



**B.A. Program
(Course:Sociology)
Rashtrasant Tukadoji Maharaj Nagpur University
Nagpur**



Syllabus for B.A. Sociology

(All semesters)

(2023 -24)

Curriculum Specifics

**(Program Specific Objectives and Outcomes, Course Objectives
and Course Outcomes)**

25/09/23

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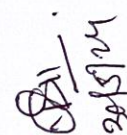




UNDER GRADUATE PROGRAM IN SOCIOLOGY

Structure and Credit Distribution of UG Degree Programme (Four Years) w.e.f. 2024-25.

First Year: Semester I (UG CERTIFICATE)

Level	Course type		Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme		Minimum Passing grade letter/ point (40%)	Total
						Internal Evaluation	End Sem. Exam.		
6.0	Major	Mandatory	UGSO1M01	Sociology: An Introduction of Sociological Concepts	4	20	80		100
			UGSO1M02	Social Institutions - I	2	10	40		50
	Open Elective (for basket)		UGS10E01	Fundamentals of Sociology	4	100*			100*
	Vocational Skill Course		UGS1VSC01	Organizing Social Survey	2	100*			100*
	Skill Enhancement Course		UGS1SEC01	Working with Culture	2	100*			100*
	Ability Enhancement Course		UGS1AEC01		2				
	Value Education Course		UGS1VEC01		2				
	Indian Knowledge System		UGS1IKS01	Social Reformers, Issues and Movements	2	100*			100*
	Co-curricular Activity		UGS1CC01		2				
	Cumulative Credit/ Marks				22				

Note : The mark ' * ' indicate that 'The examination and evaluation scheme (including CIA and End Examination) will be decided by guidelines or directions or notifications issued by University or Government or UGC time to time.

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UNDER GRADUATE PROGRAM IN SOCIOLOGY
Structure and Credit Distribution of UG Degree Programme (Four Years) w.e.f. 2024-25.
First Year: Semester II (UG CERTIFICATE)

Level	Course type		Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme		Minimum Passing grade letter/point (40%)	Total
						Internal Evaluation	End Sem. Exam.		
6.0	Major	Mandatory	UGSO2M01	Introduction of Social Processes	4	20	80		100
			UGSO2M02	Social Institutions - II	2	10	40		50
	Minor		UGSO2M02	Social Institutions - II	2	10	40		50
	Open Elective		UGS2OE02	Social Institutions	4	100*			100*
	Vocational Skill Course		UGS2VSC02	Framing Questionnaire	2	100*			100*
	Skill Enhancement Course		UGS2SEC02	Sociological Imagination	2	100*			100*
	Ability Enhancement Course		UGS2AEC02		2				
	Value Education Course		UGS2VEC02		2				
	Co-curricular Activity		UGS2CC02		2				
	Cumulative Credit/ Marks					44			
Cumulative Credit for PG diploma (Sem. 1+2)									
Exit option: UG Certificate (44 Credits) after One year									

Note : 1. UGSO2M02 can be opt to Sociology as Minor who opt other (than sociology) course as Major.

2. The mark ' * ' indicate that 'The examination and evaluation scheme (including CIA and End Examination) will be decided by guidelines or directions or notifications issued by University or Government or UGC time to time.








UNDER GRADUATE PROGRAM IN SOCIOLOGY
Structure and Credit Distribution of PG Degree Programme (Two Years) w.e.f. 2025-26.
Second Year: Semester III (UG DIPLOMA)

Level	Course type		Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme		Minimum Passing grade letter / point (40%)	Total
						Internal Evaluation	End Sem. Exam.		
6.5	Major	Mandatory	UGSO3M01	Foundations of Sociological Thought - I	4	20	80		100
			UGSO3M02	Foundations of Sociological Thought - II	4	20	80		100
	Minor		UGSO3M02	Foundations of Sociological Thought - II	4	20	80		100
			UGS3OE03	Social Structure	2	100*		100*	
	Field Project		UGSO3FP01	Field Project	2	100*		100*	
			UGS3VSC03	Digital Tools in Social Research	2	100*		100*	
	Ability Enhancement Course		UGS3AEC03		2				
			UGS3CC03		2				
	Cumulative Credit/ Marks				66				

Note : 1. UGSO3M02 can be opt to Sociology as Minor who opt other (than sociology) course as Major.

2. The mark ' * ' indicate that 'The examination and evaluation scheme (including CIA and End Examination) will be decided by guidelines or directions or notifications issued by University or Government or UGC time to time.

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UNDER GRADUATE PROGRAM IN SOCIOLOGY
Structure and Credit Distribution of UG Degree Programme (Four Years) w.e.f. 2025-26.
Second Year: Semester IV (UG DIPLOMA)

Level	Course type		Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme		Minimum Passing grade letter / point (40%)	Total
						Internal Evaluation	End Sem. Exam.		
6.5	Major	Mandatory	UGSO4M01	Indian Sociological Traditions - I	4	20	80		100
			UGSO4M02	Indian Sociological Traditions - II	4	20	80		100
	Minor	UGSO4M02	Indian Sociological Traditions - II	4	20	80		100	
		UGS4OE04	Social Communities	2	100*			100*	
	Skill Enhancement Course	UGS4SEC03	Conversations Analysis	2	100*			100*	
	Ability Enhancement Course	UGS4AEC04		2					
	Internship / Apprenticeship/ Community Engagement Program(CEP) :	UGS4CEC01	Community Engagement Program	2	100*			100*	
	Co-curricular Activity	UGS4CC04		2					
	Cumulative Credits/ Marks				88				
	2 Year - 4 Semester UG Diploma (88 credits) after two-year								

Note : 1. UGS04M02 can be opt to Sociology as Minor who opt other (than sociology) course as Major.
2. The mark ' * ' indicate that 'The examination and evaluation scheme (including CIA and End Examination) will be decided by guidelines or directions or notifications issued by University or Government or UGC time to time.

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UNDER GRADUATE PROGRAM IN SOCIOLOGY

Structure and Credit Distribution of UG Degree Programme (Four Years) w.e.f. 2026-27.

Third Year: Semester V (UG DEGREE)

Level	Course type	Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme	Minimum Passing grade letter / point (40%)	Total
6.5	Mandatory	UGSO5M01	Sociology of Education	4	Internal Evaluation 20	80	100
		UGSO5M02	Indian Society: The Structural Issues	4	20	80	100
		UGSO5M03	Contemporary Social Problem	2	10	40	50
	Major	UGSO5E01	Family, Kinship and Marriage	4	20	80	100
		UGSO5E02	Introduction of Gender Studies				
		UGSO5E03	Sociology of Social Movement				
		UGSO5E04	Introduction to Cultural Studies				
	Minor	UGSO5M02	Indian Society: The Structural Issues	4	20	80	100
	Field Project	UGSO5FP02		2	100*		100*
	Vocational Skill Course	UGS5VSC04	Introduction of SPSS / Atlas-ti	2	100*		100*
	Cumulative Credits/ Marks			110			

Note : 1. UGSO5M02 can be opt to Sociology as Minor who opt other (than sociology) course as Major.

2. For Elective offers Four Groups or Specialisations. Student should select any group from these and follow the same till the end of program. There is no choice for selecting paper from other group in upcoming semesters.

3. The mark ' * ' indicate that 'The examination and evaluation scheme (including CIA and End Examination) will be decided by guidelines or directions or notifications issued by University or Government or UGC time to time.

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UNDER GRADUATE PROGRAM IN SOCIOLOGY

Structure and Credit Distribution of UG Degree Programme (Four Years) w.e.f. 2026-27.

Third Year: Semester VI (UG DEGREE)

Level	Course type	Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme	Minimum Passing grade letter / point (40%)	Total
6.5	Major	UGSO6M01	Education and Society in India	4	Internal Evaluation	80	100
		UGSO6M02	Cultural Issues in Indian Society	4	End Sem. Exam.	80	100
		UGSO6M03	Contemporary Social Problem - II	2		40	50
	Elective	UGSO6E01	Rural and Urban Transformation	4	80		100
		UGSO6E02	Gender and Society				
		UGSO6E03	Social Movement in India				
		UGSO6E04	Media and Society				
	Minor	UGSO6M02	Cultural Issues in Indian Society	4	20	80	100
	On Job Training	UGSO6OJT01		4	100*		100*
	Cumulative Credits/ Marks			132			
	3 Year - 6 Semester UG Degree (132 credits) after three-year						

Note : 1. UGSO6M02 can be opt to Sociology as Minor who opt other (than sociology) course as Major.

2. For Elective : Student should select the group, which opt in 5th semester of UG Program. There is no choice for selecting paper from other group in this semester.

3. The mark ' * ' indicate that 'The examination and evaluation scheme (including CIA and End Examination) will be decided by guidelines or directions or notifications issued by University or Government or UGC time to time.

6/11/24




 Head of the Department

 Vice-Chancellor

UNDER GRADUATE PROGRAM IN SOCIOLOGY
Structure and Credit Distribution of UG Degree Programme (Four Years) w.e.f. 2027-28.
Fourth Year: Semester VII (UG HONOURS DEGREE)

Level	Course type	Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme		Minimum Passing grade letter/ point (40%)	Total
6.5	Major	UGSO7M01	Sociological Thinkers and Theories	4	20	80		100
		UGSO7M02	Perspectives on Indian Society - I	4	20	80		100
		UGSO7M03	Constitution and Social Change in India	4	20	80		100
		UGSO7M04	Sociology of Religion - I	2	10	40		50
	Elective	UGSO7E01	Sociology of Social Exclusion	4	20	80		100
		UGSO7E02	Women in Indian Society					
		UGSO7E03	Sociology of Development					
		UGSO7E04	Social Theories of Cultural Studies					
	Research Methodology	UGSO7RM1	Research Methods in Sociology	4				100
	Cumulative Credits/ Marks			154				

Note : 1. For Elective : Student should select the group, which opt in 5th and subsequently 6th and 7th semester of UG Program. There is no choice for selecting paper from other group in this semester.

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UNDER GRADUATE PROGRAM IN SOCIOLOGY
Structure and Credit Distribution of UG Degree Programme (Four Years) w.e.f. 2027-28.
Fourth Year: Semester VIII (UG HONOURS DEGREE)

Level	Course type	Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme		Minimum Passing grade letter / point (40%)	Total
					Internal Evaluation	End SEM Examination		
6.5	Mandatory	UGSO8M01	Contemporary Sociological Theory	4	20	80		100
		UGSO8M02	Perspectives on Indian Society - II	4	20	80		100
		UGSO8M03	Sociology of Change and Development	4	20	80		100
		UGSO8M04	Sociology of Religion - II	2	10	40		50
	Elective	UGSO8E02	Sociology of Social Stratification	4	20	80		100
		UGSO8E03	Women and Law					
		UGSO8E04	State, Politics and Development					
		UGSO8M01	Culture and Symbolic Transformation					
	On Job Training	UGSO8OJT02		4	100*			100*
	Cumulative Credits/ Marks				176			
4 Year - 8 Semester UG Honours Degree (176 credits) after four-year								

Note: 1. For Elective : Student should select the group, which opt in 5th and subsequently 6th, 7th and 8th and semester of UG Program. There is no choice for selecting paper from other group in this semester.

2. The mark ' * ' indicate that 'The examination and evaluation scheme (including CIA and End Examination) will be decided by guidelines or directions or notifications issued by University or Government or UGC time to time.




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UNDER GRADUATE PROGRAM IN SOCIOLOGY
Structure and Credit Distribution of UG Degree Programme (Four Years) w.e.f. 2027-28.
Fourth Year: Semester VII (UG HONOURS WITH RESEARCH DEGREE)

Level	Course type	Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme		Minimum Passing grade letter / point (40%)	Total
6.5	Major				Internal Evaluation	End SEM Examination		
			Sociological Thinkers and Theories	4	20	80		100
			Perspectives on Indian Society - I	4	20	80		100
			Constitution and Social Change in India	2	10	40		50
	Elective	UGSO7M01	Sociology of Social Exclusion	4	20	80		100
		UGSO7E02	Women in Indian Society					
		UGSO7E03	Sociology of Development					
		UGSO7E04	Sociological Theories of Cultural Studies					
	Research Methodology	UGSO7M01	Research Methods in Sociology	4	20	80		100
		UGSO7RM2	Research Project - I	4	50	50		100
	Research Project	UGSO7RP01	Research Project - I	4	50	50		100
	Cumulative Credits/ Marks			154				

Note: For Elective : Student should select the group, which opt in 5th and subsequently 6th and 7th semester of UG Program. There is no choice for selecting paper from other group in this semester.





UNDER GRADUATE PROGRAM IN SOCIOLOGY

Structure and Credit Distribution of UG Degree Programme (Four Years) w.e.f. 2027-28.

Fourth Year: Semester VIII (UG HONOURS WITH RESEARCH DEGREE)

Level	Course type	Course Code	Title of Course	Credit scheme	Examination and Assessment Scheme		Minimum Passing grade letter / point (40%)	Total
					Internal Evaluation	End SEM Examination		
6.5	Mandatory	UGSO8M01	Contemporary Sociological Theory	4	20	80		100
		UGSO8M02	Perspectives on Indian Society - II	4	20	80		100
		UGSO8M04	Sociology of Change and Development	2	10	40		50
	Major Elective	UGSO8E02	Sociology of Social Stratification	4	20	80		100
		UGSO8E03	Women and Law					
		UGSO8E04	State, Politics and Development					
		UGSO8M01	Culture and Symbolic Transformation					
Research Project	UGSO7RP02	Research Project - II	8	100	100		200	
Cumulative Credits/ Marks				176				
4 Year - 8 Semester UG Honours with Research Degree (176 credits) after four-year								

Note: For Elective : Student should select the group, which opt in 5th and subsequently 6th, 7th and 8th and semester of UG Program. There is no choice for selecting paper from other group in this semester.

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 Asst. Prof.

-: GROUPS FOR ELECTIVES :-

(Student can select a group from below in 5th Semester and continue it up till 8th Semester. Elective group cannot be changed throughout UG Program of Sociology Course)

Group	Course Code	Subject
A Social System	UGSO5E01	Family, kinship and Marriage
	UGSO6E01	Rural and Urban Transformation
	UGSO7E01	Sociology of Social Exclusion
	UGSO8E01	Sociology of Social Stratification
B Women and Gender	UGSO5E02	Introduction of Gender Studies
	UGSO6E02	Gender and Society
	UGSO7E02	Women in Indian Society
	UGSO8E02	Women and Law
C Change and Development	UGSO5E03	Sociology of Social Movement
	UGSO6E03	Social Movements in India
	UGSO7E03	Sociology of Development
	UGSO8E03	State, Politics and Development
D Cultural Studies	UGSO5E04	Introduction to Cultural Studies
	UGSO6E04	Media and Society
	UGSO7E04	Sociological Theories of Cultural Studies
	UGSO8E04	Culture and Symbolic Transformation









Scheme of Examination and Evaluation (Amendment in proposed syllabus of Sociology):

The scheme of examination and Evaluation (including ICA and End Examination) already mentioned in detailed in proposed syllabus. However, Board of Studies in Sociology decided that

1. The Scheme of distribution of Marks in CIA and End Examination will be changed as per Guidelines / Notifications / Directions published by Government, UGC or University time to time.
2. The Scheme of Examination will be change as per decisions of RTM Nagpur University Guidelines.
3. The Scheme of Distribution of Marks and Scheme of Examination (including CIA, End Examination, Seminar, Viva-voce, etc.) of VSC, SEC, IKS, Field Project, CEP, OJT, OE and Research Project are depends on the Guidelines / Notifications / Directions published by Government, UGC or University time to time.




(Dr. K. Meshram)
Chairperson
BOS


Shade
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FOR OPEN ELECTIVES

SEMESTER I

PAPER UGS10E01

FUNDAMENTALS OF SOCIOLOGY

Unit 1. Sociology - The Discipline:

- A. Modernity and social changes in Europe and emergence of sociology.
- B. Scope of the subject and comparison with other social sciences.
- C. Sociology and common sense.

UNIT 2. Sociology as Science:

- A. Science, scientific method and critique.
- B. Major theoretical strands of research methodology.
- C. Positivism and its critique.
- D. Fact value and objectivity.
- E. Non- positivist methodologies.

UNIT 3. Stratification and Mobility:

- A. Concepts- equality, inequality, hierarchy, exclusion, poverty and deprivation
- B. Theories of social stratification- Structural functionalist theory, Marxist theory, Weberian theory.
- C. Dimensions -Social stratification of class, status groups, gender, ethnicity, and race
- D. Social mobility- open and closed systems, types of mobility, sources and causes of mobility.

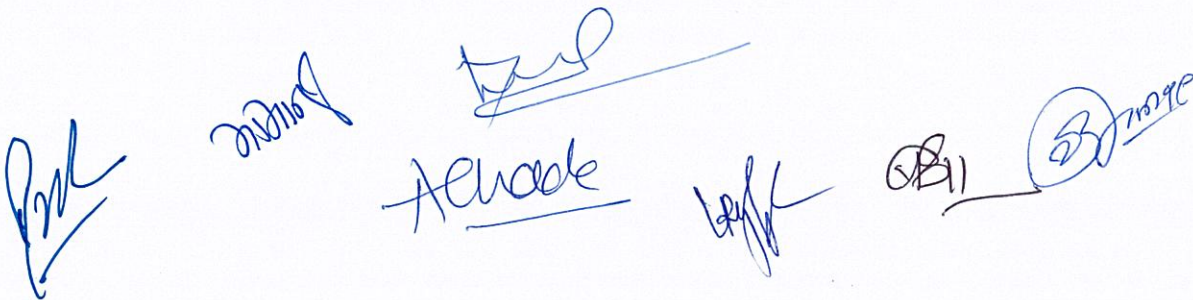
UNIT 4. Social Change in Modern Society:

- A. Sociological theories of social change.
- B. Development and dependency.
- C. Agents of social change.
- D. Education and social change.
- E. Science, technology and social change.

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Suggested Readings

1. Bottomore, T.B., Sociology: A guide to problems and literature, George Allen and Unwin (India), Bombay, 1972.
2. Harlambos Michael, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Collins.
3. Inkeles, Alex, What is Sociology? Prentice-Hall of India, New Delhi, 1987.
4. Jayaram, N., Introductory Sociology, Macmillan India, Madras, 1988.
5. Johnson, Harry M., Sociology: A Systematic Introduction, Allied Publishers, New Delhi, 1995.
6. Schaefer, Richard T. and Robert P. Lamm, Sociology, Tata-McGraw Hill, New Delhi, 1999.
7. Ghode R.N., and BhauDaydar, Sociology: Basic concepts, S. Spectrum Publication, Nagpur.
8. Melvin M. Tumin, Social Stratification, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.
9. Vivek, P.S., Sociological Perspectives and Indian Sociology, Himalaya Publishing House, Mumbai, 2002.
10. Vaidya, N. S., Samajshastra, VidyaPrakashan, RuikarMarg, Nagpur.
11. Daydar, Bhau; Sociology: Themes and Perspectives, Shri Sahitya Kendra, Nagpur
12. Sharma K.L. Social Inequality in India, Ravat Publications, Jaipur, 2017

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SEMESTER II
PAPER UGS2OE02
SOCIAL INSTITUTIONS

UNIT 1. Works and Economic Life:

- A. Social organization of work in different types of society- slave society, feudal society, industrial /capitalist society
- B. Formal and informal organization of work,
- C. Labour and society.

UNIT 2. Politics and Society:

- A. Sociological theories of power
- B. Power elite, bureaucracy, pressure groups, and political parties.
- C. Nation, state, citizenship, democracy, civil society, ideology.
- D. Protest, agitation, social movements, collective action, revolution.

UNIT 3. Religion and Society:

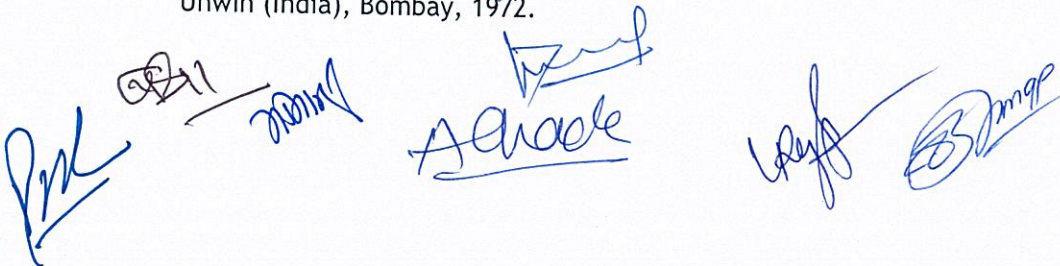
- A. Sociological theories of religion.
- B. Types of religious practices: animism, monism, pluralism, sects, cults.
- C. Religion in modern society: religion and science, secularization, religious, revivalism, fundamentalism.

UNIT 4. Systems of Kinship:

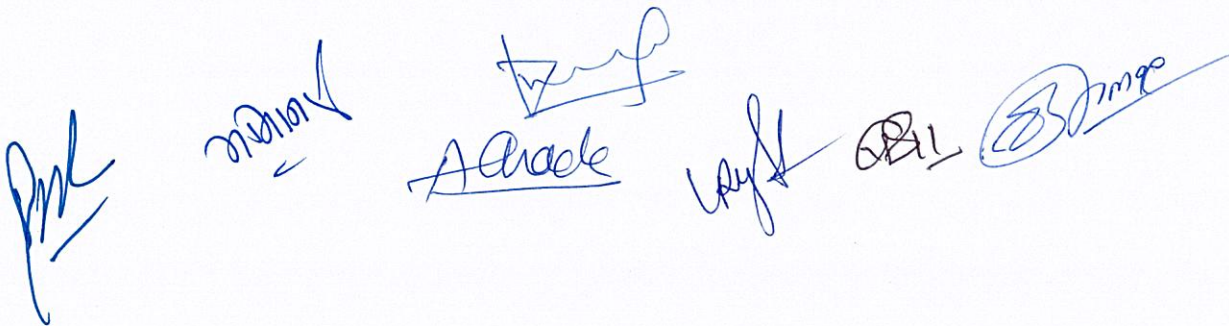
- A. Family, household, marriage.
- B. Types and forms of family.
- C. Lineage and descent
- D. Patriarchy and sexual division of labour
- E. Contemporary trends.

Suggested Readings

1. Bottomore, T.B., Sociology: A guide to problems and literature, George Allen and Unwin (India), Bombay, 1972.

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2. Harlambos Michael, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Collins.
3. Inkeles, Alex, What is Sociology? Prentice-Hall of India, New Delhi, 1987.
4. Jayaram, N., Introductory Sociology, Macmillan India, Madras, 1988.
5. Johnson, Harry M., Sociology: A Systematic Introduction, Allied Publishers, New Delhi, 1995.
6. Schaefer, Richard T. and Robert P. Lamm, Sociology, Tata-McGraw Hill, New Delhi, 1999.
7. Ghode R.N., and BhauDaydar, Sociology: Basic concepts, S. Spectrum Publication, Nagpur.
8. Melvin M. Tumin, Social Stratification, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.
9. Vivek, P.S., Sociological Perspectives and Indian Sociology, Himalaya Publishing House, Mumbai, 2002.
10. Vaidya, N. S., Samajshastra, VidyaPrakashan, RuikarMarg, Nagpur.
11. Daydar, Bhau; Sociology: Themes and Perspectives, Shri Sahitya Kendra, Nagpur
12. Sharma K.L. Social Inequality in India, Ravat Publications, Jaipur, 2017

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SEMESTER III
PAPER UGS3OE03
SOCIAL STRUCTURE

UNIT 1. Rural and Agrarian Social Structure:

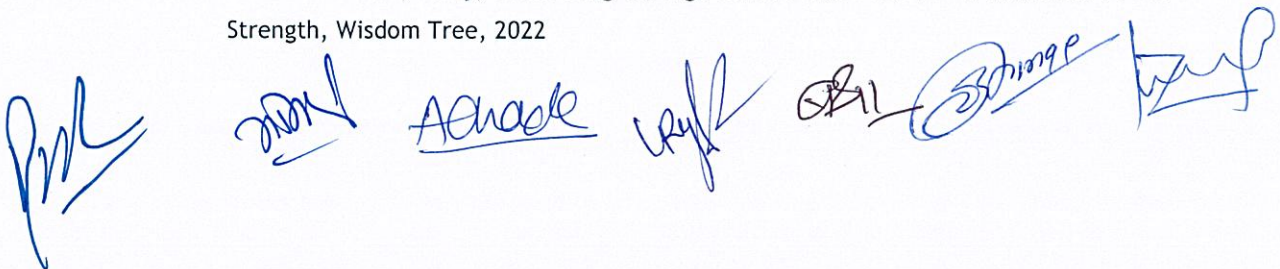
- A. The idea of Indian village and village studies-
- B. Agrarian social structure - evolution of land tenure system-land reforms.

