of central texts by modern sociologists in a clear, well put and well-argued manner, to use relevant parts of modern sociological theory, to analyze social phenomena and to critically assess modern sociological theories in terms of their merits and limitations to provide employability and skills.

Course Content:
UNIT- I .
Nature and Types of Sociological Theory; Functionalist Perspectives: Talcott Parsons-Social Action, Pattern Variables, Functional Prerequisites of Social System; Robert K.
Merton-Functional Analysis, Reference Group, Middle Range Theories; Jeffrey Alexander- Neo-functionalism for skill development.

UNIT- II .
Conflict Perspectives: L. Althusser – Structural Marxism; Antonio Gramsci- Hegemony, Dahrendorf- The Class and Class Conflict in Industrial Societies, Lewis Coser- Functions of Conflict for skill development.

UNIT- III .
Interactionist Perspectives: G.H. Mead- Mind, Self and Society; Erving Goffman- Presentation of self in everyday life; A. Schultz- The Phenomenology of Social World; Garfinkel – Ethno-methodology; P. Berger and Luckmann- The Social Construction of Reality for skilldevelopment.

UNIT- IV .
Jurgen Habermas - Public Sphere and Communicative Action; Michael Foucault - Discourse, Knowledge & Power; Jacquis Derrida – Deconstruction; Anthony Giddens- Structuration; Pierre Bourdieu – The Concept of Habitus and Capital; Ulrich Beck - Risk Society for skill development.

Course Outcomes:
Students completing this course will be able to:
CO1:Explain the Nature and Types of Sociological Theory and describe the Functionalist Perspectives of Talcott Parsons, Robert K. Merton and Neo functionalism of Jeffrey Alexander for skill development.

CO2:Explain the Conflict Perspectives and Structural Marxism of L. Althusser, Hegemony of Antonio Gramsci, The Class and Class Conflict in Industrial Societies of Dahrendorf-, Functions of Conflict of Lewis Coser for skill development.

CO3:Explain the Interactionist Perspectives and assess the works of G.H. Mead, Erving Goffman, A. Schultz, Garfinkel, and P. Berger and Luckmann on it for skill development.

CO4:Describe the work of Jurgen Habermas on Public Sphere and Communicative Action and of Michael Foucault on Discourse, Knowledge & Power.Describe the work of Jacquis Derrida on Deconstruction, Anthony Giddens on Structuration Pierre Bourdieu on the Concept of Habitus and Capital, and Ulrich Beck on Risk Society for skill development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	2	2	2	2	2	2	3
CO2	3	2	2	2	2	2	2	2	3
CO3	3	2	2	2	2	2	2	2	3
CO4	3	2	2	2	2	2	2	2	2

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Recommended Readings:

1. Alexander, Jeffrey C. 1987. Twenty Lectures: Sociological Theory Since World War II. New York: Columbia University Press.
2. Althusser, L 2006. For Marx, London: Verso.
3. Berger, P. And T. Luckmann, 1967. *The Social Construction of Reality*, New York: Anchor.
4. Blumer, H. 1969. Symbolic Interactionism, N.J.: Prentice Hall.
5. Brittan Arthur 1973 Meanings and Situations London: Routledge and Kegan Paul.
6. Collins, R. 1997. *Sociological Theory*. Jaipur and New Delhi: Rawat.
7. Dahrendorf, R. 1959. Class and Class Conflict in Industrial Society: London: Routlegde and Kegan Paul.
8. Suttles G. 1972 The Social Construction of Communities University of Chicago Press.
9. Garfinkel. Harold. 1984. Studies in Ethno-methodology Oxford, Blackwell.
10. Gramsci, Antonio 1971. Selections from the Prison Note books International Publishers CO.
11. Merton, R.K. 1968. Social Theory and Social Structure. New York: Free Press.
12. Mead, G.H. 1962. Mind, Self and Society. Chicago: Chicago University Press.
13. Schutz, A. 1967. The Phenomenology of the Social World, Evanston: North western University Press.

14. Zeitlin, I. M. 1998. Rethinking Sociology: A Critique of Contemporary Theory. Jaipur: Rawat.
15. 15 Adorno T. W & Max Horkheimer 1969. Dialectic of Enlightenment, Continuum.
16. Beck, Ulrich. 1992. Risk Society*: Towards a New Modernity* London: Sage.
17. Bourdieu, P. 1990. The Logic of Practice. Cambridge: Polity Press.
18. Derrida Jacques 1978. Writing and Difference (Translated by Alan Bass) University of Chicago Press, Chicago.
19. Foucault**,** Michel 1982. The Archaeology of Knowledge &The Discourse on Language London: Vintage
20. Giddens, Anthony. 1983. Central problems in social theory: Action, structure and Contradiction in social analysis. London: Macmillan.
21. Habermas, Jurgen. 1987. The Theory of Communicative Action, Vol. 1 and 2 Cambridge: Polity Press.

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- https://ccsuniversity.ac.in/bridge-library/pdf/Sociological_Theory%20Ritzer.pdf
- https://en.wikipedia.org/wiki/Sociological_theory
- https://www.academia.edu/19783251/Classical_and_Modern_Sociological_Theories_Discussing_Shifts_and_Differences

Note: Latest editions of all the suggested readings must be used.

SECOND YEAR
Master of Arts (Sociology)
Programme

Semester – III

SOMM302; Contemporary Society & Culture in India

Course objectives:
This course intends to familiarize students with Contemporary Society and Culture, intellectual contexts in which sociology emerges as a distinctive discipline. Its objective is to help students gain understanding of Current Debates in sociology and their continuing relevance to its contemporary concern to provide employability and skills.

Course Content:
UNIT – I .
Features of Contemporary Indian society and Culture; Influence of the West, Islam And Globalization on Indian Society; Continuity and Change) for skill development and employability.

UNIT – II .
Current Debates: Contextualization; Indigenization; the Use of Native Categories in the Analysis of Indian Society; Text and Context; Sociology for India for skill development and employability.

UNIT – III .
Class Structure in India: Agrarian and Industrial; the Emergence and Role of Middle Class in India; the New Indian Elite; Identity & Ethnic Assertions for skill development and employability.

UNIT – IV .
Caste and Politics; Dalit Consciousness; Communalism; Religious Revivalism; Problems of Minorities; Empowerment of Women for skill development and employability.

Course Outcomes:
Students completing this course will be able to:
CO1:Understand Contemporary Society and Culture, Influence of the West and And Globalization on Indian Society for skill development.
CO2:Understand the Current Debates, Contextualization, Indigenization; the Use of Native Categories in the Analysis of Indian Society for skill development.
CO3:Understand the Class Structure of India, the Emergence and Role of Middle Class in India for skill development.
CO4:Understand the Problems of Minorities, Dalit Consciousness, Empowerment of Women for skill development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	1	1	1	3	1	1	1	1	2
CO2	1	1	1	1	1	3	1	1	3
CO3	1	1	1	1	1	1	1	1	3
CO4	1	1	2	1	1	1	2	1	3

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Recommended Readings:

1. Atal, Yogesh. 2003. Indian Sociology from Where to Where, Jaipur: Rawat Publications. (Chapter 5 & 6) Bailey, F.G. 1953. "For a Sociology of India", Contributions to Indian Sociology, No.3, pg. 88-101.
2. Bottomore, T.B. 1965."Modern Elites", Unithan et al (eds.), Towards a Sociology of Culture in India, New Delhi: Prentice-Hall.
3. Chandra, Bipin. 1984. Communalism in Modern India, New Delhi: Vikas.
4. Das, Veena. (Ed.). 1990. Mirrors of Violence: Communities, Riots and Survivors in South Asia, Delhi: Oxford University Press.
5. Desai, A.R. 1966. The Social Background of Indian Nationalism, Bombay: Popular Prakashan.
6. Desai, A.R. 1969. "The New Indian Elite", Unithan et al (Eds.). Towards Sociology of Culture in India, Delhi: Prentice Hall.
7. Dumont, Louis. and D.F. Pocock. 1968. "For a Sociology in India: Rejoinder to Dr. Bailey", Contributions to Indian Sociology, vol.4.
8. Gadgil, D.R. (Ed.). 1959. Origin of Modern Indian Business Class- An Interim Report, New Delhi: Institute of Pacific Relations.
9. Kothari, Rajni. 1977. Caste and Politics in India, New Delhi: Orient Longman.
10. Kumar, Krishna. (Ed.). 1979. "Indigenization and Transnational Cooperation in Social Sciences", The Bonds Without Bondage, Honolulu: East-West Cultural Learning Institute.
11. Madan, T.N. 1965. "For a Sociology of India: Some Classification", Contributions to Indian Sociology.
12. Madan, T.N., Sociology of Religion in India.

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- https://www.southasia.ox.ac.uk/culture-and-society-of-contemporary-india
- https://www.oxfordbibliographies.com/view/document/obo-9780199756384/obo-9780199756384-0149.xml
- https://en.wikipedia.org/wiki/Culture_of_India

Note: Latest editions of all the suggested readings must be used.

SECOND YEAR
Master of Arts (Sociology)
Programme

Semester – III

SOMM303; Social Anthropology

Course Objectives:
The objective of this course is to understand the meaning, scope of anthropology and its relationship Sociology, to know the development and scope of social anthropology as a subject, Describe the main perspectives or theories in socio-cultural anthropology, Understand the forces that shaped the development of anthropological theories, Describe the main characteristics and types of anthropological research methods, Define the concepts of kinship, Define religion, Describe the religious diversities that exist in the world, Appreciate the role and functions of religion in society and Describe the Concept of Tribe and Tribal Community Development, Tribal Policies in India to provide employability and skills.

Course Content:
UNIT – 1 .
Definition Nature and Scope of Social Anthropology and its relationship with Sociology,Features of Tribes and Concept of Tribe Caste Continuum in India for skill development.

UNIT – II .
Origin of Social Anthropology: Evolutionism and Diffusionism, Later theoretical development: Functionalism, Structuralism: L Strauss and Nadel for skill development.

UNIT – III .
Study of Kinship and its importance in Primitive Societies, Types of Kinship Groups, Theories of Origin of Religion: Evolutionary and Functional, Magic and Religion and its importance in Primitive Societies for skill development.

UNIT – IV .
Tribe: Meaning and chief Characteristics, Socio-Economic features of Tribes, Features of Tribal Family and Marriage, Problems of Tribes, Tribal Policies of Segregation, Assimilation and Integration for skill development.

Course Outcomes:

Students completing this course will be able to:
CO1:Understand the meaning, scope of anthropology and its relationship Sociology.
Explain Features of Tribes and Concept of Tribe Caste Continuum in India for skill development.
CO2:Understand the factors that shaped the development of anthropological theories namely Evolutionism and Diffusionism, Functionalism and Structuralism for skill development.

CO3:Define Kinship and its importance in Primitive Societies and describe Types of Kinship Groups. Explain the Theories of Origin of Religion namely Evolutionary and Functional, Magic and Religion and its importance in Primitive Societies for skill development.
CO4:Describe the Concept of Tribe, Tribal Community Development and Tribal Policies in India for skill development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	2	3	2	2	1	1	2
CO2	2	2	2	2	3	2	1	1	2
CO3	2	2	2	2	1	2	1	1	2
CO4	2	2	3	2	1	1	2	1	2

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

Recommended Readings:

1. Beattie, John 1964, Other Cultures: Aims, Methods and Achievements in Anthropology, London: R.K.P.
2. Beteille, A 1974, Six Essays in Comparative Sociology, New Delhi.
3. Bienter, R.F. Mifflin., 1978, Psychology Applied to Teaching. Boston: Haughton.
4. Fox, Robin, 1973, Encounter with Anthropology, England: Penguin Books Ltd.
5. Godelier, Maurice, 1973, Perspectives in Marxist Anthropology, London: Cambridge University Press.
6. Harris, Marvin, 1972; The Rise of Anthropology, London: Rutledge and Kegan Paul.
7. Keesing, Roger, M., 1976, Cultural Anthropology: A Contemporary Perspective, America: Holt Remmhart and Winston.
8. Madan, T.N. and D.N. Majumdar, 1980. An Introduction to Social Anthropology, Delhi: Asia Publishing House.
9. Mandelbaum, D.G., 1974, Society in India, Bombay: Popular Parkashan.
10. Pritchard, Evans,1972, Social Anthropology, London: Routledge and Kegan.
11. Radcliffe-Brown, A.R., 1957, Structure Function in Primitive Society, R.K.P., London.
12. Singh K.S., 1983, Tribal Movements in India, Vol. 1 & 2, Delhi: Manohar Publication.

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- http://www.unipune.ac.in/
- https://www.lclark.edu/live/files/6198-cas-catalogsociology-and-anthropologypdf
- https://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture_notes/health_science_students/ln_anthro_final.pdf
- http://nktdegreecollege.org/uploads/question_bank/Relationship_Between_Sociology_and_Anthropology-converted.pdf
- http://mentors4ias.com/wp-content/uploads/2019/05/Social-Anthropology-Nature-And-Scope-Mentors4IAS.pdf
- https://shodhganga.inflibnet.ac.in/bitstream/10603/133053/9/09_chapter%203.pdf

Note: Latest editions of all the suggested readings must be used.

SECOND YEAR
Master of Arts (Sociology)
Programme

Semester – III

SOMO304; Sociology of Indic Studies

Course Objectives:

The objective of this course is to understand the meaning, scope of Indic Social Philosophy and it's The Traditional Concept of Reality, The Theory of Natural Hierarchy of Human Society and Historical Indian Religious Systems to provide employability and skills.

Course Content:

UNIT – 1 .

The Metaphysical Foundations of Indic Social Philosophy, The Traditional Concept of Reality: Maya, Para and Apra Vidya; the Indic Philosophy of History for skill development.

UNIT – II .

The Theory of Natural Hierarchy of Human Society; Dharama and the Law of Karma, Rituals, Marriage & Family for skill development.

UNIT – III .

The Traditional Protest Movements: Buddhism, Jainism and Sikhism with reference to Ideology, Social Correlates and Conceptions of Salvation for skill development.

UNIT – IV .

Historical Indian Religious Systems: Monotheism vs. Polytheism, the Religion in The Contemporary World; Secularism and New Religious Movements for skill development.

Course Outcomes:

Students completing this course will be able to:

CO1:Understand the meaning, scope of Indic Social Philosophy and its The Traditional Concept of Reality, Indic Philosophy of History for skill development.

CO2:Explain The Theory of Natural Hierarchy of Human Society in India at national level for skill development.

CO3:Understand The Traditional Protest Movements for skill development.

CO4:Explain the Historical Indian Religious Systems, the Religion in The Contemporary World for skill development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	1	2	2	2	1	1	2
CO2	3	2	1	2	2	2	1	1	2
CO3	3	3	1	2	2	2	1	1	2
CO4	3	3	1	2	2	2	1	1	2

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	**3**	**1**	**1**
CO2	**3**	**1**	**1**
CO3	**3**	**1**	**1**
CO4	**3**	**1**	**1**

Recommended Readings:

1. Desai, A.R. 1969. "The New Indian Elite", Unithan et al (Eds.). Towards a Sociology of Culture in India, Delhi: Prentice Hall.
2. Dumont, Louis. and D.F. Pocock. 1968. "For a Sociology in India: Rejoinder to Dr. Bailey", Contributions to Indian Sociology, vol.4.
3. Gadgil, D.R. (Ed.). 1959. Origin of Modern Indian Business Class- An Interim Report, New Delhi: Institute of Pacific Relations.
4. Kothari, Rajni. 1977. Caste and Politics in India, New Delhi: Orient Longman.
5. Kumar, Krishna. (Ed.). 1979. "Indigenization and Transnational Cooperation in Social Sciences", the Bonds Without Bondage, Honolulu: East-West Cultural Learning Institute.
6. Madan, T.N. 1965. "For a Sociology of India: Some Classification", Contributions to Indian Sociology.
7. Madan, T.N. Sociology of Religion in India.

Website Sources:

- https://en.wikipedia.org/wiki/Indology
- https://www.encyclopedia.com/social-sciences/encyclopedias-almanacs-transcripts-and-maps/indian-sociology
- http://www.tezu.ernet.in/tu_codl/slm/Sociology/MSO103%20BLOCK%201.pdf
- http://www.dspmuranchi.ac.in/pdf/Blog/GE%20SEM%20-%204%20-%20%20INDOLOGICAL%20PERSPECTIVE%20-%20G%20S%20Ghurey.pdf

Note: Latest editions of all the suggested readings must be used.