UNIT 2. Caste System:

- A. Perspectives on the study of caste systems: GS Ghurye, M N Srinivas, Louis Dumont, Andre Beteille
- B. Features of caste system
- C. Untouchability - forms and perspectives

Suggested Readings:

1. R.N. Mukherjee and Arunansu Ghoshal, Social Thought, Vivek Prakashan, Delhi.
2. Francis Abraham and John Henry Morgan, Sociological Thought.
3. Michael Haralambos, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Harper Collins, London.
4. H.E. Barnes, Introduction to Sociology.
5. N.S. Vaidya, Samajik Vicharant.
6. Yadav, Ganesh., Bhartiya Samajshastra ke Agrani Chintak, Orient Blackswan, New Delhi, 2014
7. Kamble. Sanjaykumar., Jatiantache Samajshastra, Dimond publications, Pune, 2018
8. Arya, Sunaina. Rathore, Akash Singh (ed.), Dalit Feminist Theory, Routledge, 2020
9. Singh, Yogendra., Modernisation of Indian Tradition, Ravat Publications, Jaipur, 1988
10. Beteille, Andre., Social Inequality, OUP, New Delhi, 1974.
11. Beteille, Andre., Backward Classes in Contemporary India, OUP, New Delhi, 1992.
12. Pepi Leistyna, Defining & Designing Multiculturalism, State University of New York Press, 2002
13. Ramon Maiz and Ferran Requejo, Democracy, Nationalism and Multiculturalism, Frank Cass, London and New York
14. Giulian Prato, Beyond Multiculturalism, Ashgate, Burlington 200
15. Shastri, Srikant, Indian Culture, Notion Press India, Chennai, 2021
16. Sahastrabuddhe, Vinay, Connecting Through Culture and Overview of India Soft-Power Strength, Wisdom Tree, 2022



17. Jayshankar, S; The Indian way, Harper Collins, 2022
18. Malesevic, Sinisa, The Sociology of Ethnicity, Sage, London
19. Perse Elizabeth M., Media Effects and Society, Lawrence Erlbaum, London, 2008
20. Durham M G & Kellner D M, Media and Cultural Studies, Blackwell, 2006

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Vijay
Bhargava
Srinivas

SEMESTER IV
PAPER UGS3OE04
SOCIAL COMMUNITIES

UNIT 1. Tribal communities in India:


- A. Definitional problems.
- B. Geographical spread.
- C. Colonial policies and tribes.
- D. Issues of integration and autonomy.

UNIT 2. Social Classes in India:

- A. Agrarian class structure.
- B. Industrial class structure.
- C. Middle classes in India.

Suggested Readings:

1. Beteille, Andre., Social Inequality, OUP, New Delhi, 1974.
2. Beteille, Andre., Backward Classes in Contemporary India, OUP, New Delhi, 1992.
3. Berreman, G.D., Caste and Other Inequalities : Essays in Inequality, Folklore Institute, Meerut, 1979.
4. Dube, Leela., Women and Kinship : Comparative Perspectives on Gender in South and Southeast Asia, Sage Publications, New Delhi, 1997.
5. Gadgil, Madhav and Guha, Ramchandra., Ecology and Equity : The use and Abuse of Nature in Contemporary India, OUP, New Delhi, 1996.
6. Kothari Rajani, (ed.) Caste in Indian Politics, 1973.
7. Mehta, S.R., (ed.), Population, Poverty, and Sustainable Development, Rawat Publications, Jaipur, 1997.
8. Dube, S.C., Society in India.
9. Ahuja Ram, social Problems in India, Rawat Publications.
10. Finkle, Jason L and C. Alison McIntosh (eds.) The New Policies of Population, The Population Council, New York, 1994.
11. Bose Ashish, Demographic Diversity of India, B.R. Publishing Corporation, Delhi, 1991.
12. Premi, M.K. et al, An Introduction to Social Demography, Vikas Publishing House, Delhi, 1983.
13. Rajendra Sharma, Demography and Population Problems, Atlantic Publishers, New Delhi, 1997.



14. Srivastava, O.S., Demography and Population Studies, Vikas Publishing House, New Delhi, 1994.
15. Chandrasekhar, S., (ed.) Infant Mortality, Population Growth and Family planning in India, George Allen & Unwin Ltd., London, 1974.
16. Beteille, Andre., 2002, Sociology, Oxford university Press, New Delhi.
17. Singh, Yogendra., 2000, Culture change in India, Ravat Publications, Jaipur.
18. Rege, Sharmila., 2006, Writing caste-writing gender, Zubaan, New Delhi
19. Doshi, S.I., 2009, Bhartiya Samajik Vicharak, Ravat Publications, Jaipur
20. Nagla, B.K., 2008, Indian Sociological thought, Ravat Publication, Jaipur

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SEMESTER-I
PAPER UGS1SEC01
WORKING WITH CULTURES

Course Objectives:

- To expose students to the key concepts of culture and cultural studies and to provide students with a framework for analyzing community culture.
- To deepen students' understanding of the rich and diverse community culture of the Vidarbha region.
- To foster appreciation for the unique traditions, practices, and expressions of the people of Vidarbha.

Course Outcomes:

By the end of this course, students will be able to:

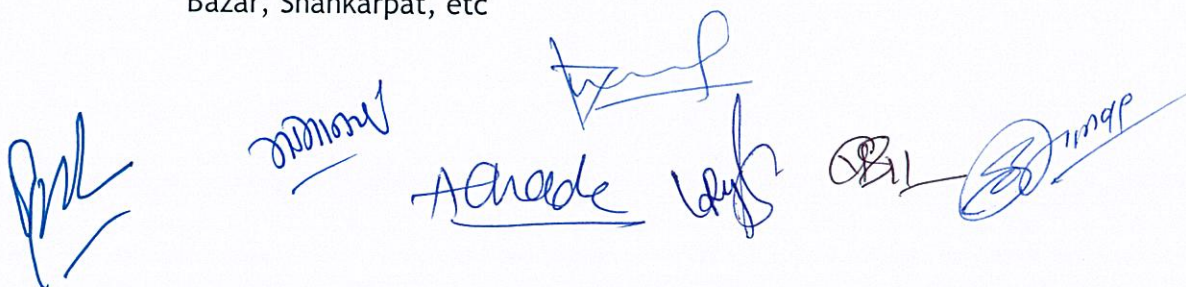
- Define culture and identify its core elements, Explain the meaning and key concepts of cultural studies, Describe the characteristics and elements of community culture.
- Analyze a cultural element using relevant terminology and frameworks.
- Identify and discuss various local traditions, events, festivals, art forms, languages, and customs of the Vidarbha region, Explain the significance of local businesses, pastimes, and local knowledge systems.
- Demonstrate an appreciation for the diversity and dynamism of community culture in Vidarbha, Critically reflect on their own cultural background and its influence on their perspectives.

UNIT 1. Culture and Cultural Studies:

- A. Culture: Definition and elements of culture.
- B. Cultural Studies: Meaning, Key Concepts.
- C. Community Culture: Concept, Characteristics and elements.
- D. Cultural Analysis: Meaning, Process.

UNIT 2. Engaging with Community Culture in Vidarbha:







- A. Local Traditions: Maarbat, Dandaar, Mandai, Bail Pola, Moving the dead (प्रेत चालवणे) tradition in gond tribe, Different forms of mourning at funeral etc.
- B. Local Events: Happy Street, Heritage Walk, Khasdar Mahotsav, Kombada Bazar, Shankarpat, etc



- C. Local Festivals: Polo/Pandum in Gond Tribe, Gotmar Holi Yavatmal, Dev Markanda Yatra, Bairam Yatra, Kachargad Yatra, Vijayadashami, Dhamma Chakra Pravartan Din,
- D. Drama/Music: Khadi Gammat, Zadipatti Theatre, Folk Songs on the occasion of naming ceremony, marriage.
- E. Local Language/Slang: Zadiboli, Varhadi, Youth slang, Community Languages: Gond, Madia, Powari, Mahari, Kohali etc.
- F. Local Religious Movements: Parmatma Ek Sevak, Mahanubhav Panth
- G. Local Food: Saavaji tradition, Forest food (रानभाज्या), Drinks like Taadi/Nira, Ambadi Sarbat.
- H. Businesses: Cafes, Street Vendors (Cloths, Ornaments, food items etc) in villages and cities, Tendu patta collection, Bidi Making, Silk production etc.
- I. Local Pastime: Zendi-Mundi.
- J. Craft, Fashion/Street Fashion, Heritage, Local Architecture, Sports, Local Stories/Myths, Public Places, Street Art, Local Personalities/Celebrities etc.

Books for reference:

1. McGuigan, J. (2010). Cultural Analysis. SAGE Publications.
2. Gullestrup, H. (2006). Cultural Analysis: Towards Cross-cultural Understanding. Copenhagen Business School Press DK.
3. Longhurst, B., Smith, G., Bagnall, G., Crawford, G., & Ogborn, M. (2016). Introducing Cultural Studies. Taylor & Francis.
4. Steiner, L., & Christians, C. (2010). Key Concepts in Critical Cultural Studies. University of Illinois Press.
5. Giles, J., & Middleton, T. (2008). Studying Culture: A Practical Introduction. Wiley.
6. Ryan, M. (2010). Cultural Studies: A Practical Introduction. John Wiley & Sons.
7. Lewis, J. (2008). Cultural Studies: The Basics. SAGE.
8. Barker, C., & Jane, E. A. (2016). Cultural Studies: Theory and Practice. SAGE.
9. Barkan, S. E. (2021). Sociology: Understanding and Changing the Social World. Flat World Knowledge, L.L.C.
10. Oswell, David. (2006) Culture and Society An Introduction to Cultural Studies. SAGE India.
11. During, S. (1999). The Cultural Studies Reader. Psychology Press.
12. Berger, J. (2008). Ways of Seeing. Penguin Books Limited.
13. Bhabha, H. K. (2012). The Location of Culture. Routledge.

ACTIVITIES

a. MANDATORY ACTIVITY

1. **For Teachers:** Orientation of students on basic understanding of culture, working with culture and how to explore and analyze culture. Teacher should assign a task to students to identify the elements of local cultural practices. Teacher will be responsible to avail students the practical guide for cultural analysis and train them for its application. Teacher should instruct students for field investigation, prepare document.
2. **For Students:** Students have to visit field, explore local cultural practices using practical guide for cultural analysis. Students are advised to prepare documentation of their work in about 15 pages and submit it to the concerned teacher. Students can work individually or (preferably) in group.

b. MISCELLANEOUS ACTIVITIES

1. **Debates and Discussions:**
 - Organize debates on cultural topics (e.g., globalization's impact on local cultures).
 - Encourage students to critically engage with cultural issues.
2. **Field Trips and Cultural Immersion:**
 - Visit museums, art galleries, or cultural events, festivals etc
 - Explore local communities to understand their cultural practices.
3. **Film Screenings and Analysis:**
 - Screen relevant films and discuss their cultural implications.
 - Analyze how filmmakers represent culture.
4. **Guest Lectures:**
 - Invite experts (e.g., anthropologists, artists, writers) to share insights.
 - Foster interdisciplinary discussions

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SEMESTER II
PAPER UGS2SEC02
SOCIOLOGICAL IMAGINATION

Course Objectives:

- To introduce students to the concept of sociological imagination and its significance in understanding society.
- To equip students with the tools to analyze personal experiences through the lens of social forces and structures.
- To develop critical thinking skills for examining social phenomena and everyday realities.
- To foster an awareness of the historical and social context that shapes individual and collective behavior.

Course Outcomes:

By the end of this course, students will be able to:

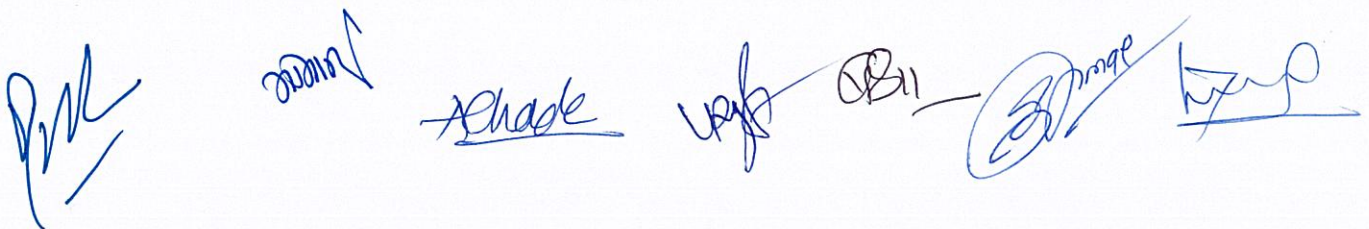
- Define sociological imagination and explain its importance for sociological inquiry.
- Apply sociological principles to analyze everyday life experiences such as marriage, relationships, crime, deviance, social media, and labor within their local context.
- Engage in critical thinking and reflection to examine social issues from diverse perspectives.
- Demonstrate an understanding of the interplay between biography, history, and social structures in shaping social realities.

UNIT 1. Introduction to Sociological Imagination

- A. Meaning and significance.
- B. Elements of Sociological Imagination: 1) Connecting personal experiences and the larger social forces, 2) Identifying how social systems generate behaviour, and 3) Identifying social forces that shape individual behaviour.
- C. Developing Sociological Imagination:

a. Components.

- 1. Biography: Collecting Individual Experiences, Choices and Circumstances.(Ex. family background, education, and personal relationships),

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2. History: Finding out the historical context in which individuals live. (Ex.social, political, and economic changes)
3. Social Structure: Identifying patterns of social relationships, institutions, and systems. (Ex.social class, gender, race, and ethnicity.)

b. Frame of analysis

1. The Intersection of Biography and History
2. Influence of social structures on individuals and society
3. Critical Thinking and Reflection:

UNIT 2. Understanding Social Realities through Sociological Imagination

- A. Everyday Behavior: Attitudes of people towards another's caste and community, Food habits of different communities, Shopping patterns of different classes etc. in the context of Vidarbha.
- B. Marriage and Relationships: (Inter-caste) Marriage patterns in Vidarbha, Social context of relationship terms in Vidarbha like 'Mothe baba' 'Mothi Aai' 'Chulta' 'Mahalpa' 'Aakad Sasu', Dev system and prohibited marital relations among tribal clans etc.
- C. Crime and Deviance: Alcoholism, Porn Addiction, Drug Addiction, Juvenile Delinquency etc.
- D. Labour and Employment: Traditional employment patterns of communities in Vidarbha, Unemployment among youth in Vidarbha, Employment opportunities in Vidarbha.
- E. Education: Educational Development and problem of missing men in higher education, dropout of girls from education, Ghotul and traditional education among tribal youth etc
- F. Social media: Engagement of youth in social media, local social media initiatives, state institutions and their social media collaborations etc.

Books for reference:

1. Mills, C. W. (2000). The Sociological Imagination. Oxford University Press.
2. Macionis, J. J., & Plummer, K. (2012). Sociology: A Global Introduction. Pearson/Prentice Hall.
3. Hossfeld, L. H., Kelly, E. B., & Hossfeld, C. (2021). The Routledge International Handbook of Public Sociology. Routledge.
4. Schaefer, R. T. (2000). Sociology: A Brief Introduction. McGraw-Hill.
5. Bauman, Z., & May, T. (2019). Thinking Sociologically. John Wiley & Sons.

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6. Bidwell, L. D. M. (1995). Helping Students Develop a Sociological Imagination through Innovative Writing Assignments. *Teaching Sociology*, 23(4), 401.
7. Bargheer, S. (2021). Paper Tools and the Sociological Imagination: How the 2 × 2 Table Shaped the Work of Mills, Lazarsfeld, and Parsons. *The American Sociologist*, 52(2), 254-275.
8. Staines, Z., Hoffstaedter, G., & Binnie, N. (2023). Thinking like a social scientist. *Uq.pressbooks.pub*.

ACTIVITIES

a. MANDATORY ACTIVITY

1. **For Teachers:** Teacher should make students understand basic concepts in sociology and meaning and significance of sociological imagination. He must conduct training program or workshop on how to develop sociological imagination. Teacher should assign a task to students to identify and work on topic of their interest to explore and understand social realities. Teacher will be responsible to avail students the practical guide and tool for understanding social realities through sociological imagination and train them to use it. Teacher should instruct students for field investigation, prepare document on social facts/realities.
2. **For Students:** Students must learn a skill of sociological imagination and conduct field investigation (interaction with individuals and communities) to understand social realities through sociological imagination. Students are advised to prepare documentation of their work in about 15 pages and submit it to the concerned teacher. Students can work individually or (preferably) in group.

Social Mapping:

Objective: Understand patterns of social phenomena.

Activity:

- a. Students create social maps of their local community.
- b. Identify social institutions (schools, hospitals, religious centers) and their locations.
- c. Discuss how these institutions shape community life.

b. MISCELLANEOUS ACTIVITIES

1. Class Discussions:

- o Engage students in discussions about real-world issues using sociological imagination.

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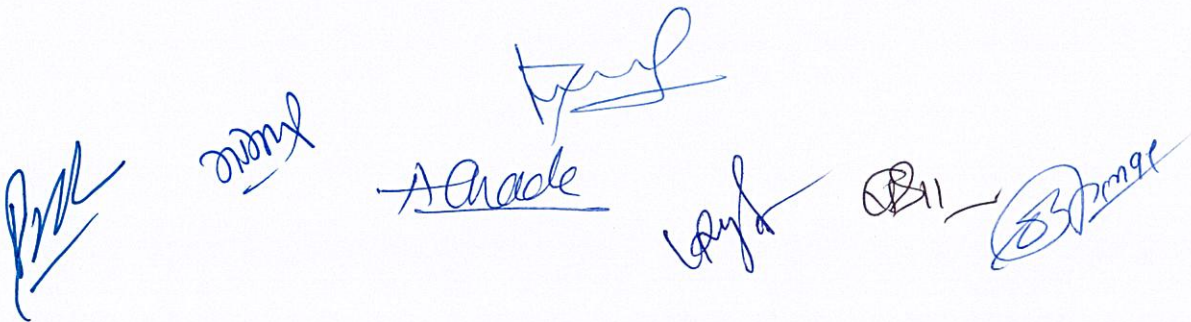
- Encourage critical thinking by connecting personal experiences to broader societal contexts.

2. Case Studies:

- Assign case studies that require students to apply sociological concepts to analyze social phenomena.
- Discuss findings and encourage diverse perspectives.

3. Guest Lectures:

- Invite guest speakers (sociologists, social workers) to share their experiences and insights.
- Q&A sessions for students to interact with professionals.

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**SEMESTER IV
PAPER UGS4SEC03
CONVERSATION ANALYSIS**

Course Objectives:

- To introduce students to the fundamental concepts and methodologies of Conversation Analysis (CA).
- To equip students with the skills to analyze and interpret social interaction through conversational patterns.
- To develop critical thinking skills for understanding the link between language use and social context.
- To explore the role of conversation in shaping social identity, power dynamics, and institutional interactions.

Course Outcomes:

By the end of this course, students will be able to:

- Apply CA frameworks to analyze social interaction in various contexts.
- Critically examine power dynamics as expressed through language use in conversations.
- Apply CA skills to analyze everyday interactions and analyze and explain how institutional norms and expectations shape communication in institutional and professional settings.

UNIT 1. Understanding Conversation Analysis

- A. Introduction to Conversation Analysis (CA): Definition of CA, Basic principles and assumptions, Details captured in CA: Interruptions, Silences, Thinking Words, Intonation, word stress, Gestures, Body Language.
- B. Structure of Conversation/ Fundamental domains of Organizing Interaction: Turn-taking, Turn-construction, Action in Interaction, Action Sequencing, Preference, Repair, Overall Structural Organization.
- C. Conversation Analysis in Sociology: Sociological Foundations of CA, Social status and interaction, Social interaction and outcomes.

UNIT 2. Exploring Social Interaction through Conversation Analysis

- A. Social Identity and Interaction: how social identity influences social interaction.

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1. Interaction among LGBTQA+ and gender binaries in public places in Vidarbha.
2. Social structure in Vidarbha and its influence on conversation between different castes.
3. Power dynamics in Family conversations in Vidarbha
4. Casual interactions in social spheres (railway stations, Bus Stand, Village Community Spaces, Theatres etc. in Vidarbha

B. Institutional Contexts: How institutional norms impacts conversation.

1. Educational Institution: Conversation between Teachers and students, Teachers and Parents, Students and staff etc.
2. Religious Institutions: Bhagats, Pujari etc. and their interaction with Theists and atheists.
3. Political Institutions: Local Self-Governments, Public representatives and citizens.
4. Legal Institutions: Negotiations between advocates and client, arbitrations etc.
5. Hospitals and medical consultations: Talk between doctors and patients, counselors and their clients

Books for reference:

1. Stivers, T., & Sidnell, S. (2012). The Handbook of Conversation Analysis (Ed). Wiley.
2. Sidnell, J. (2011). Conversation Analysis: An Introduction. John Wiley & Sons.
3. Have, P. ten. (1999). Doing Conversation Analysis: A Practical Guide. SAGE Publications.
4. Heritage, J., & Stivers, T. (2012). Conversation Analysis and Sociology. The Handbook of Conversation Analysis, 657-673. Wiley.
5. Allen, D., & Guy, R. F. (2011). Conversation Analysis: The Sociology of Talk. Walter de Gruyter.
6. Drew, P., & Heritage, J. (1993). Talk at Work: Interaction in Institutional Settings. Cambridge University Press.
7. Clift, R. (2016). Conversation Analysis. Cambridge University Press.
8. Drew, P., & Heritage, J. (2024). Conversation Analysis. SAGE Publications Inc.
9. Blokdyk, G. (2021). Conversation Analysis A Complete Guide - 2020 Edition. 5STARCOoks.
10. Sybing, R. (n.d.). Conversational Analysis: Exploring Social Interactions. ATLAS.ti. <https://atlasti.com/research-hub/conversation-analysis>
11. Sidnell, J. (2016). Conversation Analysis. Oxford Research Encyclopedia of Linguistics. <https://doi.org/10.1093/acrefore/9780199384655.013.40>

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12. Rossi, G. (2020). Conversation Analysis (CA). The International Encyclopedia of Linguistic Anthropology, 1-13.
<https://doi.org/10.1002/9781118786093.iela0080>
13. Hutchby, Ian. (2019). Conversation Analysis. SAGE Research Methods Foundations. Transparency in Qualitative Research.
<https://doi.org/10.4135/9781526421036>

ACTIVITIES

a. MANDATORY ACTIVITY

1. **For Teachers:** Teacher must teach students about meaning of significance of conversation analysis. He must conduct workshop on skills and techniques of conversation analysis. Acquaint them with case studies and provide resource material for transcription. Teacher should assign a task to students to identify and analyze naturally occurring talk or engage with interaction in institutional settings. Teacher should instruct students to prepare document on CA.
2. **For Students:** Students must learn a skill of Conversation analysis and engage in conversation with individuals. Students are advised to act out different conversational scenarios and analyze them using CA concepts. They have to prepare documentation of their work in about 15 pages and submit it to the concerned teacher. Students can work individually or (preferably) in group.

b. MISCELLANEOUS ACTIVITIES

1. Class Discussions:

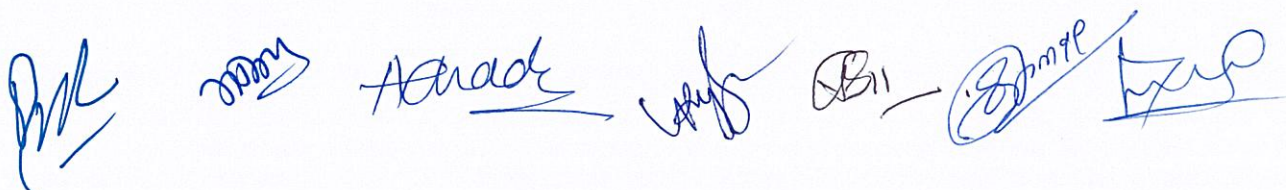
- Engage students in discussions about How social identities influence conversation.
- Encourage critical thinking by connecting personal experiences to broader societal contexts.

2. Arrange Interview:

- Let students observe the interaction in interview and analyze it using the techniques of CA they have learnt.
- Check their analysis and suggest further improvements about how to analysis conversation.

3. Participative Learning:

- Act out different conversational scenarios and analyze them using CA concepts.
- Observation Exercises: Observe and transcribe everyday conversations to identify CA patterns.