SECOND YEAR

Master of Arts (Sociology)
Programme

Semester – III

SOMO305; Statistical Packages for Social Science

Course Objectives:
The objective of this course is to understand the meaning, of SPSS, Questionnaire/Schedule Design, Characteristics of Variable Identification, Scaling: Nominal, Ordinal, Interval, Charts and Diagrams to provide employability and skills.

Course Content:
UNIT – 1 .
Introduction to SPSS: Questionnaire/Schedule Design, Characteristics of Variables Identification, Coding, Entering and Editing Data, Importing from Excel, Adding Value Labels for skill development.

UNIT – II .
Scaling: Nominal, Ordinal, Interval & Ratio Scale, Grouping Data, Transforming Variables, Selecting a Subset, Producing summary statistics for skill development.

UNIT – III .
Descriptive Statistics; Frequencies, Central Tendencies: Mean, Median & Mode, Measures of spread, Correlation & Standard Deviation for skill development.

UNIT – IV .
Charts: Bar Charts, Histograms, Pie Charts, Line Graph, Cluster Bar Charts, Scatter Diagrams for skill development.

Course Outcomes:
Students completing this course will be able to:
CO1:Understand the meaning, of SPSS and its The Characteristics of Variable Identification, Coding, Entering and Editing Data, Importing from Excel for skill development.
CO2:Explain The Scaling, Transforming Variables for skill development.
CO3:Explain The Descriptive Statistics ,Central Tendencies, Correlation & Standard Deviation for skill development.
CO4:Explain the Charts and Scatter Diagrams for skill development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	1	1	1	2	1	1	1	3
CO2	3	1	1	1	2	1	1	1	3
CO3	3	1	1	1	2	1	1	1	3
CO4	3	1	1	1	2	1	1	1	3

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	**3**	**2**	**1**
CO2	**3**	**2**	**1**
CO3	**3**	**2**	**1**
CO4	**3**	**2**	**1**

Recommended Readings:

1. IBM SPSS Statistics 25.0.0.2 - Detailed System Requirements.
2. "K. Dnuggets Annual Software Poll: Analytics/Data mining software used?". KDnuggets. May 2013.
3. Nie, Norman H; Bent, Dale H; Hadlai Hull, C (1970). "SPSS: Statistical package for the social sciences".
4. Sachdev, Ameet (September 27, 2009). "IBM's $1.2 billion bid for SPSS Inc. helps resolve trademark dispute". Chicago Tribune.

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- https://www.spss-tutorials.com/spss-what-is-it/
- https://en.wikipedia.org/wiki/SPSS
- https://www.ibm.com/in-en/analytics/spss-statistics-software

Note: Latest editions of all the suggested readings must be used.

SECOND YEAR

Master of Arts (Sociology)
Programme

Semester – III

SOMO306; Sociology of Deviance

Course Objectives:
The syllabus is designed to introduce students to the emerging social problems, the concept and issues of development in Indian Society. The course intends to focus upon the deviant and delinquent behavior, issue of corruption and other disorganization and structural problems of Indian Society at national level to provide skills and employability.

Course Content:
UNIT I .
Deviance: Its Meaning, Characteristics, Causes of Social Deviance, Forms of Deviance. Crime: Definition, Concept, Elements, Causes, Prevention and Control for skill development.

UNIT II .
New form of Crime: Organized Crime. Special types of Crime: White Collar Crime,Organized Crime, Cyber Crime, Drug Addiction, Suicide, Terrorism for skill development.

UNIT III .
Juvenile Delinquency: Meaning, Definition, Causes, Prevention and Control. The theory of causation of Crime, Classical and Constitutional Theory of Crime: Lombroso and Hooton, Economic Theory of Crime for skill development .and employability.

UNIT IV .
Durkheim`s Theory of Anomie, Merton's Theory of Social Structure of Crime.Theory of cultural conflict, Sociological theory of Criminalization Process: Differential Association theory of Sutherland, Labeling theory of Crime for skill development and employability.

Course Outcomes:

Students completing this course will be able to:
CO1:Define Deviance and Crime. And Explain the Theory of Causation of Crime for skill development.
CO2:Define New form of Crime,White Collar Crime, Cyber Crime, Drug Addiction, Suicide for skill development.
CO3:Explain Juvenile Delinquency, Classical and Constitutional Theory of Crime of Lombroso and Hooton, and Economic Theory for skill development.
CO4:Analyze Merton's theory of Social Structure of Crime, Durkheim's theory of Anomie, Theory of Cultural Conflict and Cohen's Sub-Culture Theory. Describe Differential Association Theory of Sutherland and Labeling Theory of Crime for skill development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	2	2	2	2	2	2	1
CO2	3	2	2	2	3	3	2	2	2
CO3	3	2	2	2	3	3	2	2	2
CO4	3	2	2	2	3	3	2	2	3

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

Recommended Readings:

1. H, Travis, 1969, Causes of Delinquency.
2. E, Sutherland, D, Cressey, D.F., Luckenbill, 1934. Principles of Sociology.
3. Betellie, Andre, 1974: Social Inequality.
4. Gill, S.S., 1998: The Pathology of Corruption.
5. Lewis,Oscar,1966: Culture of Poverty, Scientific American, Vol.II & V.
6. Gadgil, Madhav and Guha, Ramchandra, 1996: Ecology and Equity: The Use and Abuse of Nature in Contemporary India.
7. Berreman, G.D., 1979: Caste and Other Inequalities: Essays in Inequality.
8. Browning Halcli, Webster(ed), 1996: Understanding Contemporary Society: Theories of the Present.
9. Dr. N.V. Paranjape: Criminology, Penology and Victimology, CLA Pub., Sixteenth Edition (Rep.) edition (2014).
10. Edwin H. Sutherland and Donald R. Cressey, Criminology, Philadelphia: Lippincott, [1970].
11. S. M. A. Qadri, Ahmad Siddique`s Criminology, Penology & Victimology, Eastern Book Co; 7th Ed., 2017.

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- https://education.uiowa.edu/sites/education.uiowa.edu/files/documents/tl/sociological_theories_of_deviance.pdf
- https://academic.oup.com/socpro/articleabstract/9/4/307/1605390?redirectedFrom=PDF
- https://www.scribd.com/doc/275455617/sociology-of-deviance-pdf
- https://www.semanticscholar.org/paper/Notes-on-the-Sociology-of-Deviance-Erikson/84477d33dfbcffb90f57c0a8fae9bde42f0bec4e
- https://en.wikipedia.org/wiki/Crime

Note: Latest editions of all the suggested readings must be used.

Master of Arts (Sociology)
Programme

Semester – III SOME301;

Disaster Management

Course Objectives:

To provide students an understanding to the concepts and aspects of disaster and its relationship with development, to ensure awareness of Disaster Risk Reduction (DRR) approaches among students, to assist students develop ability to respond to their environment with potential response to disaster to provide employability and skills.

Course Content:

UNIT I .

Introduction to Disasters : Definition : Disaster, Hazard, Vulnerability, Resilience Risks Types of disasters – Earthquake, Landslide, Flood, Drought, Fire, campus shooting, bomb threat, terrorist incidence for skill development and employability.

UNIT II .

Causes and Impacts including social, economic, political, environmental, health, psychosocial, etc. Differential impacts – in terms of caste, class, gender, age, location disability for skill development and employability.

UNIT III .

Approaches to Disaster Risk Reduction: Disaster life cycle – its analysis, phases, culture of safety, prevention, mitigation and preparedness Community based DRR (Disaster Risk Reduction), Structural-nonstructural measures for skill development and employability.

UNIT IV .

Roles and responsibilities of community: Panchayati Raj Institutions / Urban Local Bodies (PRIs/ULBs), States, Centre, and other stakeholders, Role of international co-operations in Disaster Management for skill development and employability.

Course Outcomes:

Students completing this course will be able to:

CO1:The students will be able to know Introduction to Disasters : Definition : Disaster, Hazard, Vulnerability, Resilience Risks Types of disasters for skill development and employability.

CO2:The students will be able to know Causes and Impacts including social, economic, political, environmental, health, psychosocial at global lebal for skill development and employability.

CO3:The students will be able to know approaches to Disaster Risk Reduction , Disaster life cycle – its analysis, phases, culture of safety, prevention for skill development and employability.

CO4:The students will be able to know Roles and responsibilities of community: Panchayati Raj Institutions / Urban Local Bodies (PRIs/ULBs), States, Centre, and other Stakeholders for skill development and employability.

PO-CO Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	1	1	1	1	1	1	2	1
CO2	3	1	1	1	1	1	1	2	1
CO3	3	1	1	1	1	1	1	2	1
CO4	3	1	1	1	1	1	1	2	1

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

Recommended Readings:

1. Satish Modh, Instroduction to Disaster Management, Macmillan Publisher India Ltd.
2. Alexander David, Introduction in 'Confronting Catastrophe', Oxford University Press.
3. Blaikie, P, Cannon T, Davis I, Wisner B 1997. At Risk Natural Hazards, Peoples' Vulnerability and Disasters, Routledge.
4. Damon P. Coppola, Introduction to International Disaster Management, Butterwoth-Heinemann.
5. Singhal J.P. "Disaster Management", Laxmi Publications. ISBN-10:9380386427 ISBN-13: 978-9380386423.
6. Tushar Bhattacharya, "Disaster Science and Management", McGraw Hill India Education Pvt. Ltd., ISBN-10:1259007367, ISBN-13: 9781259007361].
7. Gupta Anil K, Sreeja S. Nair. Environmental Knowledge for Disaster Risk Management, NIDM, New Delhi.
8. Kapur Anu Vulnerable India: A Geographical Study of Disasters, IIAS and Sage Publishers, New Delhi.
9. Carter, Nick. Disaster Management: A Disaster Manager's Handbook. Asian Development Bank, Manila Philippines.
10. Cuny, F. Development and Disasters, Oxford University Press. Document on World Summit on Sustainable Development.
11. Govt. of India: Disaster Management Act 2005, Government of India, New Delhi. Government of India, 2009.
12. Sreeja S. Nair. Environmental Knowledge for Disaster Risk Management, NIDM, New Delhi Indian Journal of Social Work.
13. Special Issue on Psychosocial Aspects of Disasters, Volume 63, Issue 2, April.

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- http://nidm.gov.in/
- http://nidmssp.in
- http://www.drishtiias.com/upsc-exam-gs-resources-COMMUNITY-BASEDDISASTER-MANAGEMENT

Note: Latest editions of all the suggested readings must be used.

SECOND YEAR
Master of Arts (Sociology)
Programme

Semester – III

SOME302; Indian Society

Course Objectives:
The Objective of this course is to familiarize the students with the Indian Society, Social system, Caste, Family, approaches to the study of Indian society at national level and substantive knowledge in the aforesaid field to provide employability and skills.

Course Content:
UNIT- I .
Bases of Indian Social System: Verna, Ashram, Purushartha, Doctrine of Karma and Sanskara for skill development.

UNIT-II .
Caste in Contemporary India, Changes in Caste as a unit and Caste as a System, Caste, Class and Power for skill development.

UNIT-III .
Family: Nuclear and Joint Family, Kinship: Patterns and Regional Variations (Irawati Karve) and Marriage and Legislation for skill development.

UNIT-IV .
Approaches to the Study of Indian Society: Dialectical and Indological, Civilization and Functional for skill development.

Course Outcomes:

Students completing this course will be able to:

CO1:Understand the Bases of Indian Social System viz. Verna, Ashram, Purushartha, Doctrine of Karma and Sanskara for skill development and employability.
CO2:Describe the Caste in Contemporary India, Changes in Caste as a unit and Caste as a System, Caste, Class and Power for skill development and employability.
CO3:Define the nature of the institution of family and give a description of the types of family. Explain the difference in North and South Indian kinship and describe the marriage patterns in the Indian scenario for skill development and employability.
CO4:Describe the Approaches to the Study of Indian Society for skill development and employability.

PO-CO Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	2	2	2	2	2	2	1
CO2	3	2	2	2	2	2	2	2	1
CO3	3	2	2	2	2	2	2	2	1

CO4	**3**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**1**

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	**Employability**	**Entrepreneurship Development**
CO1	**3**	**1**	**1**
CO2	**3**	**1**	**1**
CO3	**3**	**1**	**1**
CO4	**3**	**1**	**1**

Recommended Readings:

1. Srinivas, M N, caste in Modern India and Other Essays.
2. Srinivas, M N, Social Change in Modern India.
3. Dumont, Louis, Homo Heirarchicus.
4. Beteille, A, Sociology: essays and Approach and Methods.
5. Gupta, Dipankar, Interrogating caste.
6. Sharma K L, Indian Society.
7. Cohen B S, Indian Society.
8. Mandelbaum, D.G.: Society in India, Popular Prakashan, Bombay; 1972.
9. Majumdar & Madan: An Introduction to Social Anthropology, Asia Publication House, Bombay; 1966.
10. Sharma, K.L.: Essays on Social Stratification, Rawat Publication, Jaipur; 1980.
11. Singh, Y.: Modernization of Indian Tradition, Thomson press, Faridabad; 1973.
12. Singh, Y.: Social Stratification and change in India, Manohar publications, New Delhi; 1979.
13. Alal Y Changing Frontier of Caste.
14. Oberai, Family, Kinship & Marriage.

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- http://egyankosh.ac.in/bitstream/123456789/18870/1/Unit-21.pdf
- http://egyankosh.ac.in/bitstream/123456789/41283/1/Unit-5.pdf
- http://www.egyankosh.ac.in/bitstream/123456789/63540/1/Block-2.pdf
- https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/MA_Sociology_paper_II.pdf

Note: Latest editions of all the suggested readings must be used.

SECOND YEAR

Master of Arts (Sociology)
Programme

Semester – III

SOME303; Gender and Society

Course Objectives:
The objective of this course is to study the concepts of sex and gender, understand the concepts of masculinity and femininity, to study the concept of patriarchy and male dominance in society, to study the nature of sexual division of labour, to study feminist movements and the nature of identity politics, to acquaint with gender problems and their secondary status, to be aware with women's problem, to be familiar with feminism and their struggle for equality, to understand different approaches to feminism, to learn different perspective on women problems, to understand the status of women, to study the role of education and legislation in bringing change in the status of women, at national level to bring awareness about the welfare programmes and women's rights for development of women to provide employability and skills.

Course Content:
UNIT - I .
Basic Concept: Sex and Gender, Social Construction of Gender, Gender Development: Identity and Socialization. Models of Gender Socialization; Gender and Stratification for skill development and employability.

UNIT –II .
Gender and Socio-Cultural Explanation; Approaches to the study of women: Radical, Socialist,Liberal, Psychological, Functional, Marxian and Feminist, Post-Modern for skill development and employability.

UNIT - III .
Gender based Division of Labour/ Work : Women and Work , Major Women Movement Development and Women: Technology , Liberalization , Globalization and impact on Women, Women and politics for skill development and employability.

UNIT - IV .
Women In India; the changing profile; Status of women in India, Special Problems of women in India, Women and Laws, Issues affecting the quality of life of Women; Health, Education and Land rights for skill development and employability.

Course Outcomes:
Students completing this course will be able to:
CO1:Understand the concepts of sex and gender, Models of Gender Socialization, and Gender and Stratification for skill development and employability.
CO2:Explain the various Approaches to the study of women and post modern feminism for skill development and employability.

CO3:Discuss Gender based Division of Labour/ Work and Major Women Movement Development and the nature of identity politics in relation to these movements, and impact of Globalization on Women for skill development and employability.
CO4:Understand the status of women in India and their specific problems, and issues at national level affecting their quality of life. Explain the role of education and legislation in bringing change in the status of women for skill development and employability.