THREE YEARS UNDER-GRADUATE DEGREE COURSE
CBCS (BACHELOR OF ARTS) IN
SOCIOLOGY

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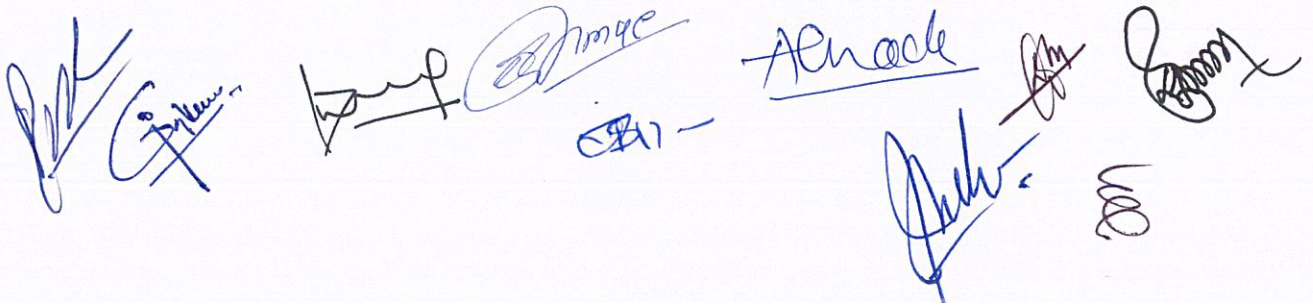
SYLLABUS OF CHOICE BASED CREDIT SYSTEM
2023

A. OBJECTIVES OF THE COURSE

The National Education Policy (NEP)-2020 is in force whose one of the fundamental principles are a “substantial investment in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation. The policy also mentions “peer tutoring” as voluntary activity for local communities where literate members of the community could commit to teaching other members of community. The vision given in the NEP for Higher Education Institutions (HEI) is that of a multidisciplinary institution of higher learning that offers undergraduate and graduate programs with high quality teaching, research and community engagement. Towards the attainment of holistic and multidisciplinary education the flexible and innovative curricula of HEIs shall include credit-based courses and projects in the area of community engagement and service, environment education and value- based education. Sociology being a key subject studying not only Society, Culture and Theory is now correlated interdisciplinary with economics, political Science, psychology, history, etc. Now the world has become complex and new concepts, problems and issues are arising that needs to make the subject update with time. On this background the proposed undergraduate course in Sociology is tried to design with departing basic knowledge in the subject with concepts, theories, political systems, thoughts etc as well as international relations, research methodology. Entire



course scheme correlates basic knowledge of course, skill based programs (Online), Applied and Advanced courses with choices under professional electives, Advance/Creative type courses and Project Work and Internship. Sociology as one of the most dynamic disciplines is primarily involved in the study of society and the social structure characterizing society. Conventionally the interest of sociology has been on knowing the intricacies of the older institutions such as family, marriage, kinship, religion and many other aspects such as group, culture, norms, values, education, stratification, etc., gaining momentum in the process of building up of a society. The focus in sociology has always been on understanding the web of social relationship and interaction which go into making the society a stronger social fabric. The theories claiming an overriding influence in sociology till the recent past have been mainly of structural-functional and conflict perspective and said to characterize the mainstream society. The structural- functional and conflict theories as a part of the mainstream society operate as the two extremes opposing each other on the basis of their respective laws of operation which mostly remain fixed or unchanged in their own right. But sociology today does not seem to remain confined to the fixed boundaries determined by the laws of structural-functionalism and social conflict. The subject has now acquired enormous flexibility and thus entered into the realms of other social sciences. It has in general assumed an interdisciplinary character. Some of the early areas of interest now either have started losing their importance or giving way to the new thrust areas of study. The prevailing scenario at the global level makes the subject oblivious of one dominant culture, order, system of values, ideas and thought. Sociology at present engages itself in focusing more on the emerging trends of multiculturalism, post- structuralism, post-modernism, hyper-modernity and globalization. The theory at present emerges to be increasingly characterized as synthetic or integrative rather than deterministic. The trend now accommodates more of a soft approach and avoids as much of a hard core approach as it can. The proposed semester pattern syllabus in sociology at the undergraduate level

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has been planned keeping in mind the growing acceptance for the new trends, facts of life and orientations within the domain of sociology as a science of society. The learners of sociology, the students and teachers, now will have ample scope to know and understand the subject in a broad perspective.

Program Outcomes:

By the end of the program the students will be able to:

(Refer to literature on outcome-based education (OBE) for details on Program Outcomes)

1. Think critically by exercising sociological imagination
2. Question common wisdom, raise important questions and examine arguments
3. Collect and analyze data, make conclusions and present arguments
4. Think theoretically and examine the empirical data
5. Skilfully Participate in Research Groups and market Research Firms
6. Serve in Development Agencies, Government Departments and Projects
7. Be a Social Entrepreneur, Community Worker, Survey Designer, Research analyst, Social Statistician, etc.
8. Transfer Skills as a Teacher, Facilitator of Community Development
9. Competent to make a difference in the community

B. ELIGIBILITY

Admission and Promotion:

1. Students passed Standard XII of any recognized board shall be eligible for admission in the 1st Semester.
2. Candidates obtaining "P" (Pass) Grades and above or at least passing in fifty percent subjects of first and second semester shall be eligible to third semester. Candidate at least has to appear for eligible to second semester. Same shall be applicable to third and fourth semesters. But the candidates getting cleared in all subjects shall only be eligible for admission in fifth semester and fifty percent subjects of third and four semesters.

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3. Eligibility prescribed by the RTM Nagpur University and notified by rules and ordinances time to time shall be applicable for admission in semesters.
4. The course shall be open for regular, full time students only.

C. DATE OF COMMENCEMENT AND ACADEMIC YEAR:

1. Two consecutives i.e. one odd and one even semesters shall constitute on Academic Year.
2. New syllabus will come into force from the academic year 2024-25 for B.A. semester I and II, 2025-26 for III and IV and 2026-27 for V and VI semester and 2027-28 for VII and VIII Semester.

D. PATTERN OF COURSE

1. The new syllabus designed on semester pattern is based on Continuous Internal Evaluation (CIE) Scheme.
2. The entire course is full time consisting four Academic Years duration with total eight semesters.
3. The papers shall be consisting basic knowledge of course, Vocational Skill based program, Applied and Advanced courses with choices under Professional Electives, Advance/Creative type courses, Project / Field Work, Indian Knowledge System and On Job training.
4. B.A. program is designed as Choice Based Credit System (CBCS) within the Credit Based Semester System (CBSS).
5. Each semester shall be consisting 22 credits and for per year credits shall be 44 for B.A. program.
6. The system is based on Continuous Internal Evaluation having written and descriptive examination of 80 marks and internal evaluation of 20 marks per paper for 4 credit paper as well as having written and descriptive examination of 40 marks and internal evaluation of 10 marks per paper for 2 credit paper.
7. Entire course of B.A. shall be 176 credits with Sociology of Credit.

E. COURSES

The B.A. program shall offer Sociology with basic knowledge of course and skill based program as per guidelines.

F. PATTERN OF EXAMINATION AND QUESTION PAPER

Student shall be evaluated at two levels as follows:

A. Written Examination:

1. At the end of every semester Written Examination of descriptive type for shall be conducted.
2. Each paper shall be of 80 marks having 3 hours duration.
3. Total five questions shall be there.
4. Question one and two shall be long questions with internal options.
5. Question three and four shall be short answer questions with internal options from same unit.
6. Question five shall be of very short answer type.
7. Question one to four shall be from any one of the units.
8. Fifth question shall be from all four units having equal weightage.
9. All the questions shall be compulsory.
10. Each question shall carry 16 marks.

B. Internal Evaluation:

1. Internal evaluation shall cover each student in each paper.
2. Internal evaluation shall be of 20 marks.
3. Internal evaluation shall include regular attendance, participation in the class room and college activities, assignment, seminar, presentation, research paper, project, books review and viva etc.
4. Any innovative practice by teacher, etc,

5. And as Board of Studies or University decide and notified time to time)

G. MINIMUM STANDARD OF PASSING:

The student shall have to secure minimum 40 marks out of 100 in the written and internal examination together per semester per subject.

H. CREDIT AND GRADE POINT SYSTEM:

Each subject shall have 4 credits per semester and 8 per year. For each B.A. program 20 per semester and 40 per year. Entire there shall be 120 credits for UG program.

Grade Point System (as per UGC directives)

LETTER GRADE	GRADE POINT
O (Outstanding)	10
A+ (Excellent)	09
A (Very Good)	08
B+ (Good)	07
B (Above Average)	06
C (Average)	05
P (Pass)	04
F (Fail)	00
Absent	00

I. ABSORPTION SCHEME:

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Absorption in any year any semester shall subject to the rules, regulations passed by the university time to time.

J. Program Articulation Matrix:

This matrix lists only the core courses. Core courses are essential to earn the degree in that discipline/subject. They include courses such as theory, laboratory, project, internships etc. Elective courses may be listed separately

Sr. No.	Title /Name of the Course	Program outcomes that the course addresses (not more than 3 per course)	Pedagogy ##	Continuous Internal Assessment @@
1	Introduction of Sociological Concepts	1. Understand the Sociological Terms in everyday life 2. Understand the Nature and Role of Sociology in Changing World 3. Understand the Current social issues in oral and written form	Activity Based Learning or Experiential Learning	Oral or written presentations to assess analyzing capability, creativity and communication skills
2.	Social Institutions - I	1. Understand the Contemporary forms of Social Institutions 2. Understand the interrelations of Institutions 3. Understand the relations of Institutions with Social Life	Activity Based Learning or Experiential Learning	Oral or written presentations to assess analysing capability, creativity and communication skills
3	Organizing Social Research	1. Understand the Process of Social Survey 2. Develop Skill for organizing social Survey 3. Develop Skill for Making Project of Social Survey	Practical and Field Experience for develop skills	Project assignment, Seminar and Viva-voce



4	Indian Knowledge System	<ol style="list-style-type: none"> 1. Introducing Contribution of Indians into sociology 2. Create Interest in Indian Philosophical roots of Sociology 3. Uphold Indian Knowledge System in the discipline 	Lecture based methods	Home assignment, Viva-voce
5	Introduction of Social Processes	<ol style="list-style-type: none"> 1. Understand the making of Social Actor in Society 2. Understand the Changing Social Structure of Society 3. Undertake micro research work and communicate effectively 	Micro-projects Activity based learning	Ability to analyze a social processes within the framework of sociological concepts Assess the relevance of sociological processes in contemporary world
6	Social Institutions - II	<ol style="list-style-type: none"> 1. Understand the Contemporary forms of Social Institutions 2. Understand the interrelations of Institutions 3. Understand the relations of Institutions with Social Life 	Activity Based Learning or Experiential Learning	Oral or written presentations to assess analysing capability, creativity and communication skills
7	Framing Questionnaire	<ol style="list-style-type: none"> 1. Develop the skill for framing Field questionnaire 2. Develop the skill of Sociological Thinking about everyday life 3. Cultivate the research attitude among student 	Micro project on previous VSC assignment	Project assignment, Seminar and Viva-voce
8	Foundation of Sociological Thoughts - I	<ol style="list-style-type: none"> 1. Appreciate the contemporaneity of classical sociological thought 2. Appreciate the need for thinking in theoretical terms and concepts 3. Demonstrate Basic Understanding of Theory and Research 	Micro-Projects on praxis of the theory in context of present situation. Group Discussions	Ability to analyze a social situation within the framework of theory. Assess the relevance of a theory in contemporary terms.
9	Foundations of Sociological Thoughts - II	<ol style="list-style-type: none"> 1. Appreciate the contemporaneity of classical sociological thought 	Micro-Projects on praxis of the theory in context of	Ability to analyze a social situation within the framework of theory.

		2. Appreciate the need for thinking in theoretical terms and concepts 3. Demonstrate Basic Understanding of Theory and Research	present situation. Group Discussions	Assess the relevance of a theory in contemporary terms
10	Digital Tools in Social Research	1. Develop Skill about digital tools of Research 2. Develop students' skills for contemporary trends in research 3. Make them techno-savvy for analysis of data	Micro-project on any two or three tools with same questionnaire	Practical, Seminar and Viva-voce
11	Indian Sociological Traditions - I	1. Appreciate the Indian Sociological Thought about caste, gender and culture 2. Appreciate the need of thinking according to Indian Social System 3. Demonstrate basic understanding of the Indian Social System.	Micro-Project on application of the theories about Indian Patriarchal Caste-Class system. Group Discussions on Indian Patriarchal Caste-Class system	Ability to analyze the Indian Social Structure within the framework of Caste-Class-Gender structure of Indian Society.
12	Internship / Apprentiship	1. Learning of field Sociology 2. Interfacing to society and its process in field 3. Give exposure to practical sociology	Report writing about internship /apprentiship	Certification, Seminar and Viva-voce
13	Sociology of Education	1. Understand the interrelationship of Education institution with society 2. Make sense about educational perspectives 3. Understand the importance of education for society	Micro-projects about current education system and its consequences with activity	Oral or written presentations to assess analysing capability of understanding the course essence
14	Indian Society: The Structural Issues	1. Application of the theories and concept for understanding social problems	Micro-projects with field work about current/conte	Ability to understand the social problems in context of social structure in current

		2. Appreciation of social structure as origine of social problem 3. Demonstrate the ability to apply sociological understanding	emporary social issues which demonstrate social structure as origine of problem. Seminars on Projects.	situation
15	Contemporary Social Problem - I	1. Application of the theories and concept for understanding social problems 2. Appreciation of social structure as origine of social problem 3. Demonstrate the ability to apply sociological understanding	Micro-projects with field work about current/contemporary social issues which demonstrate social structure as origine of problem. Seminars on Projects.	Ability to understand the contemporary social problems by seminar, assignment and viva-voce
16	Family, Kinship and Marriage	1. Understand the contemporary system of family institution. 2. Understand the changes in family institution 3. Develop the sense of research about family institution in Indian society	Activity Based Learning or Experiential Learning	Oral or written presentations to assess analyzing capability of understand the concepts and theories of family.
17	Women in Indian Society	1. Understand the contemporary status of women in Indian society. 2. Understand the changes in contemporary situation of women 3. Develop the sense of research about gender and women	Activity Based Learning or Experiential Learning	Oral or written presentations to assess analyzing capability of understand the concepts and theories of women studies.
18	Sociology of Social Movement	1. Understand the process of social change in society 2. Understand issues and perspectives of social movements	Activity Based Learning or Experiential Learning	Oral or written presentations to assess analyzing capability of understand the

		3. Understand the sociological concept about social movements		concepts and theories of social movements
19	Introduction to Cultural Studies	1. Understand the culture and cultural processes 2. Understand the role of culture in human life 3. Understand the politics of culture in everyday life	Activity Based Learning or Experiential Learning	Oral or written presentations to assess analyzing capability of understand the concepts and theories of culture
20	Field Project	1. Develop the skill of field work 2. Give exposure to field 3. Develop the research ability	Report writing about field work	Certification, Seminar and Viva-voce
21	Introduction to SPSS / Atlas-ti	1. Develop the digital ability of analysing data 2. Introduce digital tools as facility in research 3. Develop the skill of analysis	Practical and Micro-project with previous VSC	Practical examination with viva-voce
22	Education and Society in India	1. Understand the interrelationship of Education institution in India 2. Praxis of educational perspectives 3. Understand the importance of education for society in context of Indian Society	Micro-projects about current education system and its consequences with activity	Oral or written presentations to assess analysing capability of understanding the course essence
23	Cultural Issues in Indian Society	1. Application of the theories and concept for understanding social problems 2. Appreciation of culture as origine of social problem 3. Demonstrate the ability to apply sociological knowledge	Micro-projects with field work about current/contemporary social issues which demonstrate culture as origine of social problem. Seminars on Projects.	Ability to understand the social problems in context of Culture in current situation

			OR Internship in NGO (which handle social problems/dev elopment issues)	
24	Contemporary Social Problem - II	<ol style="list-style-type: none"> 1. Application of the theories and concept for understanding social problems 2. Appreciation of social structure as origine of social problem 3. Demonstrate the ability to apply sociological understanding 	Micro-projects with field work about current/contemporary social issues which demonstrate social structure as origine of problem. Seminars on Projects.	Ability to understand the contemporary social problems by seminar, assignment and viva-voce
25	Rural and Urban Transformation	<ol style="list-style-type: none"> 1. Understand the nature of Changing Rural Community 2. understand the agrarian structure in society 3. Understand the Nature of changing urban society 4. Understand the changing human relationship in urban society. 	Activity Based Learning or Experiential Learning	Oral or written presentations to assess analysing capability, creativity and communication skills
26	Gender and Society	<ol style="list-style-type: none"> 1. Understand social construction of gender 2. Understand theoretical perspectives of feminism 3. Understand gender inequality in society 4. Understand strategies to overcome gender inequality 	Activity Based Learning or Experiential Learning	Oral or written presentations to assess analysing capability, creativity and communication skills
27	Social Movement in India	<ol style="list-style-type: none"> 1. Understand key concepts of social movements 2. Understand significance of traditional social movements 3. Understand significance of new social movements. 4. Understand impact of social 	Activity Based Learning or Experiential Learning	Oral or written presentations to assess analysing capability, creativity and communication skills

		movements on society		
28	Media and Society	1. Understanding concepts and theoretical perspectives of media 2. Understand role and influence of media on society 3. Understand images and social groups in media 4. Understand media in globalised world	Activity Based Learning or Experiential Learning	Oral or written presentations to assess analysing capability, creativity and communication skills
29	On Job Training		Activity Based Learning or Experiential Learning	Oral or written presentations to assess analysing capability, creativity and communication skills
30	Sociological Thinkers and Theories	1. Appreciate the Indian Sociological Thought 2. Appreciate the need of thinking according to Indian Social System 3. Demonstrate basic understanding of the Indian Social System.	Activity Based Learning or Experiential Learning	Oral or written presentations to assess analysing capability, creativity and communication skills
31	Perspectives in Indian Society - I	1. Appreciate the Indian Sociological Thought about tribe, caste, gender and family, kinship. 2. Appreciate the need of thinking according to Indian Social System 3. Demonstrate basic understanding of the Indian Social System.	Activity Based Learning or Experiential Learning	Oral or written presentations to assess analysing capability, creativity and communication skills
32	Constitution and Social Change in India	1. Understand the Objectives of Indian Constitution 2. Understand the Constitution and Transformation in India 3. Understand the Constitutional Development	Activity Based Learning or Experiential Learning	Oral or written presentations to assess analysing capability, creativity and communication skills

		and Indian Society 4. Understand the Modernization, Globalization and Constitution		
33	Sociology of Religion - I	1. Understand the religion from sociological perspective 2. Understand the theoretical perspectives on religion	Activity Based Learning or Experiential Learning	Oral or written presentations to assess analysing capability, creativity and communication skills
34	Sociology of Social Exclusion	1. Understanding the Concept of Social Exclusion. 2. Understanding the Social Categories and Social Exclusion 3. Understand in the Socio- Revolutionary Movements and Social Exclusion in India 4. Understand the Social Exclusion and Inclusive Policies in India	Activity Based Learning or Experiential Learning	Oral or written presentations to assess analysing capability, creativity and communication skills
35				
36	Sociology of Economic Development			
37				
38	Research Methods in Sociology			

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39	Sociological Theories in Cultural Studies			
40	Contemporary Sociological Theory	1. Appreciate the Sociological Thought about structuralism. 2. Appreciate the Sociological Thought about functionalism 3. Appreciate the Sociological Thought about conflict theory 4. Appreciate the Sociological Thought about symbolic interaction	Activity Based Learning or Experiential Learning	Oral or written presentations to assess analysing capability, creativity and communication skills
41	Perspectives on Indian Society - II	1. Understand perspectives on Social Change in Indian Society. 2. Understand Perspectives on Development in Indian society. 3 Understand Power Politics and Social Change in Indian Society 4. Understand the Civilization Perspective	Activity Based Learning or Experiential Learning	Oral or written presentations to assess analysing capability, creativity and communication skills
42	Sociology of Change and Development	1. Understanding Social Change 2. Understanding Processes of Social Change in Contemporary India 3. Understanding Approaches to Development 4. Understanding Social Structure and Development		
43	Sociology of Religion - II	1. Understanding Religion in Contemporary Society 2. Understanding Religion in Public Sphere 3.		
44	Sociology of Marginalized Communities	1. Understanding Marginalized Communities and the Bases of Marginalization 2. Understanding Theories of Marginalization 3. Understanding		

		Marginalized Communities in India 4.Understanding Means of Eradicating the Situation of Marginality		
45	Sociology of Development			
46	State, Politics and development	1.Understanding Development of Polity 2.Understanding Politics and Issues of Society 3.Understanding State and Interest Politics 4.Understanding Social Movements and Protest		
47	Culture and Symbolic Transformation			
48	Research Project			
49	Introduction of Sociology of Gender			

L. Unit-wise distribution of periods

UNIT	TENTATIVE ALLOWED PERIOD	ALLOWED MARKS
I	15	20
II	15	20
III	15	20
IV	15	20









TOTAL ALLOTTED PERIODS	60	80
TOTAL CREDITS	04	

Teaching Scheme (Hours/Week)				Examination Scheme			Total	Minimum Passing Marks
L	T	P	Total	Duration in Hours	Maximum Marks			
					External Marks	Internal Marks		
05	--	--	05	3	80	20	100	40











Semester I : Bachelor in Arts (B.A.)

Type and Code : Major Mandatory : UGSO1M01

Name of Course : Introduction of Sociological Concepts

Syllabus of Course

Unit 1. Culture and Society:

- A. Meaning, definition and characteristics of culture.
- B. Elements of culture: Cognitive elements, beliefs, values and norms, and signs.
- C. Culture and ways of individual behaviour and personality.

Unit 2. Social structure:

- A. Group-Subgroup and Non-Groups, Structural Norms and Values, Roles and Role Sets, and Status and Status Sets
- B. Characteristics of Social Structures Boundaries, Roles Structure, Structures of Affection, Power and Prestige, Communication, relationship
- C. Forms of Social Structure: Patriarchal, Feudal Caste, Capitalist Class

Unit 3. Social Stratification:

- A. Difference between Social differentiation and social stratification.
- B. Social Stratification: Meaning, definition and unequal distribution of Powers and Authorities
- C. Forms of Social Stratification: Caste, Class and Gender

Unit 4. Concept of Gender

- A. Definition and Meaning of Gender, MFLGBTQAQI+



- B. Gender and Culture : Language, Belief-Masculine & Feminine, Values, attitudes and Norms
- C. Gender and Structure : Roles, status and social identity, division of labour, power : patriarchy and matriarchy

Suggested Readings

1. Bottomore, T.B., Sociology: A guide to problems and literature, George Allen and Unwin (India), Bombay, 1972.
2. Harlambos Michael, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Collins.
3. Inkeles, Alex, What is Sociology? Prentice-Hall of India, New Delhi, 1987.
4. Jayaram, N., Introductory Sociology, Macmillan India, Madras, 1988.
5. Johnson, Harry M., Sociology: A Systematic Introduction, Allied Publishers, New Delhi, 1995.
6. Schaefer, Richard T. and Robert P. Lamm, Sociology, Tata-McGraw Hill, New Delhi, 1999.
7. Ghode R.N., and BhauDaydar, Sociology: Basic concepts, S. Spectrum Publication, Nagpur.
8. Melvin M. Tumin, Social Stratification, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.
9. Vivek, P.S., Sociological Perspectives and Indian Sociology, Himalaya Publishing House, Mumbai, 2002.
10. Vaidya, N. S., Samajshastra, VidyaPrakashan, RuikarMarg, Nagpur.
11. Daydar, Bhau; Sociology: Themes and Perspectives, Shri Sahitya Kendra, Nagpur
12. Sharma K.L. Social Inequality in India, Ravat Publications, Jaipur, 2017
13. दुधे, मेश्राम, बोरकर आणि सोनटक्के, समाजशास्त्र – विषय आणि संकल्पना, जी.सी. पब्लिशर्स, नागपूर
14. आगलावे, प्रदीप, समाजशास्त्र – विषय आणि संकल्पना, श्री साईनाथ प्रकाशन, नागपूर

Type and Code : Major Mandatory : UGSO1M02

Name of Course : Social Institutions - I

Syllabus of Course

Unit 1 : Political Institutions

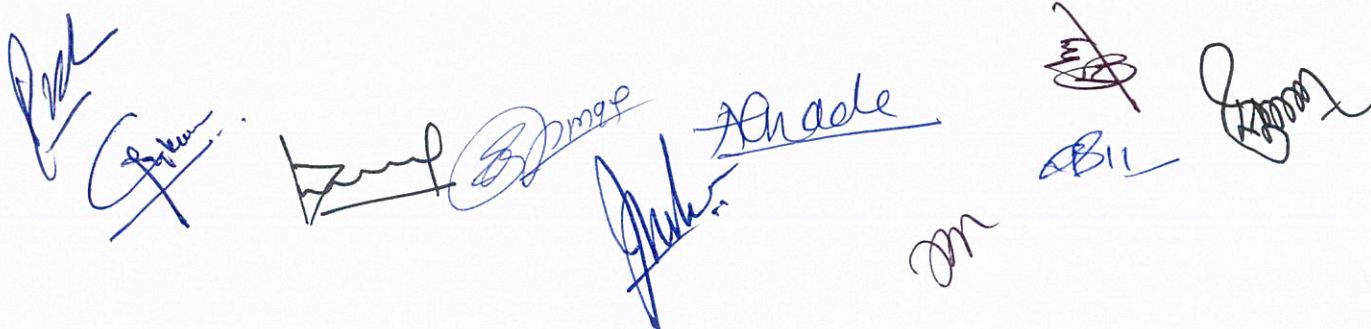
- A. Political Power and State : Nature of Power, Types of Authority, Distribution of Power-Democracy, Oligarchy and Autocracy
- B. Culture and Politics : Political Culture, Political Attitude, Political Participation and Political Violence
- C. Society and Politics : Stratification and Politics, Politics and Economy

Unit 2 : Economic Institutions

- A. Contemporary economic Systems : Capitalism, Socialism and Communism
- B. The world Economy : Multinational Corporations, Welfare for Rich, Exploitation of labour
- C. Economy and Society : Labour Force, occupational structure and formation of stratification

Suggested Readings

1. Bottomore, T.B., Sociology: A guide to problems and literature, George Allen and Unwin (India), Bombay, 1972.
2. Harlambo Michael, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Collins.
3. Inkeles, Alex, What is Sociology? Prentice-Hall of India, New Delhi, 1987.
4. Jayaram, N., Introductory Sociology, Macmillan India, Madras, 1988.
5. Johnson, Harry M., Sociology: A Systematic Introduction, Allied Publishers, New Delhi, 1995.
6. Schaefer, Richard T. and Robert P. Lamm, Sociology, Tata-McGraw Hill, New Delhi, 1999.
7. Ghode R.N., and BhauDaydar, Sociology: Basic concepts, S. Spectrum Publication, Nagpur.
8. Melvin M. Tumin, Social Stratification, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.
9. Vivek, P.S., Sociological Perspectives and Indian Sociology, Himalaya Publishing House, Mumbai, 2002.
10. Vaidya, N. S., Samajshastra, VidyaPrakashan, RuikarMarg, Nagpur.
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12. Sharma K.L. Social Inequality in India, Ravat Publications, Jaipur, 2017

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Type and Code : Vocational Skill Course : UGS1VSC01

Name of Course : Organizing Social Survey

Syllabus of Course

Unit 1 : Working on Preparing Social Survey Project

- A. Selecting Topic for Survey and Frame Survey Objectives - Prepare Project with activity
- B. Prepare Primary research questions and hypothesis - give practice with activity
- C. Work with descriptive and Experimental Research Design only - work out with examples in activity

Unit 2 : Working with Social Survey

- A. Preparing budget and planning - through activity
- B. Develop skill with eligibility criterion of sampling and stratified random or purposive sampling
- C. Give primary practice for survey instruments : small questionnaire or structured observation or interview guide

Note : This course should run with activity and practice. Prepare a small survey project from student as an assignment. Check its faults and strengths with final seminar for evaluating them. Before start activity and practice, take a small orientation course or run side by side with activity and practice.