PO-CO Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	2	2	2	2	2	3	2
CO2	3	2	2	2	2	2	2	3	2
CO3	3	2	2	2	2	2	2	3	2
CO4	3	2	2	2	2	2	2	3	2

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

Recommended Readings:

1. Johan, Mary E.2008, Women's studies in India New Delhi: Penguin.
2. Tong R., 2009, Feminist Thought. Calorado; Westview Press.
3. Agarwal, B.,1994 ,Gender and Command over property: A critical gap in economic analysis and policy in South Asia; in World Development vol . 22 (10).
4. Agarwal B., 1995, A field of one's own. Cambridge: Cambridge University Publication.
5. Chaudhuri, M., 1993, India Women Movement, New Delhi: Radiant Publisher.
6. Chaudhuri M., 2004 (Ed)., Feminism in India : Issues in Contemporary Indian Feminism, New Delhi : Kali for Women.
7. Dube, L., 2001 Anthropological exploration in Gender. New Delhi: Sage.
8. Nongbri, T., 2003 Development, Ethnicity and Gender, New Delhi: Rawat Publication.
9. Rege , S., 2003 Sociology of Gender, New Delhi : Sage.

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- http://archive.mu.ac.in/myweb_test/TYBA%20study%20material/Gender%20&%20Soc..pdf
- https://uncgsoc101.wordpress.com/module-8-gender-stratification/
- http://www.egyankosh.ac.in/bitstream/123456789/25913/1/Unit-5.pdf
- https://shodhganga.inflibnet.ac.in/bitstream/10603/2891/8/08_chapter%201.pdf

Note: Latest editions of all the suggested readings must be used.

SECOND YEAR
Master of Arts (Sociology)
Programme
Semester – III
SOME304; Human Rights

Course Objectives:
The objective of this course is to lay the foundation of the Human Rights law and acquaint the students with basic human rights institutions to provide employability and skills.

Course Content:
UNIT-I
Introduction: Nature, Definition, Origin & Development of Human Rights Regime & Jurisprudence of Human Rights for skill development and employability.

UNIT-II
International Human Rights Law: UN Charter, Convention of 1966, Universal Declaration of Human Rights & International Convenient Economic, Social and Cultural Rights, 1966 for skill development and employability.

UNIT-III
Human Rights under Indian Constitution: Fundamental Rights, Directive Principles of State Policy, Human Rights Act, 1993 for skill development and employability.

UNIT-IV
Group Rights: Prisoners, Women & Children, Indigenous People, Disabled, Senior Citizen and Refugees.
Role of Institutions : Role of State, Judiciary, Civil Societies and Media, NHRC Composition, Powers, Functions & NHRC, NCW, NCM, SC/ST Commission, NGOs for skill development and employability.

Course Outcomes:
Students completing this course will be able to:
CO1:Demonstrate knowledge and understanding of the Nature, Definition, Origin & Development of Human Rights for skill development and employability.
CO2:Explain the International Human Rights Law for skill development and employability.
CO3:Explain the Human Rights under Indian Constitution at national level for skill development and employability.
CO4:Explain the Group Rights**,** Prisoners, Women & Children, Disabled, Role of Institution, Role of State, Judiciary, Civil Societies and Media for skill development and employability.

PO-CO Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	2	2	2	2	2	3	2
CO2	3	2	1	2	2	2	2	2	1
CO3	3	2	2	2	2	2	2	3	2

CO4	**3**	**2**	**1**	**2**	**2**	**2**	**2**	**3**	**2**

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	**Employability**	**Entrepreneurship Development**
CO1	**3**	**2**	**1**
CO2	**3**	**2**	**1**
CO3	**3**	**2**	**1**
CO4	**3**	**2**	**1**

Recommended Readings:

1. Kapoor, S. K., Human Rights under International Law & Indian Law, Central Law Agency, 18th Ed., 2011.
2. Agarwal, H.O., International Law and Human Rights, Central Law Publication, 21st Ed., 2016.
3. Jain Rashee, Textbook on Human Rights law and Practice, Universal Law Publisher, 3rd edition, 2016.
4. Rao, Rega Surya, Lectures on Human Rights and International Law, Asia Law House, 2017.

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- https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf
- https://www.humanrightscareers.com/issues/websites-where-you-can-find-human-rights-case-studies/
- https://www.eda.admin.ch/eda/en/fdfa/foreign-policy/international-law/un-human-rights-treaties.html

Note: Latest editions of all the suggested readings must be used.

SECOND YEAR
Master of Arts (Sociology)
Programme

Semester – IV

SOMM401; Theoretical Perspectives in Sociology

Course Objectives:
The purpose of this course is to familiarize the students with the Theoretical Perspectives of Sociology, Critical Theory, Theory of Structuration, Theory of Power and Practice and substantive knowledge in the aforesaid field to provide employability and skills.

Course Content:
UNIT-I .
Habermas: Critical Theory, Communicative Rationality and Life world, Ulrich Beck: Risk Society, Second Modernization and Reflexive Modernization for skill development.

UNIT-II .
Giddens: Agency and Structure, Theory of Structuration, P. Bourdieu: Habitus and Doxa, The Objective (Field) and the Subjective (Habitus), Theory of Power and Practice for skill development.

UNIT-III .
Foucault: Archaeology of Knowledge and Power, J. Lyotard: Scientific and Narrative Knowledge, Jean Baudrillard: Loss of History and Simulation for skill development.

UNIT-IV .
Derrida: Language, Literature and Theory of Deconstruction for skill development.

Course Outcomes:
Students completing this course will be able to:
CO1:Define and explain the Theoretical Perspectives of Sociology, Habermas, Critical Theory, Ulrich Beck, Second Modernization, Reflexive Modernization for skill development.
CO2:Understand the concept of Giddens: Agency and Structure, P. Bourdieu, Theory of Power and Practice for skill development.
CO3:Understand the M. Foucault: Archaeology of Knowledge and Power, J. Lyotard: Scientific and Narrative Knowledge for skill development.
CO4:Explain the Derrida: Language, Literature and Theory of Deconstruction for skill development.

PO-CO Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	2	1	2	2	1	3	3

CO2	**3**	**2**	**2**	**2**	**2**	**2**	**1**	**1**	**2**
CO3	**3**	**2**	**2**	**2**	**2**	**2**	**1**	**3**	**3**
CO4	**3**	**3**	**1**	**3**	**3**	**2**	**1**	**2**	**3**

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	**Employability**	**Entrepreneurship Development**
CO1	**3**	**1**	**1**
CO2	**3**	**1**	**1**
CO3	**3**	**1**	**1**
CO4	**3**	**1**	**1**

Recommended Readings:

1. Bourdieu, P. 1990. The Logic of Practice, Cambridge: Polity Press.
2. Bourdieu, P.1990. An Outline of the Theory of Practice, Cambridge: Cambridge University Press. Cassel, Phillip. (Ed.). 1993. The Giddens Reader, California: Stanford University Press.
3. Derrida, J. 1978. Writing and Difference, Chicago: Chicago University Press. Foucault, M. 1965. Madness and Civilization, New York: Vintage.
4. Foucault, M. 1970. The Order of Things, New York: Random House.
5. Foucault, M. 1972. The Archaeology of Knowledge, London: Tavistock Publications. Foucault, M. 1979. Discipline and Punish, New York: Vintage.
6. Giddens, A. 1984. The Constitution of Society, Cambridge: Polity Press.
7. Giddens, A. and Christopher Pierson. 1998. Conversation with Anthony Giddens, Cambridge: Polity Press.
8. Habermas, J. 1976. Legitimation Crisis, London: Heinemann.

Website Sources:

- https://www.cliffsnotes.com/study-guides/sociology/the-sociological-perspective/three-major-perspectives-in-sociology
- https://courses.lumenlearning.com/boundless-sociology/chapter/theoretical-perspectives-in-sociology/
- https://www.sdbor.edu/educators/praxis/Documents/sdsu/documents/0950_1.pdf
- https://www.geneseo.edu/sociology/about
- https://www.routledge.com/Perspectives-in-Sociology/Cuff-Dennis-Francis-Sharrock/p/book/9781138793545

Note: Latest editions of all the suggested readings must be used.

SECOND YEAR
Master of Arts (Sociology)
Programme

Semester – IV

SOMM402; Criminology and Penology

Course Objectives:

The objective of this course is to describe the meaning, nature and scope of criminology and penology, outline the key concepts of the major theories of criminology, Explain Classical and Constitutional Theory of Crime, Understand and discuss the strengths and limitations of various theories. Recognize and discuss the importance of the relationship between theory and practice, evaluate research relating to theories of causation and explain the typologies of crimes and punishments to provide employability and skills.

Course Content:

UNIT – 1 .

Criminology: Definition, Scope and Nature. The Theory of Causation of Crime, Classical and Constitutional Theory of Crime: Lombroso and Hooton and Economic Theory for skill development and employability.

UNIT – II .

Merton's theory of Social Structure of Crime, Durkheim's theory of Anomie, Theory of Cultural Conflict, Cohen's Sub-Culture Theory, Sociological Theory of Criminalization Process: Differential Association Theory of Sutherland, Labeling Theory of Crime for skill development and employability.

UNIT – III .

Special Types of Crime: White-Collar Crime, Juvenile Delinquency, Development of Criminal Organizations. Definition of Punishment, Types, justification of Punishment and Theory of Punishment, Capital Punishmentfor skill development and employability.

UNIT – IV .

Police System, Judicial System, Probation, Parole, Walless Prison, Victimology for skill development and employability.

Course Outcomes:

Students completing this course will be able to:

CO1: Define Criminology and Explain the Theory of Causation of Crime, explain Classical and Constitutional Theory of Crime of Lombroso and Hooton, and Economic Theory for skill development and employability.

CO2: Analyze Merton's theory of Social Structure of Crime, Durkheim's theory of Anomie, Theory of Cultural Conflict and Cohen's Sub-Culture Theory, describe Differential Association Theory of Sutherland and Labeling Theory of Crime for skill development and employability.

CO3:Explain the Special Types of Crime: White-Collar Crime, Juvenile Delinquency, Development of Criminal Organizations for skill development and employability.

CO4: Explain the typologies of crimes and punishments, understand the Police and Judicial System and define the terms Probation, Parole, Walless Prison, and Victimology for skill development and employability.

PO-CO Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	1	1	1	1	1	2	1
CO2	3	3	1	1	1	1	1	2	1
CO3	3	3	1	1	1	1	1	2	1
CO4	3	3	1	1	1	1	1	2	1

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

Recommended Readings:

1. Teeters, Negley and Harry Elnar Barnes (1959), New Horizons in Criminology. New Delhi. Prentice Hall of India.
2. Sutherland, Edwin. H. and Donald R. Cressey (1968), Principles of Criminology, Bombay: Times of India Press.
3. Parsonage, William H. (1979), Perspectives on Criminology. London: Sage Publications.
4. Ministry of Home Affairs (1998), Crime in India. New Delhi: Government of India.
5. Annual Report of National Crime Bureau, New Delhi.
6. Gill, S.S. (1998), The Pathology of Corruption. New Delhi: Harper Collins Publishers.
7. Reid, Suetitus (1976), Crime and Criminology. Illinois: Deyden Press.
8. Merton, R.K. 1972. Social Theory and Social Structure. New Delhi: Emerind Publishing.
9. Bedi, Kiran, (1998), It Is Always Possible. New Delhi: Sterling PublicationsPvt. Ltd.
10. Williams, Frank P. and Marilyn D. Meshere (1998), Criminological Theory. New Jersey: Prentice Hall.

Website Sources:

- https://chilot.files.wordpress.com/2011/06/criminology.pdf
- https://www.msuniv.ac.in/Download/Pdf/67f21624a3554b5
- https://www.sagepub.com/sites/default/files/upm-binaries/38668_4.pdf
- https://hbr.org/2019/07/white-collar-crime

Note: Latest editions of all the suggested readings must be used.

SECOND YEAR
Master of Arts (Sociology)
Programme

Semester – IV

SOMO.451; Dissertation & Viva-Voce

Course Objectives:
The students will be able to know how to write a project report / dissertation.

Note:
The students under the supervision of a faculty member will select a topic from his/her field of specialization for the dissertation work. The dissertation shall be fieldwork based start. It will contain at least 70-100 pages including maps and diagrams. The dissertation report duly signed by the supervisor concerned is submitted to the Department before commencement of the theory examination of the University or as per instructions given by the University. There shall be internal/external viva-voce on dissertation. The viva-voce will be internal/ external and shall be conducted before submitting the dissertation to the University. The student will present his/ her findings before the audience of department (teachers and P.G. students). The questions will be asked by the faculty members and students. The supervisor will act as an internal examiner, and the internal marks will be awarded by him/ her. The distribution of marks for dissertation course will be as follows to provide employability and skills.

Scheme of Evaluation: (out of 100)
1. Evaluation & Viva Voce- 70 Marks ((External)
2. Evaluation - 30 Marks (Internal)

Course Outcomes:
The students will learn to write a project report / dissertation, after duly following all the steps in research methodology, which are taught in the course entitled Research Methods and Techniques in Sociology.

References:

1. P.N. Mukherji (ed.) 2000. Methodology in Social Research: Dilemmas and Perspectives, New Delhi: Sage Publication (Compulsory Reading).
2. V.K. Srivastava (ed.) 2004. Methodology and Fieldwork, New Delhi: Oxford University Press.
3. Abdul Matin. 2004. Research Methodology*; Statistics, IT and e-Methods*, New Delhi: Icon Publication Pvt. Ltd.
4. Ackoff R. L.1955: The Designing of Social Research University of Chicago Press.
5. Babbie, Earl2004: The Practice of Social Research, Thomson Asia Pvt. Ltd., Singapore.
6. Garett H.E.1981: Statistics in Psychology and Education, Vakils, Bombay.
7. Goode and Hatt, 1952: Methods in Social Research, McGraw Hill Co. Ltd.
8. Kerlinger, F.N.1973: Foundation of Behavioural Research, Half Ronehart and Winston, New York.
9. Majumdar, P.K. 2005: Research Methods in Social Science, Viva Books Pvt. Ltd., New Delhi.
10. Matt Henn & Others, 2006: a Short introduction to Social Research, Vistaar Publication, New Delhi.

11. Norman Blaikie. 2000. Designing Social Research*: The Logic of Anticipation*, MA: Polity Press (Compulsory Reading).
12. P.K. Bose. 1995. Research Methodology, New Delhi: ICSSR.
13. Seltiz, C.H.: Research Methods in Social Relations, Holt Rine Hart, and Winston, 1951.

Website Sources:-

- www.physicalgeography.net
- en.m.wikipedia.org
- www.britannica.com
- www.topper.com
- climate.ncsu.edu
- science.jrank.org

Note: Latest editions of all the suggested readings must be used.

SECOND YEAR
Master of Arts (Sociology)
Programme

Semester – IV
SOMM403; Globalization and Society

Course Objectives:

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

Course Content:

UNIT-I .

The Historical and Social Context of Globalization: Concept of Globalization; Distinctive Characteristics of Globalization; Global vs. local; Modernization and Globalization for skill development and employability.

UNIT-II .

Structures and Process of Globalization; Perspectives on Globalization: Robertson and Giddens; Hyper-globalization, Global Scepticism, Transformationalism for skill development and employability.

UNIT-III .

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

UNIT-IV .

Inequality within and among Nation States: Socio-economic Impact of Globalization; Impact o n Individual and Group Identities; Hegemony and Dominance: Globalization and the Resurgence of Ethnic Consciousness for skill development and employability.

Course Outcomes:

Students completing this course will be able to:

CO1:Define and explain the globalization and Society ,Understand the concept of Historical and Social Context of Globalization: Concept of Globalization, Distinctive Characteristics of Globalization for skill development and employability.

CO2:Understand the Structures and Process of Globalization, Agencies of Globalization, Perspectives on Globalization: Robertson and Giddens for skill development and employability.

CO3:Explain the Political Economy of Globalization. Multinational Corporations (MNCs), Nation-state, Media, Market, Non-Governmental Organizations for skill development and employability.

CO4:Define and explain the Inequality within and among Nation States, Socio-economic Impact of Globalization, Impact on Individual and Group Identities for skill development and employability.