Type and Code : Indian Knowledge System : UGS1IKS01

Name of Course : Social Reformers: Issues and Movements

Syllabus of Course

1. Basveshwara : Caste and Reformation of Society,
2. Narayana Guru : Against Casteism
3. Raja Ram Mohan Roy : Women and Sati Tradition
4. M.K. Gandhi : Sarvodaya and Buniyadi Shiksha
5. Birsa Munda : Tribal Rights on Natural Resources
6. Vitthal Ramaji Shinde : Education and Social Development
7. Raghunath Dhondo Karve : Family Planning and Sex Education
8. Dr. Rakhamabai Raut : Against Child Marriage

Semester II : Bachelor in

Type and Code : Major Mandatory : UGSO2M01

Name of Course : Introduction of Social Processes

Syllabus of Course

Unit 1. Socialization:

- A. Meaning, processes and importance of socialization.
- B. Agencies of socialization: Family, education, religion, peer group and mass media.
- C. Socialization and Construction of Caste, Class, Gender and Religion

Unit 2. Social Change:

- A. Culture, Structure and Social Change : Cultural and Structural sources of change
- B. Education and Social Change : Change in attitude, culture, structure and opportunities
- C. Westernization, Sanskritization, Urbanization, Multiculturalism and Modernity

Unit 3. Social Movements

- A. Meaning of Social Movements, Collective Behaviour and Social Movements
- B. Types of Social Movements: Revolutionary, Counter-revolutionary, Reform, Resistance, Expressive, etc.
- C. Causes of Social Movements

Unit 4. Social Deviation and Social Control:

- A. Social deviance and conformity: Meaning and definition, causes of and measures to check deviant behaviour. Factors promoting conformity.
- B. Anomie and social deviation, social structure and social deviation.

The bottom of the page features several handwritten signatures and initials in blue ink. From left to right, there is a signature that appears to be 'Pm', followed by a signature that looks like 'G. K. ...', then a signature that is partially obscured and looks like 'K. ...', followed by a signature that looks like 'A. ...', then a signature that looks like 'J. ...', then a signature that looks like 'A. ...', then a signature that looks like 'S. ...', and finally a signature that looks like 'S. ...'.

C. Social Control: Meaning, definition and means - formal and informal means.

Suggested Readings

1. Bottomore, T.B., Sociology: A guide to problems and literature, George Allen and Unwin (India), Bombay, 1972.
2. Harlambos Michael, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Collins.
3. Inkeles, Alex., What is Sociology? Prentice-Hall of India, New Delhi, 1987.
4. Jayaram, N., Introductory Sociology, Macmillan India, Madras, 1988.
5. Johnson, Harry M., Sociology: A Systematic Introduction, Allied Publishers, New Delhi, 1995.
6. Schaefer, Richard T. and Robert P. Lamm, Sociology, Tata-McGraw Hill, New Delhi, 1999.
7. Ghode R.N., and BhauDaydar, Sociology: Basic concepts, S. Spectrum Publication, Nagpur.
8. Melvin M. Tumin, Social Stratification, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.
9. Ronald S. Edari, Social Change, WM. C. Brown Company Publishers, 1976.
10. Vivek, P.S., Sociological Perspectives and Indian Sociology, Himalaya Publishing House, Mumbai, 2002.
11. Vaidya, N. S., Samajshastra, VidyaPrakashan, RuikarMarg, Nagpur.
12. Mukhopadhyay, Aditya, Social Movements in India, Pearson, New Delhi, 2012
13. दुधे, मेश्राम, बोरकर आणि सोनटक्के, समाजशास्त्र - विषय आणि संकल्पना, जी.सी. पब्लिशर्स, नागपूर
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Type and Code : Major Mandatory : UGSO2M02 (Opt as Minor by other Major Courses)

Name of Course : Social Institutions - II

Syllabus of Course

Unit 1 : Education Institution

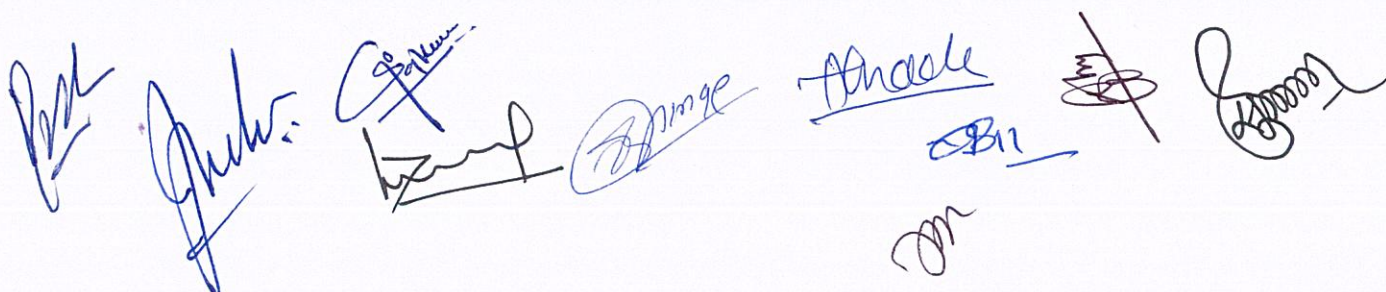
- A. School : as agent of socialization, school culture as hidden curriculum, as an institution
- B. Education and Society: education and social stratification, political order, human enlightenment and mobility
- C. School and society : Business of schooling, technology and schooling, schooling and inequality

Unit 2 : Religion Institution

- A. Varieties of Religion: Theism-monotheism and polytheism, Ethicalism, Atheism, Animism
- B. Religion and society: Society as God, People's opium, confrontation and compromise, secularism
- C. Consequences of religion : Individual, interpersonal and Societal consequences

Suggested Readings

1. Bottomore, T.B., Sociology: A guide to problems and literature, George Allen and Unwin (India), Bombay, 1972.
2. Harlambos Michael, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Collins.
3. Inkeles, Alex, What is Sociology? Prentice-Hall of India, New Delhi, 1987.
4. Jayaram, N., Introductory Sociology, Macmillan India, Madras, 1988.
5. Johnson, Harry M., Sociology: A Systematic Introduction, Allied Publishers, New Delhi, 1995.
6. Schaefer, Richard T. and Robert P. Lamm, Sociology, Tata-McGraw Hill, New Delhi, 1999.
7. Ghode R.N., and BhauDaydar, Sociology: Basic concepts, S. Spectrum Publication, Nagpur.
8. Melvin M. Tumin, Social Stratification, Prentice-Hall, Inc., Englewood Cliffs, New Jersey.
9. Vivek, P.S., Sociological Perspectives and Indian Sociology, Himalaya Publishing House, Mumbai, 2002.
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11. Daydar, Bhau; Sociology: Themes and Perspectives, Shri Sahitya Kendra, Nagpur
12. Sharma K.L. Social Inequality in India, Ravat Publications, Jaipur, 2017



Type and Code : Vocational Skill Course : UGS2VSC02

Name of Course : Framing Questionnaire

Syllabus of Course

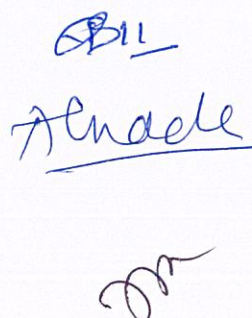
Unit 1 : Preliminary preparation

- A. Survey Question and their context - Create sense about questions, people and information; social, cultural and economic context
- B. Standardization of format - practice for scale (five to seven)
- C. Preparing useful questions - complete sentence, avoiding abbreviations and technical terms, etc.

Unit 2 : Framing questionnaire

- A. Practicing for Close questionnaire - numerical, nominal or categorical and ordinal questions
- B. Making ordinal scale for endorsement, frequency, intensity, influence, comparison, etc.
- C. Measuring feelings and intensity in attitude, Measuring difficulty and threat at knowledge

Note : Take an orientation for this course first and then try to relate this course with previous survey course for make a sense of research. Prepare a questionnaire with above guidelines and take a pilot survey for check the usefulness of prepared questionnaire. Evaluate it in a student seminar and public viva-voce.



Semester III : Bachelor in Arts(B.A.)

Type and Code : Major Mandatory : UGSO3M01

Name of Course : Foundations of Sociological Thought - I

Syllabus of Course

Unit 1. Emergence of Sociology as a Discipline -I

- A. Renaissance and Sociology : Bruno, Calvin and King's Criticism of religion and emergence of logic and rationality
- B. Enlightenment, Reason, Empiricism, Idealism, Rationalism, Humanism and Attitude of Scientific Enquiry

Unit 2 : Emergence of Sociology as a Discipline - I

- A. Great Transformation in Europe : French Revolution, Emergence of Democratic and Secular Values, Industrial Revolution and Socio-economic change in society
- B. Socio-Economic and Political Conditions leading to the Emergence of Sociology

Unit 3. : August Comte

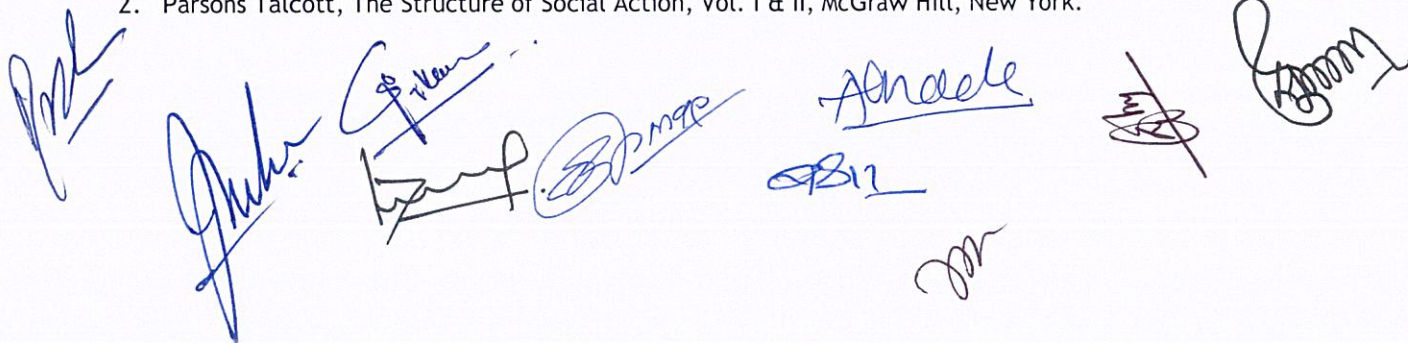
- A. Views on positivism and It's Characteristics, Hierarchy of Sciences
- B. Law of three stages of society, Positivist Society

Unit 4. : Herbert Spencer:

- A. Organic analogy, theory of social evolution and its laws,
- B. military and Industrial society, Social Darwinism

Suggested Readings:

1. George Ritzer, 1996, Sociological Theory, The McGRAW-HILL International Editions.
2. Parsons Talcott, The Structure of Social Action, Vol. I & II, McGraw Hill, New York.



3. Nisbet, 1966, The Sociological Tradition, Heinmann Educational Books Ltd, London.
4. Zetlin Irving, 1981, Ideology and the Development of Sociological Theory, Prentice Hall.
5. Dahrendorf Ralph, 1959, Class and Class Conflict in Industrial Society.
6. BendizRinehard, 1960, Max Weber, An Intellectual Portrait.
7. Popper Karl, 1945, Open Society and its Enemies, Routledge, London.
8. Aron Raymond, Main Currents in Sociological Thought, Vol. I & II, Penguin.
9. Coser L.A., 1977, Masters of Sociological Thought, New York.
10. Giddens Anthony, 1997, Capitalism and Modern Social Theory.
11. Writings of Marx, Durkheim and Weber, Cambridge University Press.
12. R.N. Mukherjee and Arunansu Ghoshal, Social Thought, VivekPrakashan, Delhi.
13. Francis Abraham and John Henry Morgan, Sociological Thought.
14. Michael Haralambos, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Harper Collins, London.
15. H.E. Barnes, Introduction to Sociology.
16. N.S. Vaidya, SamajikVicharbant.
17. Daydar, Bhau; Foundations of Sociological Thought, Shri Sahitya Kendra, Nagpur
18. आगलावे, प्रदीप, मुलभूत समाजशास्त्रीय विचार, श्री साईनाथ प्रकाशन, नागपूर

Type and Code : Major Mandatory : UGSO3M02 (Opt as Minor by other Major Courses)

Name of Course : Foundations of Sociological Thought - II

Syllabus of Course

Unit 1. : G H Mead

- A. Mind, Self - 'I', 'Me' and Generalized other, Functions of Self,
- B. Society : Interactionist Perspective

Unit 1. Karl Marx:

- A. Class Formation and Class Struggle
- B. Dialectical Materialism and the Theory of Social Change
- C. Alienation, Surplus Value and Exploitation

Unit 2. Max Weber:

- A. Social Action: Theory and Types of Social action
- B. Protestant Ethic in the Emergence of Modern Capitalism
- C. Ideal Types of Authorities and Bureaucracy

Unit 3. Emile Durkheim:

- A. Social Facts: Its Characteristics and importance
- B. Division of Labour: Its Causes and Functions, Mechanical and Organic Solidarity
- C. Suicide and Types of Suicide, Religion: Sacred and Profane elements in the Context of Religion

Suggested Readings:

1. George Ritzer, 1996, Sociological Theory, TheMcGRAW-HILLInternational Editions.
2. Parsons Talcott, The Structure of Social Action, Vol. I & II, McGraw Hill, New York.
3. Nisbet, 1966, The Sociological Tradition, Heinmann Educational Books Ltd, London.
4. Zetlin Irving, 1981, Ideology and the Development of SociologicalTheory, Prentice Hall.
5. Dahrendorf Ralph, 1959, Class and Class Conflict in Industrial Society.
6. BendizRinehard, 1960, Max Weber, An Intellectual Portrait.
7. Popper Karl, 1945, Open Society and its Enemies, Routledge, London.

A collection of handwritten signatures and initials in blue ink at the bottom of the page. From left to right, there is a signature that looks like 'Paul', a large signature that looks like 'G.H. Mead', a signature that looks like 'Karl Marx', a signature that looks like 'Emile Durkheim', a signature that looks like 'George Ritzer', a signature that looks like 'Alfred', a signature that looks like 'Max', a signature that looks like 'Ralph', and a signature that looks like 'Irving'.

8. Aron Raymond, Main Currents in Sociological Thought, Vol. I & II, Penguin.
9. Coser L.A., 1977, Masters of Sociological Thought, New York.
10. Giddens Anthony, 1997, Capitalism and Modern Social Theory.
11. Writings of Marx, Durkheim and Weber, Cambridge University Press.
12. R.N. Mukherjee and Arunansu Ghoshal, Social Thought, VivekPrakashan, Delhi.
13. Francis Abraham and John Henry Morgan, Sociological Thought.
14. Michael Haralambos, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Harper Collins, London.
15. H.E. Barnes, Introduction to Sociology.
16. N.S. Vaidya, SamajikVicharant.
17. Daydar, Bhau; Foundations of Sociological Thought, Shri Sahitya Kendra, Nagpur
18. आगलावे, प्रदीप, मुलभूत समाजशास्त्रीय विचार, श्री साईनाथ प्रकाशन, नागपूर

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Type and Code : Field Project : UGSO3FP01

Name of Course : Field Project

Directions :

1. To Develop Understanding of Sociological Concept, Methodology and Theory with field interaction/Induction (Practical assignment)
2. Field Project must be 4 credits (120 hours: 2 days orientation before field induction, 16 days field engagement (6 hours per-day), Report writing, Presentation, and subject viva-voce)
3. Selection of topic - Student should discuss with supervisor and finalize the topic and field area/setting.
4. Orientation about field project - Department/institution should provide orientation workshop for field work, its procedure, report writing, documentations (written, audio-visual, etc.), field-diary, certification, etc.
5. Field work - Field work should be in any community, or with any NGO/GO/CBO, or with any Institution.
6. Report writing -
 - A. Daily Report writing: Objectives, Work done, Observation and daily reflection on field
 - B. Final Report writing: Field Project report (Introduction of FP, Methodology, Process, Discussion, Outcomes and Concluding remark, learning and critical reflection of sociological thoughts)
7. Field Dairy: It is must for assessment of the students. It should mention reporting time, date and day, write field Notes/points/memos during field interaction.
8. Attendance and Certification (for 96 hours field engagement): Student should submit the certificate from authority where he/she/they complete his/her/their field-work, viz. Formal head (Sarpanch/Member of Municipal Corporation etc.) of Community or authority of NGO/GO/CBO, or Institution regarding his/her/their attendance and field work in field setting.

Type and Code : Vocational Skill Course : UGS3VSC03

Name of Course : Digital Tools in Social Research

Syllabus of Course

Unit 1 : Mobile based Tools - I

- A. Google form :
- B. Kobo - data collection tool : KoboToolbox
- C. Epicollect 5 - data collect tool : Epicollect5 - Free and easy-to-use mobile data-gathering platform.

Unit 2 : Mobile based tools - II

- A. Jot form : Free Online Form Builder & Form Creator | Jotform
- B. Sogolytics : Transform Your Business with Sogolytics - The Leading Experience Management Platform
- C. SurveySparrow - Omnichannel Experience Management Platform - SurveySparrow

Note : Firstly, download the tool on students' mobile. Secondly, practice them with their questionnaire as activity in class and then field. Take a seminar and viva-voce for valuation including field work practices.

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Semester IV : Bachelor in Arts(B.A.)

Type and Code : Major Mandatory : UGSO4M01

Name of Course : Indian Sociological Traditions - I

Syllabus of Course

Unit 1. : M.N. Shrinivas

- A. Dominant caste -Meaning and implication.
- B. Sanskritization-as a factor of social change, mobility and development.

Unit 2 : Sharmila Rege :

- A. Caste and Gender,
- B. Gender and Violence

Unit 3 : Tarabai Shinde

- A. Characteristics of Indian patriarchy
- B. Criticism of patriarchy in Indian society

Unit 4 : Jyotirao Phule and Savitribai Phule:

- A. Patriarchy and issues of women's right,
- B. Women's education: need and objectives.

Suggested Readings:

1. R.N. Mukherjee and Arunansu Ghoshal, Social Thought, Vivek Prakashan, Delhi.
2. Francis Abraham and John Henry Morgan, Sociological Thought.
3. Michael Haralambos, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Harper Collins, London.
4. H.E. Barnes, Introduction to Sociology.
5. N.S. Vaidya, Samajik Vicharant.

6. Yadav, Ganesh., Bhartiya Samajshastra ke Agrani Chintak, Orient Blackswan, New Delhi, 2014
7. Kamble. Sanjaykumar., Jatiantache Samajshastra, Dimond publications, Pune, 2018
8. Arya, Sunaina. Rathore, Akash Singh (ed.), Dalit Feminist Theory, Routledge, 2020
9. Singh, Yogendra,. Modernisation of Indian Tradition, Ravat Publications, Jaipur, 1988


A handwritten signature, possibly 'Achade', is written in blue ink. Below it, the letters 'OBIL' are written. To the right, there is a signature that appears to be 'S. Singh' with a large 'X' over it. Further right is a signature that looks like 'S. Singh'. Below the 'Achade' signature, there is a signature that looks like 'S. Singh' and another that looks like 'S. Singh'. There are also some initials and marks scattered around, including a large 'X' and some scribbles.

Type and Code : Major Mandatory : UGS04M02 (Opt as Minor by other Major Courses)

Name of Course : Indian Sociological Traditions - I

Syllabus of Course

Unit 1 : B.R. Ambedkar

- A. Origin of caste and its social, political and economic criticism.
- B. Caste as inequality and Annihilation of Caste

Unit 2 : Andre Beteille

- A. Trinitarian Model-Class, Status and Party;
- B. Cumulative and Dispersed inequality; Caste, Class and Power

Unit 3 : S.C. Dubey

- A. Values in modernity; modernity, Indian society and social change
- B. Indian Village

Unit 4 : Yogendra Singh

- A. Great and Little Traditions, Processes of Modernization,
- B. Institutionalization and Breakdown in Modernization

Suggested Readings:

1. R.N. Mukherjee and Arunansu Ghoshal, Social Thought, Vivek Prakashan, Delhi.
2. Francis Abraham and John Henry Morgan, Sociological Thought.
3. Michael Haralambos, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Harper Collins, London.
4. H.E. Barnes, Introduction to Sociology.
5. N.S. Vaidya, Samajik Vicharbant.
6. Yadav, Ganesh., Bhartiya Samajshastra ke Agrani Chintak, Orient Blackswan, New Delhi, 2014
7. Kamble. Sanjaykumar., Jatiyantache Samajshastra, Dimond publications, Pune, 2018
8. Arya, Sunaina. Rathore, Akash Singh (ed.), Dalit Feminist Theory, Routledge, 2020
9. Singh, Yogendra., Modernisation of Indian Tradition, Ravat Publications, Jaipur, 1988
10. Beteille, Andre., Social Inequality, OUP, New Delhi, 1974.
11. Beteille, Andre., Backward Classes in Contemporary India, OUP, New Delhi, 1992.

Semester V: Bachelor in Arts(B.A.)

Type and Code : Major Mandatory : UGSO5M01

Name of Course : Sociology of Education

Syllabus of Course

Unit 1. Understanding the Importance of Sociology of Education:

- A. Definition, meaning and scope of sociology of education
- B. Education: gender, caste and class
- C. Significance of sociology of education

Unit 2. Traditional Perspectives of Education:

- A. Functionalist perspectives: Emile Durkheim and Talcott Parsons
- B. Conflict perspectives: Bowles & Gintis, and Paul Willis

Unit 3. Sociology of Education and New Theoretical Perspectives:

- A. Social democratic perspective
- B. Postmodern perspective: Robin Usher and Richard Edwards
- C. Feminist Perspective

Unit 4. Education and Society:

- A. Education: socialization, social identities
- B. Education, social mobility, social change and development
- C. Education: market and employment

Suggested Readings:

1. Haralambos, Michael, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Fifth Edition, Collins, London.
2. Acker, S, 1994, Gendered Education: Sociological Reflections on Women, Buckingham: Open University Press.
3. Banks, Olive, 1971, Sociology of Education, (2nd Ed.), London: Batsford.
4. Banks, James A. and Lynch, James (eds.) 1986, Multicultural Education in Western Societies, London: Holt Saunders.
5. Blackledge, D. and Hunt, B., 1985, Sociological Interpretations of Education, London: Crom Helm.
6. Brint, Steven, 1998, Schools and Societies, Thousand Oaks, Calif: Pine Forge Press, A Division of Sage.

7. Uttam B. Bhoite, 2009, Higher Education in India: A System on the Verge of Chaos, Sociological Bulletin, Vol.58, No.2, May-August.
8. Channa, Karuna, 1988, Socialization, Education and Women: Explorations in Gender Identity, New Delhi: Orient Longman.
9. Chanana, Karuna, 1979, „Towards a Study of Education and Social Change“. In Economic and Political Weekly, 27, 14 (4): 157-64.
10. B.K. Swain, 1998, Changing Occupational Structure in Vidarbha, India, Himalaya Publishing House, Mumbai.
11. Chitnis, Suma and P.G. Albach, 1993, Higher Education Reform in India, Experience and Perspectives, New Delhi: Sage.
12. Craft, Maurice, (e.d), 1970, Family, Class and Education: A Reader, London: Longman.
13. Dreze, Jean and Amartya Sen, 1995, Indian Economic Development and Social Opportunity, Oxford: OxfordUniversity Press.
14. Gandhi, M.K., 1962, Problems of Education< Ahmedabad: Navjeevan Prakashan.
15. Gore, M.S. et.al. (ed.), 1975, Papers on the Sociology of Education in India, New Delhi, NCERT.
16. Halsey, A.H., Hugh Lander, Phillips Brown and Amy S. Wells, 1997, Education, Culture, Economy and Society, Oxford, OxfordUniversity Press.
17. Jejeebhoy, Shireen, 1995, Women's Education, Autonomy and Reproductive Behaviour, Oxford: Clarendon Press.
18. Meighan, Ronald and Iram Siraj- Blatchford, 1997, Sociology of Educating, London: Cassell, Third Edition.
19. Robinson, P., 1987, Perspectives in the Sociology of Education: An Introduction, London: Routledge and Kegan Paul.
20. Sen, Amartya, 1992, Inequality re-examined, Delhi: Oxford University Press.
21. Shatrugan, M., 1988, Privatising Higher Education, EPW. Pp. 2624.
22. Ahmad Karuna, 1984, Social Context of Women's Education 1921-81, New Frontiers in Higher Education, No.3, pp.1-35.
23. Durkheim,Emile, 1956, Education and Sociology, New York, Free Press.
24. Friere, Paulo, 1972, Pedagogy of the Oppressed, Harmondsworth: Penguin Books.
25. Halsay, A.K. et.al., 1961, Education, Economy, and Society: A reader in the Sociology of Education, New York: Free Press.
26. Jayaram, N, 1990, Sociology of Education in India, Jaipur: Rawat Publication.
27. Jefferey, R. and Alaka M. Basu, 1996, Girls' Schooling, Women's Autonomy and fertility Change in South Asia, New Delhi: Sage.
28. Kamat, A.R., 1985, Education and Social Change in India, Bombay: Somaiya.
29. Karabel, J. and A.H. Halsey (eds.) 1977, Powers and Ideology in Education, New York: OxfordUniversity Press.
30. Naik, J.P., 1975, Quality, Quantity and Equality in Education, Naw Delhi: Allied Publishers, Whole Book.
31. Tyler, William, 1977, The Sociology of Educational Inequality, London: Methuen.

Type and Code : Major Mandatory : UGS05M02 (Opt as Minor by other Major Courses)

Name of Course : Indian Society: The Structural Issues

Syllabus of Course

Unit 1. Indian Society, Structure and Inequality

- A. Caste as a structure of inequality and discrimination.
- B. Problems of Scheduled Castes and Other Backward Castes.
- C. Constitutional Provisions for Scheduled Castes & Other Backward Classes.
Mandal Commission

Unit 2. Patriarchy in Contemporary India:

- A. Patriarchy and Caste-Class-Gender relationship: issues of rights and Authority
- B. Crime against women: Domestic violence, harassment at work place, Sexual assaults and Rapes
- C. Issues of Women's Empowerment and Capability Building - Factors, issues and measures

Unit 3. Tribal Issues and Problems in India:

- A. Tribal problems: Education, Development and Agrarian problem.
- B. Social mobility and change: Hinduization, Democratization, Politicization
- C. Constitutional Provision of Schedule V, PESA & Forest Act and Reservation in Education and Employment.

Unit 4. Class in India:

- A. Changing Farming Structure and unemployment, migration, indebtedness and suicide
- B. New Middle Class : Characters of New Middle Class, dominant middle class in Globalized world, emigration for education and employment
- C. Urban Labour Class : Labours in Unorganized Sectors, unemployed Skilled labours, raised unhomed migrated labours



Suggested Readings:

1. Beteille, Andre., Social Inequality, OUP, New Delhi, 1974.
2. Beteille, Andre., Backward Classes in Contemporary India, OUP, New Delhi, 1992.
3. Berreman, G.D., Caste and Other Inequalities : Essays in Inequality, Folklore Institute, Meerut, 1979.
4. Dube, Leela., Women and Kinship : Comparative Perspectives on Gender in South and Southeast Asia, Sage Publications, New Delhi, 1997.
5. Gadgil, Madhav and Guha, Ramchandra., Ecology and Equity : The use and Abuse of Nature in Contemporary India, OUP, New Delhi, 1996.
6. Kothari Rajani, (ed.) Caste in Indian Politics, 1973.
7. Mehta, S.R., (ed.), Population, Poverty, and Sustainable Development, Rawat Publications, Jaipur, 1997.
8. Dube, S.C., Society in India.
9. Ahuja Ram, social Problems in India, Rawat Publications.
10. Finkle, Jason L and C. Alison McIntosh (eds.) The New Policies of Population, The Population Council, New York, 1994.
11. Bose Ashish, Demographic Diversity of India, B.R. Publishing Corporation, Delhi, 1991.
12. Premi, M.K. et al, An Introduction to Social Demography, Vikas Publishing House, Delhi, 1983.
13. Rajendra Sharma, Demography and Population Problems, Atlantic Publishers, New Delhi, 1997.
14. Srivastava, O.S., Demography and Population Studies, Vikas Publishing House, New Delhi, 1994.
15. Chandrasekhar, S., (ed.) Infant Mortality, Population Growth and Family planning in India, George Allen & Unwin Ltd., London, 1974.
16. Beteille, Andre., 2002, Sociology, Oxford university Press, New Delhi.
17. Singh, Yogendra., 2000, Culture change in India, Ravat Publications, Jaipur.
18. Rege, Sharmila., 2006, Writing caste-writing gender, Zubaan, New Delhi
19. Doshi, S.L., 2009, Bhartiya Samajik Vicharak, Ravat Publications , Jaipur
20. Nagla, B.K., 2008, Indian Sociological thought, Ravat Publication, Jaipur

Type and Code : Major Mandatory : UGSO5M03

Name of Course : Social Problems in Contemporary India - I

Syllabus of Course

Unit 1 : Cyber Crimes

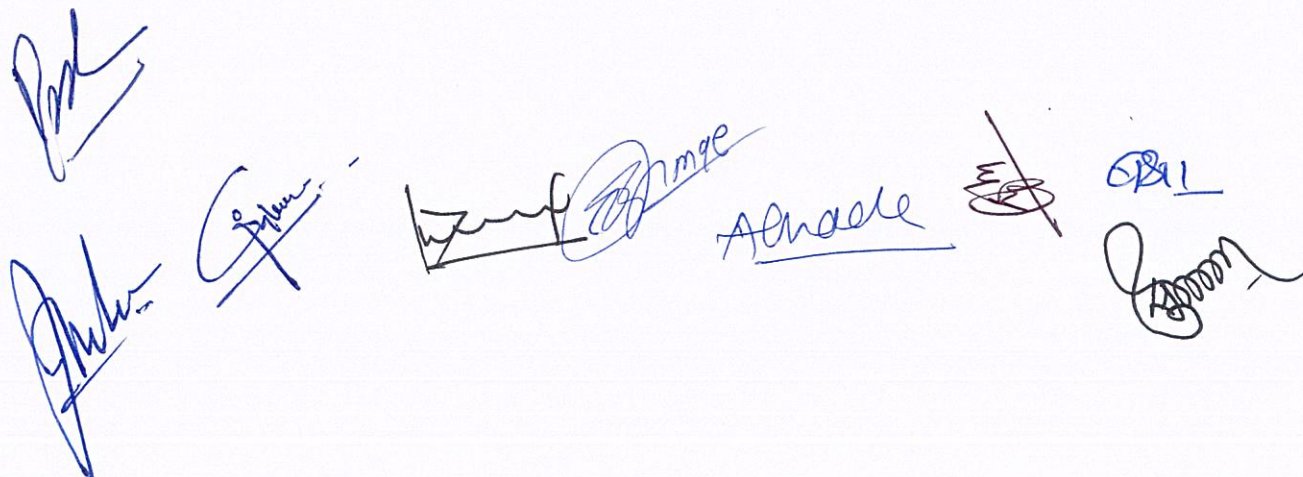
- A. Concept and Meaning of Cyber Crime, Types of Cyber Crimes.
- B. Frauds - Socio-cultural, Economic and Political, Social Media and fake News
- C. Impact of Cyber Crime and its prevention

Unit 2 : Women's Issues

- A. Crime and Violence against women, Patriarchal Attitude and Crimes
- B. Rape, Women Trafficking, Acid Attacks, Riots and Crime
- C. Impact on Society and Measures to Prevent it.

Suggested Readings:

1. Jogan, Sankar. (ed.), Social Problems and Welfare in India, Ashish, New Delhi, 1992.
2. Madan, G.R. Indian Social Problems, Vol. I and II, Allied, Bombay, 1973.
3. Ahuja, Ram. Social Problems in India, Rawat, Jaipur, 2002.
4. Jain, Prabha Shasi and Singh Mamta. Violence Against Women, Radha, New Delhi, 2001.
5. Mishra, Girish and Pandey Brajkumar. White-Collar Crimes, Gyan, New Delhi, 1998.
6. Ahmad, Siddique. Criminology (5th ed.), Eastern Book Company, New Delhi, 2005.
7. Paranjape, N.P. Criminology (12th ed.), Central, Allahabad, 2005.
8. Attar, Chand. Poverty and Underdevelopment: New Challenges, Gyan, New Delhi.
9. Horton, Paul B and Leslie, Gerald R. The Sociology of Social Problems (Fifth ed.), Prentice-Hall, New Jersey, 1974.
10. Weinberg, M.S., Rubington EarF Sue Kiefer Hammersmith. The Solution of Social Problems-Five Perspectives, (2nd Edition), OUP, New York, 1981.

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Major Electives

(Opt any One Group as Major Elective. Once a group choose, it cannot be change up till 8th semester)

Group A : Family, Kinship and Marriage

Group B : Introduction of Gender

Group C : Sociology of Social Movement

Group D : Introduction to Cultural Studies

Type and Code : Major Elective : UGS05E01

Name of Course : Family, Kinship and Marriage

Syllabus of Course

Unit 1. Theory and some concepts.

- A. Theoretical Approaches: Structural-Functionalist, Alliance and Cultural
- B. Constitutional laws of inheritance, succession and authority

Unit 2. Power and Gender dynamics

- A. Condition of Child, youth and family
- B. Gender relations and power dynamics
- C. Gender and gender role in transition, sexuality in India and reproduction- controlling fertility, zero child and delayed parenting.

Unit 3. Change in Marriage, Family and support System

- A. Changing Marriage practices in contemporary society and emerging patterns of marriage.
- B. Emergent forms of family - Single parent family, Consensual Unions.
- C. Changing care and support system at the age of globalisation and emerging problems.

Unit 4. Laws, Family and violence

- A. Family Laws- Hindu and Muslim.
- B. Domestic violence and Crime against women -Causes and Consequences

C. Honour killing - causes and pattern maintenance (marriage, family and caste).

Suggested Readings:

Schwartz Marry Ann & Scott BarBara, Marriage and Families: Diversity and Change, 3rd ed., Prentice Hall, New Jersey, 1999.

Macionis & Ken Plummer, *Sociology: Global Introduction*, 5th Ed. Pearson

Haralambos M., *Sociology: Themes and Perspective*, 8th Ed., Harper Collins Publishers Limited, 2013.

Giddens A. & Sutton P. W., *Sociology*, 7th ed., Wiley, 2013.

Patel Tulsi, ed., *The Family in India: Structure and Practice*, Sage India, 2005.

Imtiaz Ahmad, ed., *Family, Kinship and Marriage among Muslims in India*, Manohar Publishers & Distributors, 2020.

Breman Jan, *Beyond Patronage and Exploitation*, Oxford India Paperback, 1993.

Uberoi Patriia, ed., *Family, Kinship and Marriage in India*, Oxford in India Reading, 1993.

Ahuja Ram, *Social Problems in India*, 5th ed., Rawat Publication.

Veena Das, ed., *Sociology and Social Anthropology*, Vol. 1 & 2, Oxford, India, 2003.

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Type and Code : Major Elective : UGS05E02

Name of Course : Introduction of Gender Studies

Syllabus of Course

Unit 1. Social Construction of Gender:

- A. Socialization and gender construction, patriarchy and gender construction
- B. Dilemmas: Gender vs. biology, equality vs. difference, private vs. public
- C. Types of Gender : LGBTAQI+

Unit 2. Sex, Gender and Sexuality:

- A. Difference between Sex and Gender, binomials and gender typification
- B. Changing concept of Sexuality: Sexuality in Reproduction and Sexuality in LGBTAQI+
- C. Biological and Psychological factors in Gender Construction

Unit 3. Institutionalizing Gender

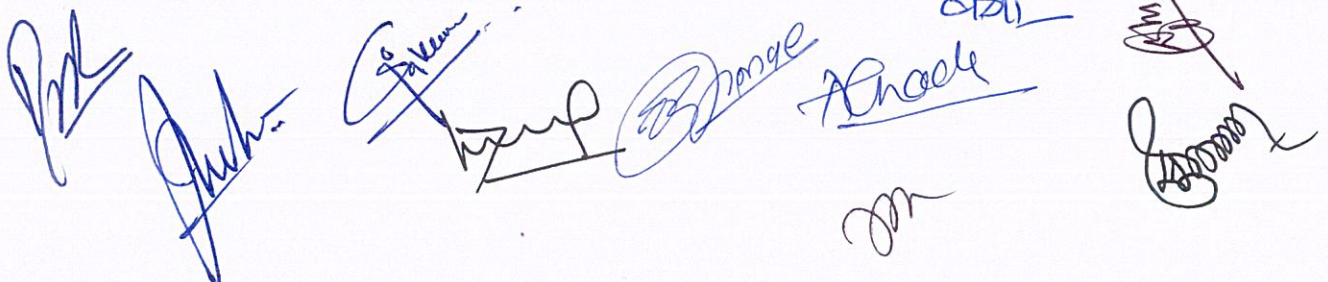
- A. Institutionalizing Gender and Social Stratification
- B. Gender Identity, Gender Role and Gender Division of Labour
- C. Masculinity, Sexual orientation and LGBT

Unit 4. Deconstructing Gender Differences and Inequalities

- A. Gender Differences and Gender Inequalities - Traits, characteristics and behavioral dispositions
- B. Reproduction of Gender Inequalities - Institutionalization, legitimization, ideology, paternalism
- C. Challenging Gender inequalities -

Suggested Readings:

1. Altekari, A.S., 1983, The Position of Women in Hindu Civilization, Delhi, Motilal Banarasis, Second Edition, Fifth Reprint.



2. Chodrow, Nancy, 1978, The Reproduction of Mothering, Berkely University of California Press.
3. Desai Neera and M Krishnaraj, 1978, Women and Society in India, Delhi, Ajanta.
4. Dube Leela et al (eds.) 1986, Visibility and Power: Essays on Women in Society and Development, New Delhi, OUP.
5. Forbes G., 1998, Women in Modern India, New Delhi, Cambridge University Press.
6. Maccoby, Eleanor and Carol Jackin, 1975, The Psychology of Sex Differences, Stanford, Stanford University Press.
7. Mc Cormack, C and M. Strathern (ed.) 1980, Nature, Culture and Gender, Cambridge, Cambridge University Press.
8. Kumkum Roy (ed.) 2005 Women in early Indian Society, Manohar Publishers and Distributors, New Delhi. .
9. Myers, Kristen Anderson et al, (eds.) 1998, Feminist Foundations: Towards Transforming Sociology, New Delhi, Sage.
10. Oakely, Ann., 1972, Sex, Gender and Society, New York, Harper and Row.
11. Sharma, Ursula, 1983, Women, Work and Property in North-West India, London, Tavistock.
12. Shulamitz, Reinhartz and Lynn Davidman, 1991, Feminist Research Methods, New York, Oxford University Press.
13. Srinivas, M.N., Caste Its Modern Avatar, New Delhi, Penguin (Leela Dube's Article on Caste and Women)
14. Vaid, S and K Sangari, 1989, Recasting Women Essays in Colonial History, New Delhi.
15. Agarwal, B, 1994, A Field of One's Own Gender and Land Rights in South Asia, Cambridge University Press.
16. Channa Karuna, 1988, Socialization, Women and Education: Explorations in GenderIdentity, New Delhi, Orient Longman.
13. Vaid, S and K Sangari, 1989, Recasting Women Essays in Colonial History, New Delhi.
14. Agarwal, B, 1994, A Field of One's Own Gender and Land Rights in South Asia, Cambridge University Press.
15. Channa Karuna, 1988, Socialization, Women and Education: Explorations in GenderIdentity, New Delhi, Orient Longman.
16. Dube Leela, 1997, Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia, Tokyo, United Nations University Press.
17. Gandhi, N and N. Shah, 1992, The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India, New Delhi.
18. Ghadially, Rehana, (ed.) 1988, Women in Indian Society, New Delhi, Sage.
19. Jaywardene, Kuman, 1991, Feminism and Nationalism in the Third World, New Delhi.
20. Miss Maria, 1980, Indian Women and Patriarchy: Conflicts and Dilemmas of Students and Working Women, New Delhi, Concept.
21. Omvedt Gali, 1975, Caste, Class and Women's Liberation in India, Bulletin of Concerned Asian Scholars.
22. Pardeshi, Pratima, 1988, Dr. Ambedkar and the Question of Women's Liberation in India, Pune, WSC, University of Pune

Type and Code : Major Elective : UGSO5E03

Name of Course : Sociology of Social Movement

Syllabus of Course

Unit 1. Understanding Social Movements:

- A. Defining Features and Types of Social Movements, viz. Reform, Revival, Revolutionary, Protest, Counter Movements
- B. Theories of Social Movement : Relative deprivation theory, structural strain theory, resource mobilization theory and political process theory

Unit 2. Social Movements and Social Transformation:

- A. Bases of Social Movements: Caste, Class, Gender, Religion and Ethnicity
- B. Issues in Social Movement: social structure and social movement, identity, culture and social movement, socio-economic and political interests and social movement

Unit 3. Scenario of Social Movements in India:

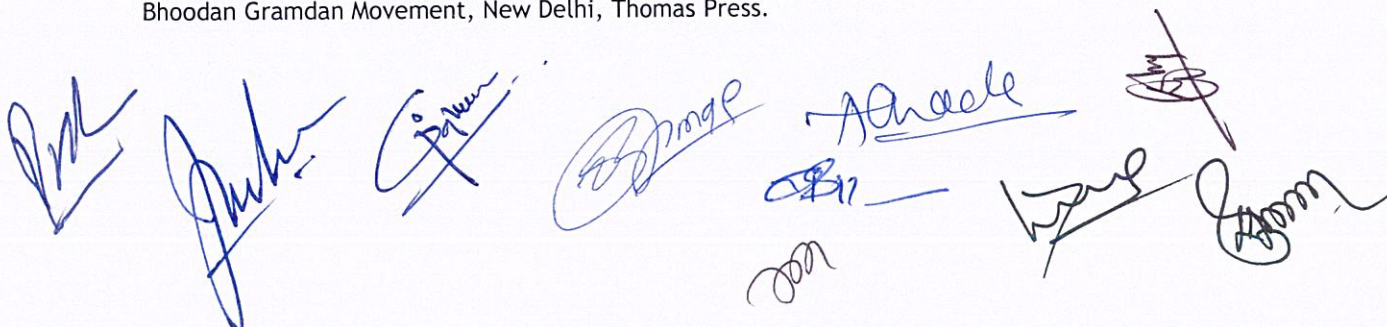
- A. Leadership and organizations in social movements
- B. Ideology in social movements: Types of ideology and social movements, ideology guiding movement and creating unrest

Unit 4. Social Movements in the Contemporary Times:

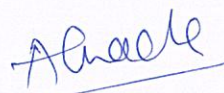
- A. Media and social movement, public opinion social movement, democracy and social movement
- B. Diffusion, absorption, and fragmentation of social movement
- C. Counter movements and social transformation

Suggested Readings:

1. Banks, J.A., 1972, The Sociology of Social Movements, London, Macmillan.
2. Desai, A.R., (ed.) 1979, Peasant Struggles in India, Bombay, OxfordUniversity Press.
3. Dhanagare D.N., 1983, Peasant Movements in India 1920-1950, Delhi, OUP.
4. Gore M.S., 1993, The Social Context of an Ideology: Ambedkar's Political and Social Thoughts, New Delhi, Sage.
5. Oommen T.K., 1990, Protest and Change: Studies in Social movements, Delhi, Sage.
6. Rao M.S.A., 1979, Social Movements in India, New Delhi, Manohar.
7. Singh K.S., 1982, Tribal Movements in India, New Delhi, Manohar.
8. Selliot Eleanor, 1995, From Untouchable to Dalit: Essays on the Ambedkar Movement, New delhi, Manohar.
9. Gouldner A.W., 1950, (ed.) Studies in Leadership, New York, Harper and Brothers.
10. Oommen T.K., 1972, Charishma, Stability and Change: An Analysis of Bhoodan Gramdan Movement, New Delhi, Thomas Press.



11. Shah Ghanshyam, 1990, Social movements in India: A Review of the Literature, Delhi, Sage.
12. Shah Nandita, 1992, The Issues at Stake: Theory and Practice in the Contemporary Women's Movements in India.
13. Shiva Vandana, 1991, Ecology and the Politics Survival, New Delhi, Sage.



Type and Code : Major Elective : UGS05E04

Name of Course : Introduction to Cultural Studies

Syllabus of Course

Unit I : Introduction to Cultural Studies

- A. Evolution, Need and Significance of Cultural studies
- B. Key Concepts in Cultural Studies-Representation, materialism, Non-reductionism, Articulation, Power, Popular Culture, Texts and Readers, subjectivity and Identity.
- C. Methods of Culture: Circuit of Culture, Language, Discourse, Everyday Life Consumption of Culture

Unit II : Construction of culture

- A. Social, Economic and Political elements of construction of culture
- B. Religion and Technology - Makers of culture
- C. Globalization and Colonization - Cultural orientations

Unit III : Cultural Locations

- A. Postmodern Culture : Postindustrialism and New Production, The Information Society
- B. Globalization : Global Culture, Glocalization, Diaspora and Cultural Hybridization, Cyber-counterculture
- C. Media and Culture : News culture, Culture and Soap Operas, Advertisement Culture

Unit IV : The Cultural Politics and Policy

- A. Gender, Sexuality and Culture : ideology, body and Cultural Politics, Gender and Differences
- B. Politics and Nationalism, Multiculturalism and Postcolonization
- C. Cultural Criticism : Cultural Policy, Cultural Engineering and Cultural Change

Suggested Reading

1. Rai Rumina, Panna Kishwar, Introduction to Cultural Studies, Himalaya Publications, Mumbai, 2015
2. Gregg Melissa. Cultural Studies'' Affective Voices, Palgrave Macmillan, New York, 2006
3. Ryan, Michael, Cultural Studies - A practical Introduction, Wiley-Blackwell, West Sussex, 2010
4. During, Simon, Cultural Studies : a Critical Introduction, Routledge, Oxon, 2005
5. Allan, Stuart, News Culture, Open University Press, Berkshire, 2004
6. McGugan, Jim, Rethinking Cultural Policy, Open University Press, Berkshire, 2004
7. Durham, M.G., Kellner, D.M., Media and Cultural Studies, Blackwell, Malden, 2001
8. Curran J. and Morley, D., Media and Cultural Theory, Routledge, London, 2006



9. Fawaz L.T., Bayly C.A., Modernity and Culture, Columbia University Press, New York, 2002
10. Lustig M.W., Koester O, Interculture Competence, Pearson, Boston, 2010
11. Benedict, Ruth, Patterns of Culture, A Mentor Boook, Boston, 1960
12. Creeber G., Martin R., Digital Culture, Open University Press, Berkshire, 2009
13. McGuigan Jim, Modernity and Postmodern Culture, Open University Press, Berkshire, 2006
14. Freedman Estelle B., Feminism, Sexuality and Politics, The University North California Carolina Press, 2006
15. Jacobs M.D., Hanrahan N.W., The Blackwell Companion to the Sociology of Culture, Blackwell, Oxford, 2005
16. Kalra V., Kaur R., Hutnyk J., Diaspora & Hybridity, Sage, London, 2005
17. Gillis S., Hollows J., Feminism, Domesticity and Popular Culture, Routledge, New York, 2009
18. Jenks Chris, Culture, Routledge, London, 1993
19. Nayar P.K., An Introduction to Cultural Studies, Viva Books, New Delhi, 2011



Type and Code : Field Project : UGS05FP02

Name of Course : Field Project

Directions :

9. To Develop Understanding of Sociological Concept, Methodology and Theory with field interaction/Induction (Practical assignment)
10. Field Project must be 4 credits (120 hours: 2 days orientation before field induction, 16 days field engagement (6 hours per-day), Report writing, Presentation, and subject viva-voce)
11. Selection of topic - Student should discuss with supervisor and finalize the topic and field area/setting.
12. Orientation about field project - Department/institution should provide orientation workshop for field work, its procedure, report writing, documentations (written, audio-visual, etc.), field-diary, certification, etc.
13. Field work - Field work should be in any community, or with any NGO/GO/CBO, or with any Institution.
14. Report writing -
 - C. Daily Report writing: Objectives, Work done, Observation and daily reflection on field
 - D. Final Report writing: Field Project report (Introduction of FP, Methodology, Process, Discussion, Outcomes and Concluding remark, learning and critical reflection of sociological thoughts)
15. Field Dairy: It is must for assessment of the students. It should mention reporting time, date and day, write field Notes/points/memos during field interaction.
16. Attendance and Certification (for 96 hours field engagement): Student should submit the certificate from authority where he/she/they complete his/her/their field-work, viz. Formal head (Sarpanch/Member of Municipal Corporation etc.) of Community or authority of NGO/GO/CBO, or Institution regarding his/her/their attendance and field work in field setting.



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Type and Code : Vocational Skill Course : UGS5VSC04

Name of Course : Introduction of SPSS and Atlas-ti

Syllabus of Course

Unit 1. Working with SPSS

- A. **Work on** - Title Bar, Menu Bar, Tool Bar and Status Bar, Data Window, Variable Window
- B. **Work on** - Coding Variables and Preparing Variable File; Data Entry
- C. **Work on** - preparing frequency tables, Cross Tables and Graphs

Unit 2. Working with Atlas-ti

- A. **Work on** - Work with drop down menus, object managers and toolbars
- B. **Work on** - RTF file preparation and coding
- C. **Work on** - Memos and NCT analysis

Note : This is practical and practicing course. SPSS and Atlas-ti is also available in Google Play Store. So, practice on mobile also, if computers are not available.