PO-CO Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	1	1	1	1	1	1	2
CO2	3	3	1	1	1	1	1	1	2
CO3	3	3	1	1	1	1	1	1	2
CO4	3	3	1	1	1	1	1	1	2

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

Recommended Readings:

1. Giddens, A. 1985. The Nation State and Violence, Berkeley: University of California Press. Giddens, A. 1990. The Consequences of Modernity, Stanford: Stanford University Press.
2. Jameson, F. 1991. The Cultural Logic of Late Capitalism, Durham: Duke University Press.
3. Petras, James and Henry Voltmeyer. 2004. Globalization Unmasked.
4. Ritzer, George (Ed.). The Blackwell Companion to Globalization, New York: Blackwell.
5. Robertson, R. 1992. Globalization: Social Theory and Global Culture.
6. Robertson, R. 1994. "Globalization or Glocalization", Journal of International Communication, vol. 1 (1).
7. Singh, Yogendra. 2000. Culture Change in India: Identity and Globalization, Jaipur: Rawat Publications.

Website Sources:

- https://www.hsu.edu/uploads/pages/2004-5afimpact.pdf
- https://www.ide.go.jp/English/Research/Topics/Soc/Globalization/overview.html
- https://www.ibei.org/en/globalization-and-society_31274
- https://www.slideshare.net/kumarvivek107/globalisation-and-society.

Note: Latest editions of all the suggested readings must be used.

SECOND YEAR

Master of Arts (Sociology)
Programme

Semester – IV

SOMM404; Sociology of Marginal Communities

Course Objectives:

The objective of this course is to describe the meaning, nature and scope of Marginalized Communities, explain Socio-economic Indices of Marginalization, Understand Untouchability its Historical & Social Roots and Dysfunctions and The Social Structure and Culture of Marginalized Communities to provide employability and skills.

Course Content:

UNIT-I .

Marginalization: Concept and Perspectives; Socio-economic Indices of Marginalization – Poverty, Relative Isolation, Deprivation, Exploitation, Discrimination, Exclusion, Educational Backwardness, and Inequality; A Critical View of the Caste System for skill development.

UNIT-II .

Untouchability: Historical & Social Roots and Dysfunctions, The Social Structure and Culture of Marginalized Communities; the Status of SC, ST; Nomadic Castes & Tribes, and De-notified Tribes for skill development.

UNIT-III .

Problems, Social Mobility, Development and Identity Formation among the Marginalized Communities., Social movements among Marginalized Communities for skill development .

UNIT-IV .

Ideology and Marginalization– Views of Gandhi, Phule, Periyar, and Ambedkar; Role of Christian Missionaries in Social Reform among Marginalized Groupsfor skill development.

Course Outcomes:

Students completing this course will be able to:

CO1:Define and explain the Marginalized Communities.Understand the concept of Socio-economic Indices of Marginalization for skill development.

CO2:Understand The Social Structure and Culture of Marginalized Communities for skill development.

CO3:Explain the Problems, Social Mobility, Development and Identity Formation among the Marginalized Communities for skill development.

CO4:Understand The Ideology and Marginalization– Views of Gandhi, Phule, Periyar, and Ambedkar.

PO-CO Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	1	1	1	1	1	1	2
CO2	3	3	1	1	1	1	1	1	2
CO3	3	3	1	1	1	2	1	1	2
CO4	3	3	1	1	1	1	1	1	2

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	1	1
CO2	3	1	1
CO3	3	1	1
CO4	3	1	1

Recommended Readings:

1. Beteille, Andre. 1992. The Backward Classes in Contemporary India, Delhi: Oxford University Press.
2. Charsley, S.R. and Karanth, G.K. (Eds.). 1998. Challenging Untouchability, Delhi: Sage.
3. Clarke, S. 1999. Dalit and Christianity: Subaltern Religion and Liberation Theology in India.
4. New Delhi: Oxford University Press.
5. Gore, M.S. 1993. The Social Context of an Ideology: The Social and Political Thoughts of BabasahebAmbedkar, New Delhi: Sage.
6. Mahajan, Gurpreet. 1998. Democracy, Difference and Social Justice, New Delhi: Oxford University Press.
7. Mayaram, S. 2004. Against History, Against State: Counter-perspectives from the Margins. New Delhi: Orient Longman.
8. Omvedt, G. 1995. Dalit Visions: the Anti-caste Movement and the Construction of an Indian Identity, New Delhi: Orient Longman.
9. …1999. Dalits and the Democratic Revolution, Delhi: Sage.
10. Oommen, T.K. 1990. Protest and Change: Studies in Social Movements, Delhi: Sage. Singh, K.S. 1995. The Scheduled Tribes, Delhi: Oxford University Press.
11. 1998. The Scheduled Castes, Delhi: Anthropological Survey of India.

Website Sources:

- https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7228861/
- https://link.springer.com/referenceworkentry/10.1007%2F978-94-007-0753-5_1725
- https://www.opengovpartnership.org/policy-area/marginalized-communities/

Note: Latest editions of all the suggested readings must be used.

SECOND YEAR
Master of Arts (Sociology)
Programme

Semester – IV

SOMM405; Law & Society

Course Objectives:

This subject aim at helping students to acquire a complete and critical knowledge of the main concepts, principles and postulates of Legal Sociology. Students are expected to ask themselves about the legality of Law in society: Law, what is its purpose? Law, for whom? It therefore proposes a critical reflection on the role of Law in societies, especially the new millennium's societies to provide employability and skills.

Course Content:

UNIT – 1 .

Concept of Law, Social basis of Law, Relation between law and society, Social Justice, Social change and Law for skill development and employability.

UNIT – II .

Sociological theory of Crime: Theory of Differential Association, Multiple factor theory of Crime Causation, Modern Labeling Theory for skill development and employability.

UNIT – III .

Social Control: Concept, Types, Theories of Social Control, Distinction between formal and informal Social Control, Agencies of Social Control: Family, Religion, Folkways, Mores, Public Opinion and Law for skill development and employability.

UNIT – IV .

Social Problem: Concept, Characteristics of Social Problems, issues of Ethic and internal conflicts, Unemployment, Poverty, Terrorism and Drug Abuse for skill development and employability.

Course Outcomes:

Students completing this course will be able to:

CO1:To identify the different theoretical conceptions of Sociology of Law, Relation between law and society, To understand Law as a social fact for skill development and employability.

CO2:To analyze the influence of social factors on the production of contemporary law ,Theory of Differential Association for skill development and employability.

CO3:To understand Social Control: Concept, Types, Theories of Social Control, Agencies of Social Control for skill development and employability.

CO4:To understand Social Problem: Concept, Characteristics of Social Problems for skill development and employability.

PO-CO Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	1	1	1	1	1	3	3
CO2	3	2	1	1	1	1	1	3	3
CO3	3	2	1	1	1	1	1	3	3
CO4	3	2	1	1	1	1	1	3	3

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	2	1
CO2	3	2	1
CO3	3	2	1
CO4	3	2	1

Recommended Readings:

1. Donald Black, Sociological Justice, Oxford University Press; Revised edition (October 14, 1993).
2. 2.John R Sultan, Law/ Society: Origin, Interaction and Change, SAGE Publications, 1st edition (December 27, 2000).
3. Roger Cotterrell, Living Law: Studies in Legal and Social Theory.
4. Roger Cotterrell; Crime and Custom in Savage Society.
5. Georges Gurvitech; Sociology of Law, Transaction Publishers, 1973.
6. Gill, S.S. (1998), The Pathology of Corruption. New Delhi: Harper Collins Publishers.
7. Reid, Suetitus (1976), Crime and Criminology. Illinois: Deyden Press.
8. Merton, R.K. 1972. Social Theory and Social Structure. New Delhi: Emerind Publishing.
9. Bedi, Kiran, (1998), It Is Always Possible. New Delhi: Sterling Publications Pvt. Ltd.
10. Williams, Frank P. and Marilyn D. Meshere (1998), Criminological Theory. New Jersey: Prentice Hall.

Website Sources:

- https://en.wikipedia.org/wiki/Sociology_of_law
- https://cvnet.cpd.ua.es/Guia-
- https://fis.unj.ac.id/labs/sosiologi/wp-content/uploads/2020/01/Mathieu-Deflem-Sociology-of-Law_-Visions-of-a-Scholarly-Tradition-2008.pdf

Note: Latest editions of all the suggested readings must be used.

SECOND YEAR

Master of Arts (Sociology)
Programme

Semester – IV

SOME401; Industrial Sociology

Course Objectives:
The objective of this course is to have insight into the social aspects of Industry, Scientific understanding of social aspects, Employer-Employee relationship, Solutions to the problems of Industrial Society, Scientific division of labours, Social and labour welfare and Views "Industry" as a "Complex Social Organization" to provide employability and skills.