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Semester VI: Bachelor in Arts(B.A.)

Type and Code : Major Mandatory : UGSO6M01

Name of Course : Education and Society in India

Syllabus of Course

Unit 1. Socio-historical Context of Education in India:

- A. Education in pre-colonial and colonial India
- B. Education in post-colonial and modern India
- C. Significance of education in India

Unit 2. Equality of Educational Opportunity:

- A. Educational diversities and disparities: region, tribe, caste, gender and rural urban community
- B. Equity and equality: positive discrimination and constitutional provisions
- C. Debate of equity, excellence and efficiency

Unit 3. Issues in education:

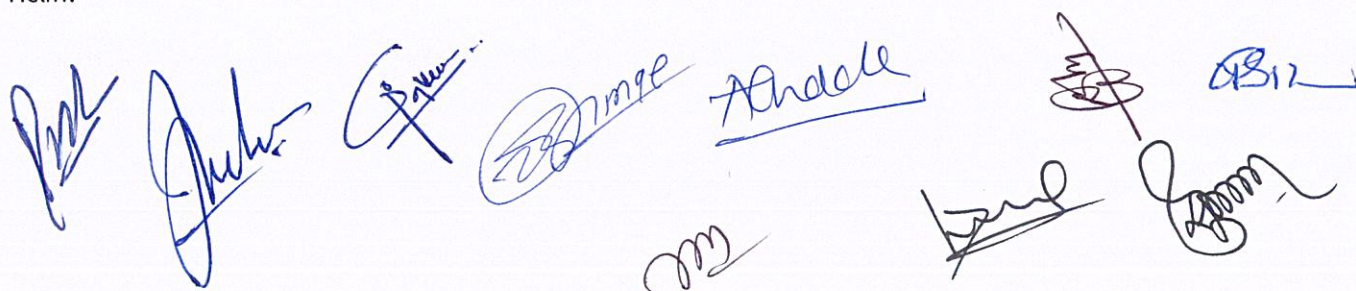
- A. Privatization of education
- B. Intervention of state in education
- C. Education, scientific attitudes and modernization

Unit 4. State and Education in India:

- A. Basic education and social development
- B. Education: skill development, globalized market and social mobility
- C. Crisis in higher education system, governance and finance

Suggested Readings:

1. Haralambos, Michael, Martin Holborn and Robin Heald, 2000, Sociology: Themes and Perspectives, Fifth Edition, Collins, London.
2. Acker, S, 1994, Gendered Education: Sociological Reflections on Women,, Buckingham: Open University Press.
3. Banks, Olive, Sociology of Education, (2nd Ed.), London: Batsford, 1971.
4. Banks, James A. and Lynch, James (eds.) 1986, Multicultural Education in Western Societies, London: Holt Saunders.
5. Blackledge, D. and Hunt, B., 1985, Sociological Interpretations of Education, London: Crom Helm.

A collection of handwritten signatures and initials in blue ink, likely representing the faculty members who approved the syllabus. The signatures are stylized and vary in length and complexity.

6. Brint, Steven, 1998, *Schools and Societies*, Thousand Oaks, Calif: Pine Forge Press, A Division of Sage.
7. Uttam B. Bhoite, 2009, *Higher Education in India: A System on the Verge of Chaos*, Sociological Bulletin, Vol.58, No.2, May-August.
8. Channa, Karuna, 1988, *Socialization, Education and Women: Explorations in Gender Identity*, New Delhi: Orient Longman.
9. Channana, Karuna, 1979, „Towards a Study of Education and Social Change“. In *Economic and Political Weekly*, 27, 14 (4): 157-64.
10. B.K. Swain, 1998, *Changing Occupational Structure in Vidarbha, India*, Himalaya Publishing House, Mumbai.
11. Chitnis, Suma and P.G. Albach, 1993, *Higher Education Reform in India, Experience and Perspectives*, New Delhi: Sage.
12. Craft, Maurice, (e.d), 1970, *Family, Class and Education: A Reader*, London: Longman.
13. Dreze, Jean and Amartya Sen, 1995, *Indian Economic Development and Social Opportunity*, Oxford: Oxford University Press.
14. Gandhi, M.K., 1962, *Problems of Education* Ahmedabad: Navjeevan Prakashan.
15. Gore, M.S. et.al. (ed.), 1975, *Papers on the Sociology of Education in India*, New Delhi, NCERT.
16. Halsey, A.H., Hugh Lander, Phillips Brown and Amy S. Wells, 1997, *Education, Culture, Economy and Society*, Oxford, Oxford University Press.
17. Jejeebhoy, Shireen, 1995, *Women's Education, Autonomy and Reproductive Behaviour*, Oxford: Clarendon Press.
18. Meighan, Ronald and Iram Siraj- Blatchford, 1997, *A Sociology of Educating*, London: Cassell, Third Edition.
19. Robinson, P., 1987, *Perspectives in the Sociology of Education: An Introduction*, London: Routledge and Kegan Paul.
20. Sen, Amartya, 1992, *Inequality re-examined*, Delhi: Oxford University Press.
21. Shatrugan, M., 1988, *Privatising Higher Education*, EPW. Pp. 2624.
22. Ahmad Karuna, 1984, *Social Context of Women's Education 1921-81*, *New Frontiers in Higher Education*, No.3, pp.1-35.
23. Durkheim, Emile, 1956, *Education and Sociology*, New York, Free Press.
24. Friere, Paulo, 1972, *Pedagogy of the Oppressed*, Harmondsworth: Penguin Books.
25. Halsey, A.K. et.al., 1961, *Education, Economy, and Society: A reader in the Sociology of Education*, New York: Free Press.
26. Jayaram, N, 1990, *Sociology of Education in India*, Jaipur: Rawat Publication.
27. Jefferey, R. and Alaka M. Basu, 1996, *Girls' Schooling, Women's Autonomy and fertility Change in South Asia*, New Delhi: Sage.
28. Kamat, A.R., 1985, *Education and Social Change in India*, Bombay: Somaiya.
29. Karabel, J. and A.H. Halsey (eds.) 1977, *Powers and Ideology in Education*, New York: Oxford University Press.
30. Naik, J.P., 1975, *Quality, Quantity and Equality in Education*, New Delhi: Allied Publishers, Whole Book.
31. Tyler, William, 1977, *The Sociology of Educational Inequality*, London: Methuen.

Type and Code : Major Mandatory : UGSO6M02 (Opt as Minor by other Major Courses)

Name of Course : Cultural Issues in Indian Society

Syllabus of Course

Unit 1 : Multiculturalism and Society

- A. Threads in Indian Culture: Theism and Atheism, Anti-caste cults - Ayothadas, Periyar and Narayana Guru cult, conflicts over philosophy
- B. Culture and Regions : different food habits, cloths and traditions, matriarchal and patriarchal traditions, conflicts over food, clothes and rituals
- C. Emerging Trends : Casteless and religionless society, Secularism, Humanitarianism and multiculturalism

Unit 2 : Gender and Patriarchy

- A. Patriarchal Culture : legal and Social issues of LGBTAQI+, absorption of various genders in society
- B. Women and Patriarchy : Conflict over Inter-caste and inter-religion marriages, Women in Advertisement
- C. Contemporary issues : Gender equality, Women's Rights, Patriarchal Politics

Unit 3 : Media, Globalization and Culture

- A. Contemporary Culture : Emergence of Popular Culture, Westernization and McDonaldization
- B. Glocalization : Hybridization of Culture; Global, local and Glocal Culture, imitation of culture
- C. Anti-Glocal Cultural trends : Swadeshi, degradation of indigenous culture and its preservation

Unit 4 : Cultural Conflicts in society

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- A. Communal and Caste Conflicts as cultural conflicts, Ethnic Conflicts and regionalism as cultural issues
- B. Cultural hierarchy : Majority verses minority culture, protections to minority and tribal culture, Cultural transformation
- C. Great and Little traditions, Modernization of Indian Traditions

Recommended reading

1. Pepi Leistyna, Defining & Designing Multiculturalism, State University of New York Press, 2002
2. Ramon Maiz and Ferran Requejo, Democracy, Nationalism and Multiculturalism, Frank Cass, London and NewYork
3. Giulian Prato, Beyond Multiculturalism, Ashgate, Bulington 200
4. Shastri, Srikant, Indian Culture, Notion Press India, Chennai, 2021
5. Sahastrabuddhe, Vinay, Connecting Through Culture and Overview of India Soft-Power Strength, Wisdom Tree, 2022
6. Jayshankar, S; The Indian way, Harper Collins, 2022
7. Malesevic, Sinisa, The Sociology of Ethnicity, Sage, London
8. Perse Elizabeth M., Media Effects and Society, Lawrence Erlbaum, London, 2008
9. Durham M G & Kellner D M, Media and Cultural Studies, Blackwell, 2006

Type and Code : Major Mandatory : UGS05M03

Name of Course : Social Problems in Contemporary India - II

Syllabus of Course

Unit 1 : Problem of inequality:


- A. Poverty: Corporate capitalism, distribution of resources, culture of poverty, unequal opportunity and poverty; consequences of poverty and its elimination
- B. Casteism and atrocities: Unequal distribution of power, oppression and discrimination, caste struggle and atrocities; **Inclusive policy**: Political Reservations and Reservation in education and Government Services, SC & OBC Commission, Atrocity Act
- C. Gender inequality: Patriarchal and patrilineal structure and denial of powers & authorities, sex roles, discrimination; socioeconomic-political consequences of sexism, constitutional provisions and gender sensitization

Unit 2. Population, Space and Social problems:

- A. Population and Urban Problems: urban transformation due to migration, overpopulation, urban explosion; urban problems: health, habitat, natural resources, socioeconomic and political problem; rapid modernization and use of technology
- B. Environment, social problems and solutions to social problems
- C. Development induced displacement and rehabilitation

Suggested Readings:

1. Jogan, Sankar. (ed.), Social Problems and Welfare in India, Ashish, New Delhi, 1992.
2. Madan, G.R. Indian Social Problems, Vol. I and II, Allied, Bombay, 1973.
3. Ahuja, Ram. Social Problems in India, Rawat, Jaipur, 2002.
4. Jain, Prabha Shashi and Singh Mamta. Violence Against Women, Radha, New Delhi, 2001.
5. Mishra, Girish and Pandey Brajkumar. White-Collar Crimes, Gyan, New Delhi, 1998.
6. Ahmad, Siddique. Criminology (5th ed.), Eastern Book Company, New Delhi, 2005.
7. Paranjape, N.P. Criminology (12th ed.), Central, Allahabad, 2005.
8. Attar, Chand. Poverty and Underdevelopment: New Challenges, Gyan, New Delhi.
9. Horton, Paul B and Leslie, Gerald R. The Sociology of Social Problems (Fifth ed.), Prentice-Hall, New Jersey, 1974.



10. Weinberg, M.S., Rubington Earl Sue Kiefer Hammersmith. The Solution of Social Problems-Five Perspectives, (2nd Edition), OUP, New York, 1981.

Major Electives

(Opt a Major Elective as chose in previous V Semester's group.)

Group A : Rural and Urban Transformation

Group B : Gender and Society

Group C : Social Movements in India

Group D : Media and Society

Type and Code : Major Elective : UGSO6E01

Name of Course : Rural and Urban Transformation

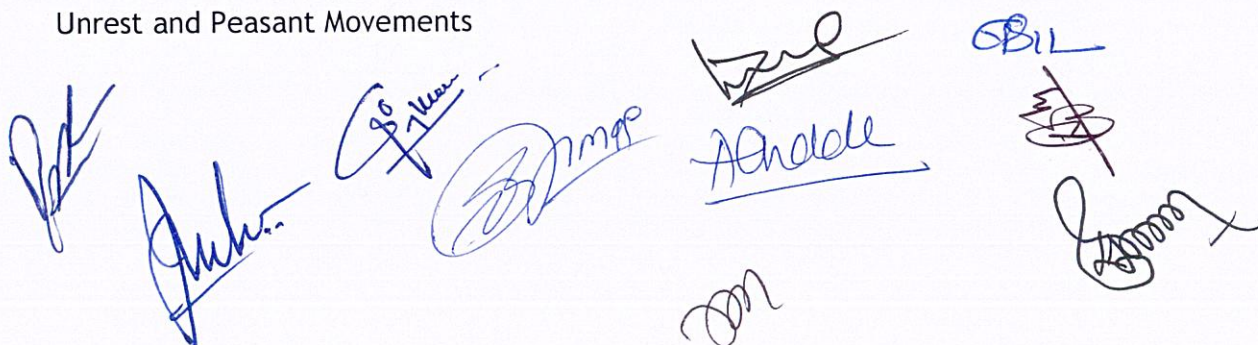
Syllabus of Course

Unit I : Changing Rural Community

- A. Changing Inter-Community Relations - Decline of Jajmani System, From Caste to Class, Impact of Globalization and Democratic Politics, Caste violence, Caste-Tribal Conflicts
- B. Caste-Tribal Settlement - Ruaralization of Tribes, Migration of Tribes-Castes, Secured Forests, Mutual Adaptations

Unit II : Changing Agrarian System

- A. Changing Agrarian Economy - Decline of Agrarian System, Factors of De-Peasantization of Rural Population and impact, Factors of Migration to cities and Impact.
- B. Changing Agrarian Relations - Factors responsible for Changing Agrarian Social Structure, Inter-community relations and violence. Land Ownership & Change in Agrarian Relations, Emergence of Class relations in rural society, Agrarian Unrest and Peasant Movements

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Unit III : Changing Urban Community

- A. Urbanism - Concept and Meaning, Development of Urbanity, Factors and Impact Urbanization
- B. Towns, Cities and Mega-Cities - Concepts, Development and Variance in Issues, Industries, Service Sectors and Businesses as Factors and Network-BUILDER of Urbanization.

Unit IV : Changing Human Relations in Urban Society

- A. Urban Middle Class - Factors of Emergence and Its Impact. Township - Emergence of Gated Communities and Exclusiveness. Changing Neighborhood within gated communities.
- B. Slums - Factors of Development and issues. Bastis in Cities - Ethnic, Class, Religion and Caste based issues of settlement of Bastis. Different Urban Movements and Urban Violence

Suggested Reading:

1. Beyond Hindu and Muslim: Multiple identity in Narratives from village India, Peter Gottschalk, OUP, 2000
2. Caste, Class and Power, Andre Beteille, University of California Press, 1965
3. New Directions in the Sociology of Global Development, Vol 11, Fredrick H. Buttel & Philip McMichael, Elsevier, Amsterdam, 2005
4. City, Phil Hubbard, Routledge, New York, 2006
- Urbanization unlimited: A Thematic Journey, Johannes Fiedler, Springer, New York, 2004
5. The City , Gary Bridge & Sophie Watson, Wiley-Blackwell, Chichester, 2011
6. Cosmopolitan Urbanism, J. Binnie, J. Holloway and others, Routledge, London, 2006
7. Cities and Urban Cult

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Type and Code : Major Elective : UGSO6E02

Name of Course : Gender and Society

Syllabus of Course

Unit 1. Social construction of Feminity:

- A. Gender characteristics Expectations, Gender Power Relation
- B. Images and faces of women in Society, economy, politics of social Reproduction
- C. Gender stereotyped expectations in Sports, Arts, Entertainment, Fashion Industry, Media etc.

Unit 2. Social construction of Masculinity:

- A. Definition, Characterization and Understanding of Masculinities
- B. Masculinity, Feminity and Construction of Patriarchy
- C. Male Feminist, LGBT Movement s and legal provisions

Unit 3. Gender inequality in society:

- A. Unequal distribution of power and authorities
- B. Patriarchal concept of labor and restriction in economic spaces
- C. Health Issues and Human Rights: Legal and Social inequality

Unit 4. Strategies to Overcome Gender Inequality:

- A. Contemporary LGBATQI+ global and local movements
- B. Empowerment and capacity building programs: creating spaces in political, social and economic areas
- C. Gender Sensitization: role of Government, NGO and academicians

Suggested Readings:

1. Altekhar, A.S., 1983, The Position of Women in Hindu Civilization, Delhi, Motilal Banarasidas, Second Edition, Fifth Reprint.
2. Chodrow, Nancy, 1978, The Reproduction of Mothering, Berkely University of California Press.
3. Desai Neera and M Krishnaraj, 1978, Women and Society in India, Delhi, Ajanta.
4. Dube Leela et al (eds.) 1986, Visibility and Power: Essays on Women in Society and Development, New Delhi, OUP.
5. Forbes G., 1998, Women in Modern India, New Delhi, Cambridge University Press.
6. Maccoby, Eleanor and Carol Jackin, 1975, The Psychology of Sex Differences, Stanford,



- ,Stanford University Press.
7. Mc Cormack, C and M. Strathern (ed.) 1980, Nature, Culture and Gender, Cambridge, Cambridge University Press.
 8. Kumkum Roy (ed.) 2005 Women in early Indian Society, Manohar Publishers and Distributors, New Delhi.
 9. Myers, Kristen Anderson et al, (eds.) 1998, Feminist Foundations: Towards Transforming Sociology, New Delhi, Sage.
 10. Oakely, Ann., 1972, Sex, Gender and Society, New York, Harper and Row.
 11. Sharma, Ursula, 1983, Women, Work and Property in North-West India, London, Tavistock.
 12. Shulamitz, Reinharz and Lynn Davidman, 1991, Feminist Research Methods, New York, Oxford University Press.
 13. Srinivas, M.N., Caste Its Modern Avatar, New Delhi, Penguin (Leela Dube's Article on Caste and Women)
 14. Vaid, S and K Sangari, 1989, Recasting Women Essays in Colonial History, New Delhi.
 15. Agarwal, B, 1994, A Field of One's Own Gender and Land Rights in South Asia, Cambridge University Press.
 16. Channa Karuna, 1988, Socialization, Women and Education: Explorations in GenderIdentity, New Delhi, Orient Longman.
 17. Agarwal, B, 1994, A Field of One's Own Gender and Land Rights in South Asia, Cambridge University Press.
 18. Channa Karuna, 1988, Socialization, Women and Education: Explorations in GenderIdentity, New Delhi, Orient Longman.
 19. Dube Leela, 1997, Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia, Tokyo, United Nations University Press.
 20. Gandhi, N and N. Shah, 1992, The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India, New Delhi.
 21. Ghadially, Rehana, (ed.) 1988, Women in Indian Society, New Delhi, Sage. Jaywardene, Kuman, 1991, Feminism and Nationalism in the Third World, New Delhi.
 22. Miss Maria, 1980, Indian Women and Patriarchy: Conflicts and Dilemmas of Students and Working Women, New Delhi, Concept.
 23. Omvedt Gail, 1975, Caste, Class and Wome's Liberation in India, Bulletin of Concerned Asian Scholars.
 24. Pardeshi, Pratima, 1988, Dr. Ambedkar and the Question of Women's Liberation in India, Pune, WSC, University of Pune
 25. Lerner, Gerda (1986). The creation of patriarchy. Oxford university press, New Delhi.
 26. Maithreya krishna Raj (1986), Women Studies in India : Some Perspective, Population Prakashan, Bombay.
 27. Rege Sharmila, (ed.), Sociology of Gender : The challenge of Feminist Sociological Knowledge. Sage. New Delhi.
 28. Majumdar Vina, (1974), Report On the committee on the status of women towards equality., Journal of women Study.
 29. Holmes M. (2007), What is Gender? , Sage Publication, New Delhi.
 30. Jasbir Jain (ed). (2005). Women in Patriarchy : cross Cultural. Rawat Publication, Jaipur.

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Type and Code : Major Elective : UGSO6E03

Name of Course : Social Movements in India

Syllabus of Course

Unit 1. Understanding Social Movements in India:

- A. History and origin of social movements in India
- B. Causes and consequences of social movements
- C. Caste, class and social movements in India

Unit 2. Traditional Social Movements:

- A. Peasant and tribal Movements
- B. Women's movement
- C. Trade union and nationalist movements

Unit 3. New Social Movements:

- A. Dalit and ethnic movements
- B. Students' Movements
- C. Ecological and environmental movements

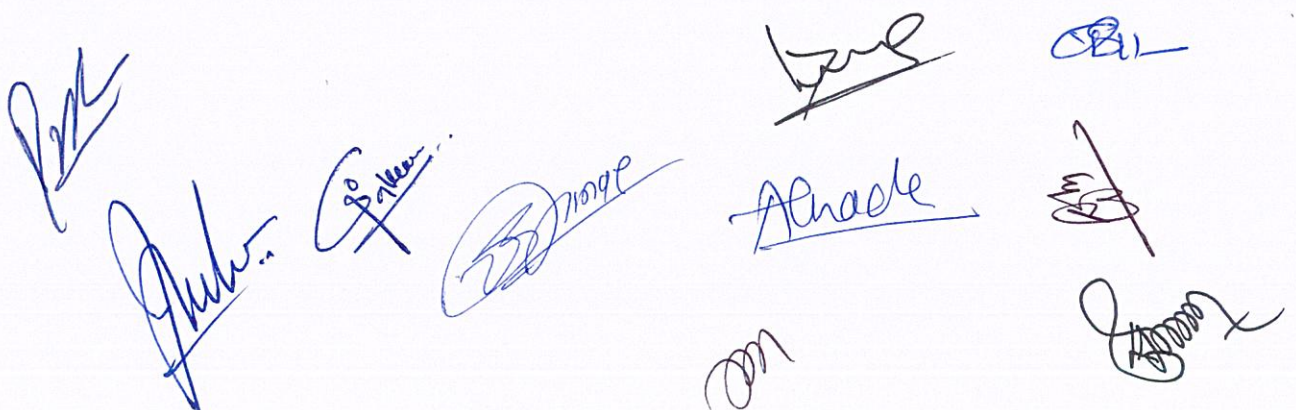
Unit 4. Consequences of Social Movements:

- A. Social movements, state and civil Society in India
- B. Social movements, social change and development

Suggested Readings:

1. Banks, J.A., 1972, The Sociology of Social Movements, London, Macmillan.
2. Desai, A.R., (ed.) 1979, Peasant Struggles in India, Bombay, OxfordUniversity Press.
3. Dhanagare D.N., 1983, Peasant Movements in India 1920-1950, Delhi, OUP.
4. Gore M.S., 1993, The Social Context of an Ideology: Ambedkar's Political and Social Thoughts, New Delhi, sage.
5. Oommen T.K., 1990, Protest and Change: Studies in Social movements, Delhi, Sage.
6. Rao M.S.A., 1979, Social Movements in India, New Delhi, Manohar.
7. Singh K.S., 1982, Tribal Movements in India, New Delhi, Manohar.
8. Selliot Eleanor, 1995, From Untouchable to Dalit: Essays on the Ambedkar Movement, New delhi, Manohar.
9. Gouldner A.W., 1950, (ed.) Studies in Leadership, New York, Harper and Brothers.

10. Oommen T.K., 1972, Charishma, Stability and Change: An Analysis of Bhoodan Gramdan Movement, New Delhi, Thomas Press.
11. Shah Ghanshyam, 1990, Social movements in India: A Review of the Literature, Delhi, Sage.
12. Shah Nandita, 1992, The Issues at Stake: Theory and Practice in the Contemporary Women's Movements in India.
13. Shiva Vandana, 1991, Ecology and the Politics Survival, New Delhi, Sage

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Type and Code : Major Elective : UGSO6E04

Name of Course : Media and Society

Syllabus of Course

Unit 1 : Understanding Media in Society:

- A. Mass Media: the concept, definition and forms of mass media
- B. Theories of Mass Media: Pluralist, Marxist, Neo-Marxist

Unit 2 : Role and Influences of Media

- A. Hypodermic, normative, interpretative and structured interpretative model
- B. Hyper reality, interpretative community, violence and media

Unit 3 : Images and Social Group in Media:

- A. Representation of gender, caste, class & religion
- B. Children, Gender, Sexuality and Media Effect

Unit 4 : Media in Globalized World:

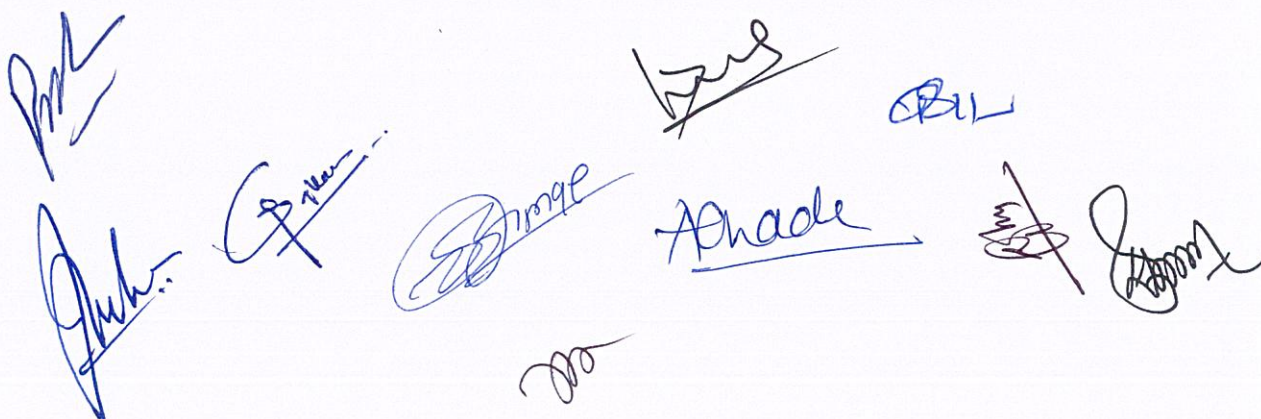
- A. Media, Market and Popular Culture
- B. Capitalist and state ideology in Media

Suggested Readings:

1. Asa Briggs and Peter Burke, A Social History of the Media, Polity Press, Cambridge, 2005.
2. Benjamin, W. The Work of Art in the age of Mechanical Reproduction, Illuminations, New York, Schocken Books, 1969.
3. Williams, R. Communications, Penguin: Harmondsworth, 1962.
4. Hall, S. „Cultural studies: two paradigms“, Media, Culture and Society, 1980.
5. Herman, Edward S. and Chomsky, Noam. Manufacturing Consent: The Political Economy of Mass Media, Pantheon Books, 1988.
6. John Corner. Dick Pels (eds.), Media and the Restyling of Politics: Consumerism, Celebrity, and Cynicism, London: Sage, 2000.
7. Desai, A.R. The Role of the Press in the Development of Indian Nationalism, in Social Background of Indian Nationalism, Bombay: Popular Prakashan, 1948.
8. Kohli, V. The Indian Media Business, London: Sage, 2003.
9. Jeffrey, Robbin. India's Newspaper Revolution. Capitalism, Politics and the Indian language, New York: Martins Press, 2000.
10. Kumar, K.J. Mass Communication in India, Jaico Publishing House, 2010.
11. Gans, H.J. Deciding What's News, Northwestern University Press, 2004.
12. Appadurai, Arjun. Modernity at Large: The Cultural Dimensions of Globalization, OUP, 1996.
13. Sohat, Ella and Robert Stam. Unthinking Eurocentrism: Multiculturalism and the Media, Routledge, 1994.

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14. Uberoi, Patricia. Freedom and destiny: gender, family, and popular culture in India, OUP, 2006.
15. Hall, Stuart. "The Whites of their eyes: racist ideologies in the media." In Gail Hynes and Jean M. Hume zeds Gender, race, and class in media: a text reader, Sage, 2003.
16. Said, Edward. Covering Islam: How the Media and Experts Determine How We See the Rest of the World, New York; Pantheon, 1981.
17. C. Berry and F. Martin. (eds.), Mobile Cultures: New Media in Queer Asia, Duke University press, 2003.
18. Khan, R. and D. Keller. "New Media and Internet Activism: From the "Battle of Seattle to Blogging." New Media and Society, 2004.

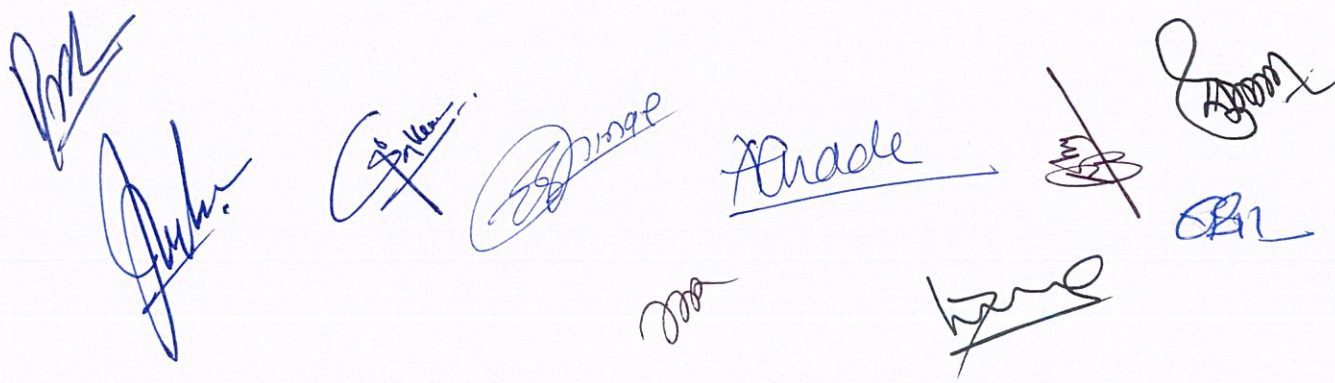
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Type and Code : On Job Training : UGS06OJT01

Name of Course : On Job Training

Directions : For the “On Job Training” course follow the direction as per indicate in following directions :

1. Student should successfully complete his/her training or apprenticeship under the guidance of supervisor or mentor assigned by the college/institution within the period of sixth semester. This must be corresponding to the sociology.
2. College should assign a full-time approved teacher as supervisor or mentor. College should allot 25 students per teacher. In case of non-availability of full-time approved teacher, college should follow the University Guidelines that issued time-to-time as per requirement.
3. This course must be completed at the college where the student has taken admission and transfer of credit is not permissible for this course.
4. For this course, college / Institution can assign a NGO, GO, SHG, VO, Grampanchayat, Industry, or company as agency for the “On Job Training” course.
5. Student should produce a certificate to the college / institution authority from this assigned agency to the college after successfully completion of this training, where nature of training, name of agency, name of certifying authority, period of training, purpose of training, must be mentioned very clearly.
6. This certificate must be verified and validate by the Head of the institution and department,
7. The credits or marks should be allot to student on the bases of On Job Training Report with GeoTag-Photographs including properly signed certificate that he/she submit to department, Seminar, and Viva-voce.
8. For report writing, follow the directions of fieldwork project.
9. Beside that follow the RTMNU’s direction issued time to time.

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Semester VII: Bachelor of Arts

(B.A.) Honours in Sociology

Type and Code : Major Mandatory : UGS07M01

Name of Course : Sociological Thinkers and Theories

Syllabus of Course

Unit 1. Vilfredo Pareto

- A. Logical and non-logical actions and theory of social utility
- B. Society as a system of equilibrium : Residues and derivations
- C. Elites ; Foxes and Lions in circulation

Unit 2: George Simmel

- A. Perspective on human culture - culture, metropolis and mental life
- B. Formal sociology - form and content; forms of sociation, social type, significance of number
- C. Dialectic Approach - principle of dualism, forms of interaction and positive functions of conflict

Unit 3: Karl Mannheim

- A. Sociology of Knowledge : principles
- B. The process of democratization ; fundamental principles of democracy, virtues of representative government
- C. Planned reconstruction of society

Unit 4: Sigmund Freud

- A. Theory of Personality and dream
- B. Theory of Religion
- C. Psychosexual development, Femininity

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Suggested Readings:

1. George Ritzer, 1996, Sociological Theory, The McGRAW-HILL International Editions.
2. Parsons Talcott, The Structure of Social Action, Vol. I & II, McGraw Hill, New York.
3. Nisbet, 1966, The Sociological Tradition, Heinmann Educational Books Ltd, London.
4. Zetlin Irving, 1981, Ideology and the Development of Sociological Theory, Prentice Hall.
5. Dahrendorf Ralph, 1959, Class and Class Conflict in Industrial Society.
6. Bendiz Rinehard, 1960, Max Weber, An Intellectual Portrait.
7. Popper Karl, 1945, Open Society and its Enemies, Routledge, London.
8. Aron Raymond, Main Currents in Sociological Thought, Vol. I & II, Penguin.
9. Coser L.A., 1977, Masters of Sociological Thought, New York.
10. Giddens Anthony, 1997, Capitalism and Modern Social Theory.
11. Writings of Marx, Durkheim and Weber, Cambridge University Press.
12. R.N. Mukherjee and Arunansu Ghoshal, Social Thought, Vivek Prakashan, Delhi.
13. Francis Abraham and John Henry Morgan, Sociological Thought.
14. Michael Haralambos and Martin Holborn, 2000, Sociology: Themes and Perspectives, Harper Collins, London.
15. H.E. Barnes, Introduction to Sociology.
16. N.S. Vaidya, Samajik Vicharvant.

Type and Code : Major Mandatory : UGS07M02

Name of Course : Perspectives on Indian Society

Syllabus of Course

Unit 1. Perspectives on Tribe

- A. G.S. Ghurye : Tribes as Backward Hindus and Their Future
- B. Virginius Xaxa : Tribes as Indigenous People of India

Unit 2. Perspectives on Caste

- A. B.R. Ambedkar : Caste as a Socio-Cultural, Economic and Political System.
Ways of Annihilation of Caste
- B. Gopal Guru : Humiliation in Caste; Experiencing Caste and Everyday Social

Unit 3. Perspectives on Gender

- A. Kamala Bhasin : Masculinity, Patriarchy and Gender
- B. Uma Chakravarti : Gendering Caste









Unit 4 Family and Kinship

- A. Irawati Karve: Kinship Organization in India.
- B. Patricia Uberoi: Family, Kinship and Marriage.

Suggested Readings

1. Surinder Jodhka, (2013) Interrogating India's Modernity: Democracy, Identity, and Citizenship, Oxford University Press.
2. Pathak Avijit. 1998, Indian Modernity, Aakar Books.
3. Pathak Avijit. 2006, Modernity Globalization and Identity, Aakar Books.
4. Hamilton Lawrence. 20200 How to read Amartya Sen, Penguin Random House
5. Banerjee Abhijit; Duflo Esther. 2011, Poor Economics: Rethinking Poverty & the Ways to End it, Penguin Books.
6. Banerjee Abhijit; Duflo Esther. 2019, Good Economics for Hard Times: Better Answers to Our Biggest Problems. Juggernaut.
7. Rege Sharmila. 2006, Writing Caste/Writing Gender, Zubaan Publication.
8. Rege Sharmila. 2018. Gendering Caste: Through A Feminist Lens, Sage.
9. Rege Sharmila. 2003, Sociology of Gender: The Challenge of Feminist Sociological Thought, Sage.
10. Uberoi Patricia. 1997, Family Kinship and Marriage in India, OIP.
11. Bhasin Kamla. 2000, Understanding Gender, Kali for women.
12. Bhasin Kamla. 2004, Exploring Masculinity, Women Unlimited.
13. Gopal Guru, Sundar Sarukkai. 2019 Experience, Caste, and the Everyday Social, Oxford University Press.
14. Gopal Guru, Sundar Sarukkai. 2018, The Cracked Mirror: An Indian Debate on Experience and Theory, Oxford University Press.

15. Xaxa Virginius. 2008, State, Society and Tribes: Issues in Post-Colonial India, Pearson.
16. Xaxa Virginius. 2012, Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India (Ed.), OUP.
17. Xaxa Virginius & Jagannath Ambagudia. 2020, Handbook of Tribal Politics in India. Sage.
18. DeSouza, P.R. (ed), 2000, Contemporary India-Transitions, New Delhi, Sage.
19. Dhanagare, D.N. 1993, Themes and Perspectives in Indian Sociology, Jaipur, Rawat.
20. Dube, S.C. 1973, Social Sciences in a Changing Society, Lucknow University Press.
21. Dube, S.C. 1967, The Indian Village, London, Routledge, 1955.
22. Karve, Irwati. 1961, Hindu Society: An Interpretation, Poona, Decan College.
23. Momin, A.R. 1996, The Legacy of G.S. Ghurye: A Centennial Festschrift, Popular Prakashan, Bombay.
24. Mukherjee, D.P. 1958, Diversities, People's Publishing House, Delhi.
25. Singh, Y. 1986, Indian Sociology: Social Conditioning and Emerging Concerns, Delhi Vistaar.
26. Singh, Y. 1973, Modernization of Indian Tradition, Delhi, Thomson Press.
27. Srinivas, M.N. 1960, India's Villages, Asia Publishing House, Bombay.
28. Tylor, Stephen: India; An Anthropological Perspective.
29. Guha, Ranjit (ed), 1982, Subaltern Studies: Writings on South Asian History and Society, Oxford.
30. Desai, A.R. 1948, Social Background of Indian Nationalism, Popular, Bombay.
31. Ambedkar, B.R. Speeches and Letters, Bombay.
32. Sinha, Surajit. 1980, Tribes and Indian Civilization, in Manin India.
33. Bose, Nirmal Kumar, Problems of Indian Nationalism, Calcutta.
34. Singhi, N.K. 1996, Theory and Ideology in Indian Sociology, Rawat, Jaipur.







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Type and Code : Major Mandatory : UGS07M03

Name of Course : Constitution and Social Change in India

Syllabus of Course

Unit 1 : Understand the Objectives of Indian Constitution

- A. Welfare state and Socialism : Education, Employment, Health and Social Justice
- B. Secularism : Rights of Individual, Minorities and Weaker Section, Development Scientific Perspective (Directive Principles)
- C. Constitution as Social Document : Constitutional Values: Values in Preamble, Fundamental Duties and Directive principles

Unit 2 : Constitution and Transformation in India

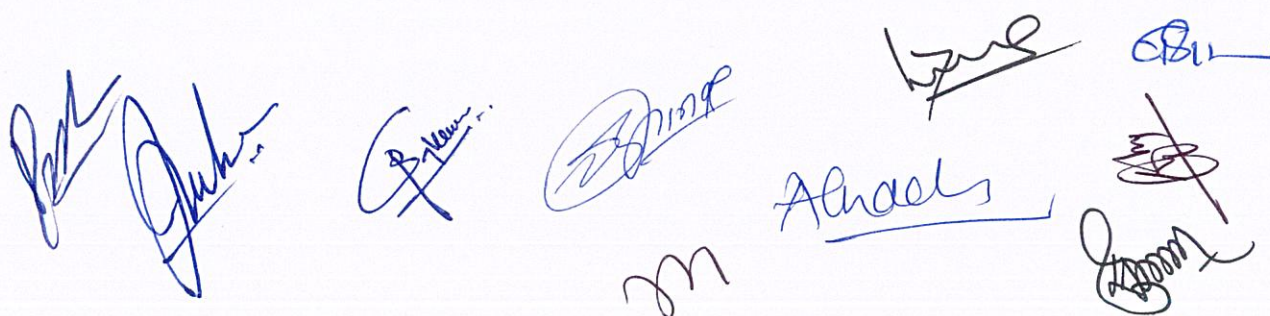
- A. Social Transformation : Capitals & Changes in Caste, Gender and Women's Rights; Marital Laws, Education Rights
- B. Economic Transformation : Changes in Occupational Structure, Labour laws and Property Rights
- C. Political Transformation: Democratic-Electoral Politics, 73rd Amendment: Grassroots' Democracy, Emergence of caste Politics

Unit 3 : Constitutional Development and Indian Society

- A. Social Structure and Constitution: Social Structure as an inhibitor of Constitutional development with reference to Caste, Religion and Gender
- B. Cultural and Constitution : Emergence of Multiculturalism and Secular Culture
- C. Class and Constitution : Industrialization, Migration and Urbanization

Unit 4 : Modernization, Globalization and Constitution

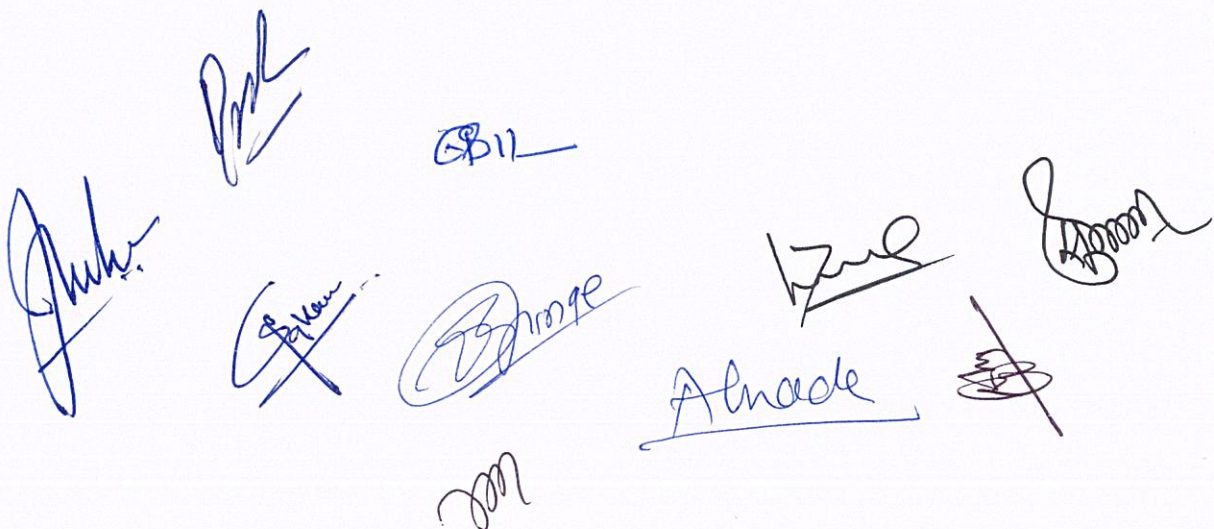
- A. Values of Modernization in Indian Constitution
- B. Globalization and Indian Constitution : Critical Analysis - Rise in Inequality and degradation of Welfare State

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C. Media and Constitution: Right to Expression, Monopolization of Media and Control of Political opinions.

Reference Books

1. Indian Constitution
2. Oxford Handbook of Indian Constitution, OUP
3. Indian Social Structure and Change, K.L. Sharma, Rawat
4. Constitutional Debates Debates
5. Introduction to Indian Constitution : D.D. Basu,
6. Liberalism, Constitutionalism and Democracy, Russel Hardin, OUP
7. Evolution of a Revolution, Li-ann Thio and Kevin YL Tan, Routledge
8. The Constitution of Society, Anthony Giddens, Polity Press, Cambridge
9. A Constitutional Hhistory of India, A.B. Keith, , Methuen & Co. Ltd. London
10. Working a Democratic Constitution: The Indian Experience, Granville Austin , OUP
11. Discourse and Social Change, Norman Fairclough, Polity Press, Cambridge
12. Dynamics of Caste and Law: Dalit Oppressions and Constitutions, Cambridge
13. Deterring Democracy, Noam Chomsky, RHUK
14. Politics and Ethics of Indian Constitution, Rajiv Bhargav, OUP
15. Democracy in India, N.G Jayal, OUP
16. Makers of Modern India, R. Guha, penguin
17. Law and Social Transformation in India, Oliver Mendelsohn, OUP

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Type and Code : Major Mandatory : UGS07M04

Name of Course : Sociology of Religion - I

Syllabus of Course

Unit 1. Introduction:

- A. Sociology of religion: Religion as a science
- B. Religion and morality, religious beliefs and values
- C. Theism, atheism, secularism and fundamentalism

Unit 2. Sociological Perspectives on Religion:

- A. Durkheim: Religion for integration
- B. Weber: Religion, rationality and development
- C. Karl Marx: Religion as illusion

Suggested Readings:

1. Weber, M. The Sociology of Religion, Boston, Mass: Beacon Press, 1963.
2. Eliade, H. The Sacred and the Profane: The Nature of Religion, New York: Harcourt, Brace and World, 1959.
3. Durkheim, E. The Elementary Forms of Religious Life, London: Allen and Unwin, 1915.
4. Fischer, M.N.J. Iran: From Religious Dispute to Revolution, Cambridge, Mass: Harvard University Press, 1980.
5. Baird, Robert D, (ed.) 1995 (3rd edition) Religion in Modern India, Delhi, Manohar.
6. Jones, Kenneth W., 1989, Socio-Religious Reform Movements in British India, The New Cambridge History of India III - I), Hyderabad, Orient Longman.
7. Madan T.N. (ed.) 1992, (enlarged edition), Religion in India, New Delhi, Oxford Press.
8. Mazumdar H.T., 1986, India's Religious Heritage, New Delhi, Allied Publishers.
9. Roberts, Keith A., 1984, Religion in Sociological Perspective, New York, Dorsey Press.
10. Shakir Moin (ed.) 1989, Religion, State and Politics in India, Delhi, Ajanta Publications.
11. Turner Bryan. S., 1991 (2nd edition) Religion and Social Theory, London, Sage Publications.
12. Robinson, Rowena, 2004, Sociology of Religion in India, Sage, India.

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Major Electives

(Opt a Major Elective as chose in previous V Semester's group.)

Group A : Sociology of Social exclusion

Group B : Women in Indian Society

Group C : Sociology of Development

Group D : Social Theories of Cultural Studies

Type and Code : Major Elective : UGSO7E01

Name of Course : Sociology of Social Exclusion

Syllabus of Course

Unit 1. Understanding the Concept of Social Exclusion:

- A. Meaning, definition and nature of social exclusion
- B. Western Theories: Marxist - Capitalism and social exclusion, Amartya Sen:
Deprivation and social exclusion

Unit 2. Social Categories and Social Exclusion:

- A. Caste and social exclusion
- B. Gender, patriarchy and social exclusion
- C. Ethnicity and social exclusion, with reference to tribes

Unit 3. Socio-Revolutionary Movements and Social Exclusion in India:

- A. Mahatma Jyotibha Phule and Savitribai Phule
- B. Chhatrapati Shahu Maharaj and Dr. B.R. Ambedkar
- C. Periyar Ramasamy,

Unit 4. Social Exclusion and Inclusive Policies in India:

- A. Education, natural/ecological resources and weaker sections
- B. Privatization and politics of inclusive policies
- C. Positive discriminations and social exclusion
- D. Empowerment and social exclusion

A collection of approximately ten handwritten signatures in blue ink, arranged horizontally across the bottom of the page. The signatures vary in style, with some being more legible and others being more stylized or scribbled.

Suggested Readings:

Ram, Ahuja. Society in India, Rawat Publications, 2004.

Rao, Shankar. Sociology of Indian Society, S. Chand and Company, New Delhi, 2004.

Ghurye, G.S. Caste and Race in India, Popular Prakashan, Bombay, 1969.

Guha, Ranjit. (ed.), Sabalarn Studies: Writings on South Asian History and Society, Oxford, Delhin 1982.

Michael, Haralambos. Sociology: Themes and Perspectives, 13th edition, OUP, Delhi, 1994.

Forbes, G. Women in Modern India, New Delhi: Cambridge University Press, 1998.

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

Malcolm. Globalization, London: Routledge, 1996.

Beteille, Andre. The Backward Classes in Contemporary India, Delhi, OUP, 1992.

Zelliot, Eleanor. From Untouchable to Dalit: Essays on the Ambedkar Movement, New Delhi, Manohar, 1995.

Ambedkar, B.R. The Untouchables: Who were they and why they become untouchables, New Delhi, 1948.-

Rajendra K. Sharma Alantic Publishers and Distributors, New Delhi



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Type and Code : Major Elective : UGSO7E02

Name of Course : Women in Indian Society

Syllabus of Course

Unit 1. The Changing Profile of Women in India:

- A. The changing status of women in pre-colonial, colonial and post-colonial India
- B. The demographic profile - the gender gap (Census, NSS) C. Gender in caste, class and religion

Unit 2. Patriarchy and Women in India:

- A. Women's role in decision making: family, health and reproductive behavior.
- B. Women's situation in India: Socio-cultural taboos, economic and political deprivation, sexual exploitation, etc.

Unit 3. Women and Social Institutions:

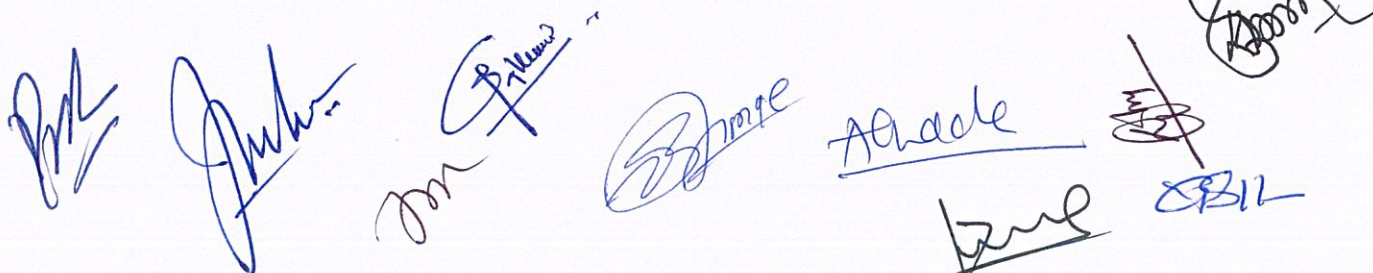
- A. Education: Gender based participation in educational institutions
- B. Economy: Sexual division of labour, unequal payments, and marginalization of women
- C. Polity: Gender based participation in politics; reservations for women and political empowerment

Unit 4. Women and Social Issues:

- A. Development
- B. Communalism
- C. Crime and violence
- D. Education, employment and empowerment

Suggested Readings:

1. Altekar, A.S., 1983, The Position of Women in Hindu Civilization, Delhi, Motilal Banarashidas, Second Edition, Fifth Reprint.
2. Chodrow, Nancy, 1978, The Reproduction of Mothering, BerkelyUniversity of California Press.
3. Desai Neera and M Krishnaraj, 1978, Women and Society in India, Delhi, Ajanta.
4. Dube Leela et al (eds.) 1986, Visibility and Power: Essays on Women in Society and Development, New Delhi, OUP.
5. Forbes G., 1998, Women in Modern India, New Delhi, Cambridge University Press.
6. Maccoby, Eleanor and Carol Jackin, 1975, The Psychology of Sex Differences, Stanford,

The bottom of the page features several handwritten signatures and initials in blue ink. From left to right, there is a signature that appears to be 'P. M.', followed by a signature that looks like 'Ankur'. Next is a signature with 'S. Kumar' written above it. Then there is a signature that seems to be 'S. P. Singh'. This is followed by a signature that looks like 'A. K. Singh'. Next is a signature that appears to be 'B. Singh'. Finally, there is a signature that looks like 'S. Singh' and a set of initials that look like 'S. B. I. L.'.