Course Content:

UNIT - I .
Industrial Sociology: Definition, Scope, Industrial Dimensions of Society: Division of Labour, Anomie, Bureaucracy & Rationalization, Surplus Value of Karl Marx; Factories Act. 1948 and Industrial Dispute Act 1947 for skill development and employability.

UNIT – II .
Industrial Work: Definition and Nature, Capitalist & Post-Capitalist Society; Industrial Society & Post- Industrial Society; Human Relations in Industry for skill development and employability.

UNIT – III .
Industrial Relations, Industrial Dispute: Causes and Methods (Conciliation, Adjudication and Arbitration); Changing Profile of Labour; Collective Bargaining and Trade Unions; Workers Participation in Management for skill development and employability.

UNIT - IV .
Industrialization and Social Change in India**;** Impact of Industrialization on Stratification**,** Impact of Industrialization on Family and Education**;** Class and Class Conflict in Industrial Society**;** Implements to and Limitations of Industrialization for skill development and employability.

Course Outcomes:
Students completing this course will be able to:
CO1:Explain the concept of Industrial Sociology and outline the Industrial Dimensions of Society, Bureaucracy & Rationalization, Surplus Value of Karl Marx for skill development and employability.
CO2:Outline the concept of Industrial Work and make a distinction between Capitalist & Post-Capitalist Society, Industrial Society & Post- Industrial Society for skill development and employability.
CO3:Describe Industrial Relations and discuss Causes of Industrial Dispute. Outline the process of collective bargaining or method for setting industrial dispute. Explain the Impact of Industrialization on Stratification**,** on Family and Education, discuss the Limitations of Industrialization for skill development and employability.
CO4:Review the work of Industrialization and Social Change in India ,Class and Class Conflict in Industrial Society for skill development and employability.

PO-CO Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	1	1	1	1	2	1	1
CO2	2	2	1	1	1	1	1	1	1
CO3	3	3	1	1	1	1	2	1	1
CO4	3	3	1	1	1	1	2	1	1

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	3	1
CO2	3	3	1
CO3	3	3	1
CO4	3	3	1

written by Ralf Dahrendorf critically rev

Recommended Readings:

1. Danial, Bell, 1973: The Coming of Post-Industrial Society, Basic Books, New York.
2. Desai, A.R.: Rise and Development of Modern Indian Industries.Perspective Chapter 3 VII in Social Background of Indian Nationalism; Popular Parkashan, Bombay.
3. Edwards, Paul, 2003: Industrial Relations, Blackwell Publishing.
4. Faunce, William, 1968: Problem of Industrial Society, McGraw Hill Book Company.
5. Giddens, A., 2001: Sociology (4 th Ed.) Polity.
6. Gisbert, S.J., 1972: Fundamental of Industrial Sociology, McGraw Hill.
7. Monappa, Arun, 2001, Industrial Relations, Tata McGraw Publication Company, New Delhi (Reprint).
8. Mamoria, C.B. & S. Mamoria, 1995, Dynamics of Industrial, Relations in India Himalaya Publishing.
9. Pettinger, Richard, 2000, The Future of Industrial Relations, Continuum, London and New York.
10. Sarma, A.M. 1989, Industrial Relations- Conceptual and Legal Framework, Himalaya Publishing House, Bombay.
11. Saiyadain, Mirza S., 2003, Human Resources Management, Tata McGraw Hill, New Delhi.

Website Sources:

- https://www.ravenshawuniversity.ac.in/Study_Materials/Sociology_UG/UGIII/sample.pdf
- http://dewihardiningtyas.lecture.ub.ac.id/files/2012/05/8_PSIKOLOGI-INDUSTRI.pdf
- http://oer.funai.edu.ng/wp-content/uploads/2016/11/INDUSTRIAL-SOCIOLOGY-SOC-4.pdf
- http://archive.mu.ac.in/myweb_test/TYBA%20study%20material/Sociology%20of%20work%20-%20V.pdf
- https://old.mu.ac.in/wp-content/uploads/2014/04/Book-No-176.pdf

Note: Latest editions of all the suggested readings must be used.

SECOND YEAR
Master of Arts (Sociology)
Programme
Semester – IV
SOME402; Sociology of Health

Course Objectives:
The objective of this course is to know meaning, aim, objectives and scope of Health Sociology, Major theoretical approaches to health sociology. The concept of health and illness and different social determinates of health and illness, major contributions of health sociology and Social Medicine, It's Evolution and development.Functionalist, Conflict, Interaction is Perspectives on Sociology of Health, The concept of community Health, Major health issues in India, Major government schemes and programmes to combat the community health problems, Concept of Integrated health approach to health care in India, The concept of Integrated Child Development Services in India: its structure, function, scope, impact and drawbacks. The correlation between unequal distribution of health services and health inequalities, Meaning of Interpersonal relationship in hospital setting and its importance to provide employability and skills.

Course Content:
UNIT I .
Sociology of Health: Concepts and meaning; Health; Illness; Sickness; Diseases; Hygiene; Medicalization; Medical Model; Dimensions and indicators of health; Social Epidemiology for skill development and employability.

UNIT II .
Perspectives on Sociology of Health**:** Functionalist, Conflict, Interactionist, and Post-Modern , Family and Health care: The elderly, gender for skill development and employability.

UNIT III .
State and health Care: Health for all; maternal and child health; family welfare programms; Sanitation; Hospitals and Health Care: Hospital as a social organization (Doctors, Nurses and Patients); Community Health Care; Rural Health Programs; Commercialization of health care services for skill development and employability.

UNIT IV .
Indigenous Knowledge systems of medicine in Developing Countries: Systems of Medicine and alternative practices; NGOs and Health Care; Communicable diseases for skill development and employability.

Course Outcomes:
Students completing this course will be able to:
CO1:Define Sociology of Health and Explain the concept of health and illness, and Dimensions and indicators of health for skill development and employability.
CO2:Explain the Functionalist, Conflict; Interaction is Perspectives on Sociology of Health for skill development and employability.
CO3:Understand the concept of Family and Health care and explain the Health care facilities for elderly, maternal and children, Community Health Care for skill development and employability.

CO4:Explain the concept of community Health, discuss Major health issues in India, and state the Major government schemes and programmes to combat the community health problems.Explain the role of NGOs and Health care professionals in combating health issues in Developing Countries for skill development and employability.

PO-CO Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	1	1	1	1	1	2	1
CO2	3	3	1	1	1	1	1	2	1
CO3	3	3	1	1	1	1	1	2	1
CO4	3	3	1	1	1	1	1	2	1

Co-Curriculum Enrichment Mapping (Please write 3, 2, 1 wherever required)
(Note: 3 for highly mapped, 2 for medium mapped and 1 for low mapped)

	Skill Development	Employability	Entrepreneurship Development
CO1	3	3	1
CO2	3	3	1
CO3	3	3	1
CO4	3	3	1

Recommended Readings:

1. Young Allan Anthropologies of Illness and Sickness. 1982. Annual Review of Anthropology, 11, pp 257-285.
2. Rothman, Kenneth 2002. Epidemiology. An introduction, Oxford: Oxford University Press.
3. David. Arnold, 1994.Colonising the Body: State, Medicine and the Epidemic Disease in Nineteenth Century India, Oxford University Press, Delhi.
4. Douglas Mary 1966. Purity and Danger: An Analysis of Concepts of Pollution and Taboo Routledge.
5. Kevin White 2009. An Introduction to the Sociology of Health and Illness. New Delhi: Sage Publications.
6. Nagle Madhu 1988. Medical Sociology, Print well Publishers, Jaipur.
7. Sontag Susan 1990. Illness and its Metaphors, London: Penguin pp 1-86.
8. Turner Bryan, 1987. Medical Power and Social Knowledge, London; Sage.

Website Sources:

- https://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/Paper-11.pdf
- https://www.scielo.br/pdf/csc/v21n3/en_1413-8123-csc-21-03-0821.pdf
- https://en.wikipedia.org/wiki/Sociology_of_health_and_illness
- https://www.healthknowledge.org.uk/public-health-textbook/medical-sociology-policy-economics/4a-concepts-health-illness/section1

Note: Latest editions of all the suggested readings must be used