Stanford University Press.

7. Mc Cormack, C and M. Strathern (ed.) 1980, Nature, Culture and Gender, Cambridge, Cambridge University Press.
8. Myers, Kristen Anderson et al, (eds.) 1998, Feminist Foundations: Towards Transforming Sociology, New Delhi, Sage.
9. Oakely, Ann., 1972, Sex, Gender and Society, New York, Harper and Row.
10. Sharma, Ursula, 1983, Women, Work and Property in North-West India, London, Tavistock.
11. Shulamitz, Reinhartz and Lynn Davidman, 1991, Feminist Research Methods, New York, Oxford University Press.
12. Srinivas, M.N., Caste Its Modern Avatar, New Delhi, Penguin (Leela Dube's Article on Caste and Women)
13. Vaid, S and K Sangari, 1989, Recasting Women Essays in Colonial History, New Delhi.
14. Agarwal, B, 1994, A Field of One's Own Gender and Land Rights in South Asia, Cambridge University Press.
15. Channa Karuna, 1988, Socialization, Women and Education: Explorations in Gender Identity, New Delhi, Orient Longman.
16. Dube Leela, 1997, Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia, Tokyo, United Nations University Press.
17. Gandhi, N and N. Shah, 1992, The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India, New Delhi.
18. Ghadially, Rehana, (ed.) 1988, Women in Indian Society, New Delhi, Sage.
19. Jaywardene, Kuman, 1991, Feminism and Nationalism in the Third World, New Delhi.
20. Miss Maria, 1980, Indian Women and Patriarchy: Conflicts and Dilemmas of Students and Working Women, New Delhi, Concept.
21. Omvedt Gali, 1975, Caste, Class and Women's Liberation in India, Bulletin of Concerned Asian Scholars.
22. Pardeshi, Pratima, 1988, Dr. Ambedkar and the Question of Women's Liberation in India, Pune, WSC, University of Pune.



Type and Code : Major Elective : UGS07E03

Name of Course : Sociology of Developments

Syllabus of Course

Unit 1. Concept of Development

- A. Meaning and Dilemmas of Development - from evolution to development, Development as redemption, from bipolarity to polycentrism
- B. Economic Development - GDP and Per Capita Income, Human Development, Social Development, Sustainable Development
- C. Models of Development - Capitalist Model of America, Communist Model of Cuba, Socialist Model, Educational Model of Japan, Cultural Model of China, Israel Model of Kibbutz

Unit 2. Globalization and Development

- A. Globalization - Concept and Meaning; Relations between Liberalization, Privatization and Globalization
- B. Global Development Model - Multinational Corporations, Emigration of labours, Changing Division of World Labour, demolition of welfare state/economy
- C. Technology - Information Technology, Artificial Intelligence, digitalization

Unit 3. Development and Social Structure

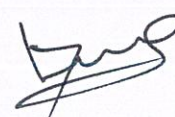
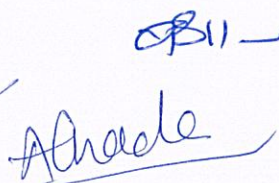
- A. Impact on social Structure - Change in occupational structure, Social Mobility, emergence of caste-class structure
- B. Impact on family and relationship - rise of career orientation and individualism, extended family, broken family
- C. Impact on culture - Global popular culture, Local culture, hybridization of culture

Unit 4. Development and Social Institution

- A. Education Institution - from offline to online, education to skill based training, exclusion of lower strata and growing marginalization
- B. Religion Institution - dilemma between secularism and rise of fundamentalism, religion as a political tool, Rise of non-religion
- C. Political Institution - Impact of UNO, WB, IMF, WTO on state politics; Impact of world movements on law; Globalization of movements

Suggested Readings

- 1. Pieterse, J.N., Development Theory, Sage, NIU, 2010
- 2. Higgot R.A., Political Development Theory, Routledge, 1983
- 3. Leys, C., The Rise and Fall of Development Theory, Indiana University Press, Oxford, 1996



4. McMichael, P. Development and Social Change : A global Perspective, Pine Forge, Thousand Oaks, 2000
5. Stathakis G and Vaggi G., Economic Development and Social Change, Routledge, Oxon, 2006
6. Robinson H.M., Emergent Computer Literacy : A development Perspective, Routledge, New York, 2009
7. Kurihara, Y, Takaya S. Hisashi H, Kamae H, Information Technology and Economic Development, Information Science Reference, New York, 2008
8. Buttel F. and McMichael P., New Directions in the Sociology of Global Development, Report
9. Targowski, A. Information Technology and Social Development, Information Science Reference, New York, 2008
10. Strange T. Bayley A., Sustainable Development - Linking economy, society, environment, OECD, 2008
11. Chang Ha-joon, Institutional Change and Economic Development, UNUP, New York, 2007
12. Rivero, O.d. The myth of Development, Zed Books, London, 2001

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Type and Code : Major Elective : UGS07E01

Name of Course : Sociological Theories of Cultural Studies

Syllabus of Course

Sociological Theories of Cultural Studies

Unit 1. : Classical theories

- A. Stuart Hall : Popular and Mass Culture, Circuit of Culture, Encoding and Decoding
- B. Antonio Gramsci : Cultural Hegemony and Power

Unit 2 : Critical Theories

- A. Theodor Adorno and Max Horkheimer : The Cultural Industry : Enlightenment as Mass Deception
- B. Pierre Bourdieu : Cultural Capital, Needs and Norms

Unit III : Gender and Culture

- A. Judith Butler : The Politics of Post-feminist Cultural Studies : Sex, Gender and Desire
- B. Michele Dillon : Sexuality and Religion : Negotiating Identity Differences

Unit II : Subaltern and Culture

- A. Gayatri Spivak : Scattered Speculations on the question of cultural studies
- B. Arjun Appadurai : Disjuncture and Difference in the Global Cultural Economy

Suggested Reading

1. Rai Rumina, Panna Kishwar, Introduction to Cultural Studies, Himalaya Publications, Mumbai, 2015
2. Gregg Melissa. Cultural Studies'' Affective Voices, Palgrave Macmillan, New York, 2006
3. Ryan, Michael, Cultural Studies - A practical Introduction, Wiley-Blackwell, West Sussex, 2010
4. During, Simon, Cultural Studies : a Critical Introduction, Routledge, Oxon, 2005
5. Allan, Stuart, News Culture, Open University Press, Berkshire, 2004
6. McGugan, Jim, Rethinking Cultural Policy, Open University Press, Berkshire, 2004
7. Durham, M.G., Kellner, D.M., Media and Cultural Studies, Blackwell, Malden, 2001
8. Curran J. and Morley, D., Media and Cultural Theory, Routledge, London, 2006
9. Fawaz L.T., Bayly C.A., Modernity and Culture, Columbia University Press, New York, 2002
10. Lustig M.W., Koester O, Interculture Competence, Pearson, Boston, 2010
11. Benedict, Ruth, Patterns of Culture, A Mentor Book, Boston, 1960
12. Creeber G., Martin R., Digital Culture, Open University Press, Berkshire, 2009

The bottom of the page features several handwritten signatures and initials in blue ink. From left to right, there is a signature that appears to be 'Rai Rumina', followed by 'Panna Kishwar', then a signature that looks like 'Michael Ryan'. To the right of these is a signature that says 'During', followed by another signature that appears to be 'Stuart Allan'. On the far right, there is a signature that says 'Jim McGugan' and another that says 'D.M. Kellner'.

13. McGuigan Jim, Modernity and Postmodern Culture, Open University Press, Berkshire, 2006
14. Freedman Esstelle B., Feminism, Sexuality and Politics, The University North Carolina Carolina Press, 2006
15. Jacobs M.D., Hanrahan N.W., The Blackwell Companion to the Sociology of Culture, Blackwell, Oxford, 2005
16. Kalra V., Kaur R., Hutnyk J., Diaspora & Hybridity, Sage, London, 2005
17. Gillis S., Hollows J., Feminism, Domesticity and Popular Culture, Routledge, New York, 2009
18. Jenks Chris, Culture, Routledge, London, 1993
19. Nayar P.K., An Introduction to Cultural Studies, Viva Books, New Delhi, 2011

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Type and Code : Research Methodology : UGS07RM1 OR UGS07RM2

Name of Course : Research Methods in Sociology

Syllabus of Course

Unit 1. Understanding Social Research:

- A. Meaning and nature of social research, difference between quantitative and qualitative research, research ethics and plagiarism
- B. Formulation of problem in social research, social survey and social research, research review and research gap
- C. References and citation in social research: APA, MLA, etc.

Unit 2. Quantitative and Qualitative Methodologies:

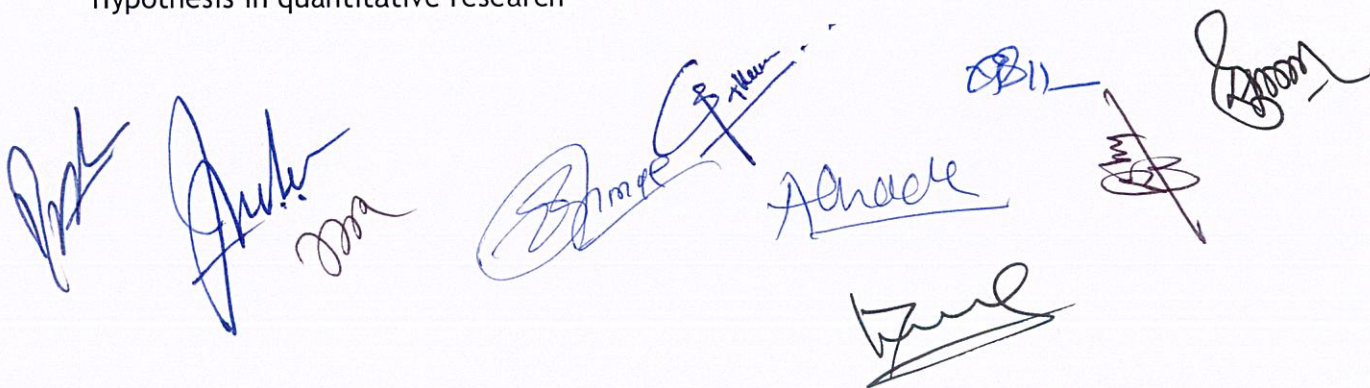
- A. Objectives, hypotheses in quantitative and Research Questions in qualitative methods.
- B. Research Designs : Quantitative - Exploratory, descriptive, diagnostic and experimental designs; Qualitative - Components, Linear and Circular Process, Retrospective Studies, Oral History, Snapshot and Longitudinal studies
- C. Case Studies, Comparative Studies

Unit 3. Sampling and Data Collection

- A. Sampling : quantitative - Techniques and types; Qualitative - Theoretical sampling, Purposive sampling and Focus groups
- B. Observation: Participatory and Non-participatory, merits and demerits
- C. Questionnaire: Open and close ended questions, merits and demerits of questionnaire
- D. Interviews: Focused, Semi-structured, Semi-Standardized, Problem-centered, Expert and Ethnographic, In-depth interviews, Narrative Interviews, Episodic Interviews

Unit 4. Analysis and Interpretation of Data :

- A. Central Tendencies, Standard deviation and Correlations and Testing of hypothesis in quantitative research

The bottom of the page features several handwritten signatures and initials in blue ink. From left to right, there is a signature that appears to be 'Raj', followed by a signature that looks like 'Ankur' with a flourish underneath. In the center, there is a large, stylized signature that seems to be 'Sandeep' or 'Sandeep Singh'. To its right is a signature that reads 'Anand'. Further right, there are initials 'ABH' and a signature that looks like 'Sandeep' or 'Sandeep Singh'. On the far right, there is a signature that appears to be 'Sandeep' or 'Sandeep Singh'.

- B. Qualitative Research : Documentation: Transcription, coding-types and content analysis, Data analysis: theoretical triangulation Content Analysis, techniques and tools
- C. Issues in the presentation and interpretation of data

Suggested Readings:

1. Wilkinson, T. S., and P. L. Bhandarkar., Methodology and Techniques of Social Research, Himalaya Publishing House, Mumbai, (Reprint, 2004)
2. Bryman, Alan, Quality and Quantity in Social Research, UnwinHyman, London, 1988.
3. Hughes, John., The Philosophy of Social Research, Longman, London, 1987.
4. D.A.de Vaus, Surveys in Social research, George Relen and Unwin, London, 1986.
5. Bose, Pradip Kumar, Research Methodology, ICSSR, New Delhi.
6. Madge, John., The Origins of Scientific Research, Tavistock, London, 1970.
7. Punch, Keith, Introduction to Social Research, Sage Publications, New Delhi, 1986.
8. Srinivas, M.N. and A.M. Shah, Field Worker and the Field, Oxford University press, New Delh, 1979.
9. Beteille A., and T.N. Madan, Encounter and Experience: Personal Accounts of Fieldwork, Vikas Publishing House Pvt. Ltd., New Delhi, 1975.
10. Barnes, John A., Who Should Know What? Social Science, Privacy and Ethics, Harmondsworth, Penguin, 1979.
11. Mukherjee, P.N., Methodology in Social Research: Dilemma and Perspectives, Sage Publications, New Delhi, 2000.
12. Shipman, Martin, The limitations of Social Research, Longman, London, 1988.
13. Sjoberg, Gidden and Roger Nett., Methodology for Social Research, Rawat publications, Jaipur.
14. Smeler, Neil J., Comparative Methods in Social Science.
15. Garrett, Henry. E., Statistics in Psychology and Education, David Mckay, Indian Publication, Bombay, Tenth Reprint, 1981.
16. Moser, C.A., Survey Methods in Social Investigation, Heinemann, 1971.
17. Somekh, B and Lewin, C., (eds.), Research Methods in Social Sciences, Vistaar Publication, New Delhi, 2005.
18. Giri, Ananta K., (ed.), Creative Social Research: Rethinking Theories and Methods, Vistaar Publication, New Delhi, 2004.
19. Whyte, W.F., Street Corner Society.
20. Daniel Bell, Doing Sociological Research.
21. Bhandarkar, P.L., Samajik Sanshodhan Padhati (Marathi).

Semester VIII: Bachelor of Arts

(B.A.) Honours in Sociology

Type and Code : Major Mandatory : UGS08M01

Name of Course : Contemporary Sociological Theory

Syllabus of Course

Unit 1. Structuralism:

- A. A.R. Radcliffe-Brown : Anthropological Perspective
- B. Claude Levi-Strauss : Language, Mind and Society

Unit 2. Functionalism:

- A. Bronislaw Malinowski : Anthropological Approach
- B. Robert K. Merton : Paradigms and Codification
- C. Talcott Parsons : Analytical Functionalism

Unit 3. Conflict Theory :

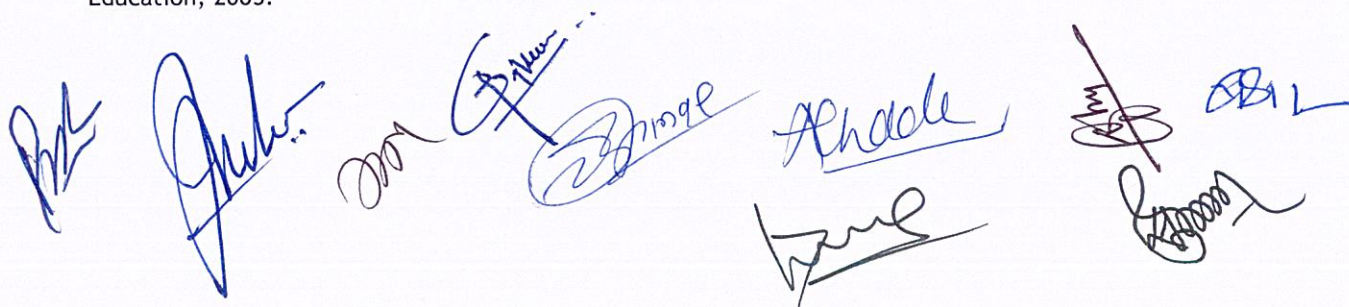
- A. Ralf Dahrendorf : Conflicts in Industrial Society
- B. Lewis Coser : Conflict Functionalism

Unit 4. Symbolic Interactionism

- A. G.H. Mead : Mind, Self and Society
- B. Erving Goffman : Dramaturgy

Suggested Readings:

1. Ritzer, George. Sociological Theory, Mac-Graw-Hill, 2000.
2. Ritzer, George. Encyclopedia of Social Theory. Vol.I&II. Sage Pub. 2005.
3. Giddens and Turner (eds.). Social Theory Today, Cambridge: Polity Press, 1987.
4. Abraham, M.F. Modern Sociological Theory, New Delhi: OUP. 1990.
5. Haralambos and Holborn. Sociology: Themes and Perspective. Fifth Edition, Collins, 2000.
6. Calhoun, Craig, Rojek, Chris & Bryan Turner. The Sage Handbook of Sociology, Sage Publications, 2005.
7. Ritzer, George and Barry Smart. Handbook of Social Theory, Sage Publications, 2001.
8. Ruth A. Wallace and Alison Wolf. Contemporary Sociological Theory, 6th Edition, Eastern Economy Edition, Prentice-Hall of India, New Delhi, 2008.
9. David Ashley and David, Michael Orenstein. Sociological Theory, Sixth Edition, Pearson Education, 2005.



10. Tim Delaney. Contemporary Social Theory, Pearson Education, 2008.
11. Jonathan, H. Turner. The Structure of Sociological Theory, Rawat Publications, Jaipur, 1987.
12. Anthony Elliott. Contemporary Social Theory, London: Routledge and Kegan Paul, 2009, Indian Reprint, 2010

A series of handwritten signatures in blue ink, arranged horizontally across the bottom of the page. The signatures are stylized and vary in complexity, including some that appear to be initials or names like 'Pul', 'Pul', 'm', 'Gill', 'George', 'Hase', 'Bil', and 'Gum'.

Type and Code : Major Mandatory : UGSO8M02

Name of Course : Perspectives on Indian Society - II

Syllabus of Course

Unit 1. Social Change in Indian Society

- A. Avijit Pathak: Secular Modernity, Culture as an Arena of Struggle.
- B. Dipankar Gupta : Modernization of Social, Economic and Political Life

Unit 2. Perspectives on Development

- A. Amartya Sen: Development as Freedom, Capability, Choice and Social Welfare.
- B. Abhijeet Banerjee: Experimental Approach in Development Economics, Development and Poverty Elevation, Universal Ultra Basic Income.

Unit 3. Power Politics and Social Change

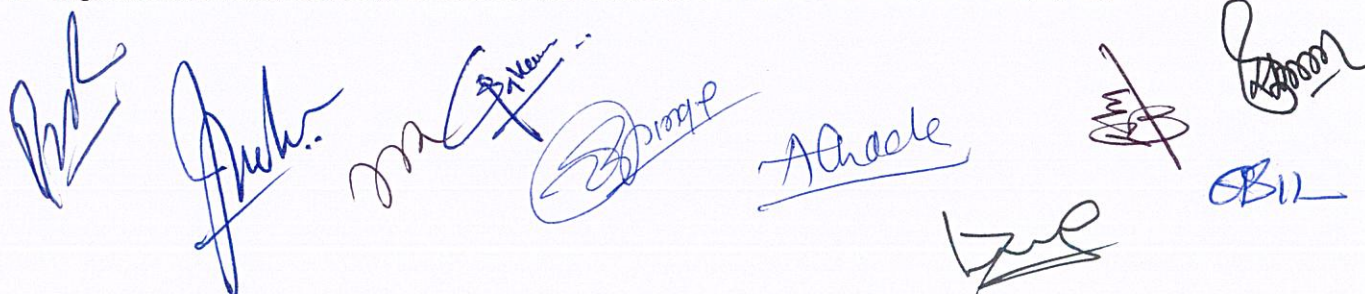
- A. A R Desai: Social Background of Indian Nationalism, Peasant Struggles and Transformation
- B. M.K. Gandhi: Swadeshi, Satyagrah, Basic Education, Issue of untouchability

Unit 4. Civilization Perspective

- A. Surjit Sinha: Tribe-Caste Continuum, Tribe-Peasant Continuum. Tribal Movements.
- B. N.K. Bose : Indian civilization and tribal assimilation in Hindu main stream

Suggested Readings

1. Surinder Jodhka, (2013) Interrogating India's Modernity: Democracy, Identity, and Citizenship, Oxford University Press.
2. Pathak Avijit. 1998, Indian Modernity, Aakar Books.
3. Pathak Avijit. 2006, Modernity Globalization and Identity, Aakar Books.
4. Hamilton Lawrence. 20200 How to read Amartya Sen, Penguin Random House
5. Banerjee Abhijit; Duflo Esther. 2011, Poor Economics: Rethinking Poverty & the Ways to End it, Penguin Books.
6. Banerjee Abhijit; Duflo Esther. 2019, Good Economics for Hard Times: Better Answers to Our Biggest Problems. Juggernaut.
7. Rege Sharmila. 2006, Writing Caste/Writing Gender, Zubaan Publication.
8. Rege Sharmila. 2018. Gendering Caste: Through A Feminist Lens, Sage.
9. Rege Sharmila. 2003, Sociology of Gender: The Challenge of Feminist Sociological Thought, Sage.

A collection of handwritten signatures and initials in blue ink, likely belonging to faculty members or students, located at the bottom of the page. The signatures are stylized and vary in length and complexity.

10. Uberoi Patricia. 1997, Family Kinship and Marriage in India, OIP.
11. Bhasin Kamla. 2000, Understanding Gender, Kali for women.
12. Bhasin Kamla. 2004, Exploring Masculinity, Women Unlimited.
13. Gopal Guru, Sundar Sarukkai. 2019 Experience, Caste, and the Everyday Social, Oxford University Press.
14. Gopal Guru, Sundar Sarukkai. 2018, The Cracked Mirror: An Indian Debate on Experience and Theory, Oxford University Press.
15. Xaxa Virginius. 2008, State, Society and Tribes: Issues in Post-Colonial India, Pearson.
16. Xaxa Virginius. 2012, Social Exclusion and Adverse Inclusion: Development and Deprivation of Adivasis in India (Ed.), OUP.
17. Xaxa Virginius & Jagannath Ambagudia. 2020, Handbook of Tribal Politics in India. Sage.
18. DeSouza, P.R. (ed), 2000, Contemporary India-Transitions, New Delhi, Sage.
19. Dhanagare, D.N. 1993, Themes and Perspectives in Indian Sociology, Jaipur, Rawat.
20. Dube, S.C. 1973, Social Sciences in a Changing Society, Lucknow University Press.
21. Dube, S.C. 1967, The Indian Village, London, Routledge, 1955.
22. Karve, Irwati. 1961, Hindu Society: An Interpretation, Poona, Decan College.
23. Momin, A.R. 1996, The Legacy of G.S. Ghurye: A Centennial Festschrift, Popular Prakashan, Bombay.
24. Mukherjee, D.P. 1958, Diversities, People's Publishing House, Delhi.
25. Singh, Y. 1986, Indian Sociology: Social Conditioning and Emerging Concerns, Delhi Vistaar.
26. Singh, Y. 1973, Modernization of Indian Tradition, Delhi, Thomson Press.
27. Srinivas, M.N. 1960, India's Villages, Asia Publishing House, Bombay.
28. Tylor, Stephen: India; An Anthropological Perspective.
29. Guha, Ranjit (ed), 1982, Subaltern Studies: Writings on South Asian History and Society, Oxford.
30. Desai, A.R. 1948, Social Background of Indian Nationalism, Popular, Bombay.
31. Ambedkar, B.R. Speeches and Letters, Bombay.
32. Sinha, Surajit. 1980, Tribes and Indian Civilization, in Manin India.
33. Bose, Nirmal Kumar, Problems of Indian Nationalism, Calcutta.
34. Singhi, N.K. 1996, Theory and Ideology in Indian Sociology, Rawat, Jaipur.

Type and Code : Major Mandatory : UGSO8M03

Name of Course : Sociology of Change and Development

Syllabus of Course

Unit 1. Understanding Social Change:

- A. Related concepts of social change: evolution, progress, growth, development and transformation
- B. Theories of social change: socio-psychological and conflict theories
- C. Factors of social change: demographic, economic, religious, bio-tech, info-tech and media

Unit 2. Processes of Social Change in Contemporary India:

- A. Sanskritization and Westernization
- B. Modernization and Secularization
- C. Industrialization, Migration and Urbanization

Unit 3. Approaches to Development:

- A. Modernization approach
- B. Dependency approach
- C. Neo-liberal approach (MNCs, TNCs, WTO)

Unit 4. Social Structure and Development:

- A. Structure as a facilitator/inhibitor of development
- B. Culture as an aid or impediment to development
- C. Development and displacement, sustainable development

Suggested Readings:

1. Bryce F. Ryan. Social and Cultural Change, The Ronald Press Company, New York, 1969.
2. Wood Charles, Roberts Bryan (ed), 2005, Rethinking Development in Latin America, Peen State Press.
3. Preston P.W., 1982, The Theories of Development, London Routledge, Kegan Paul.
4. Abraham, M.F., 1990, Modern Sociological Theory: An Introduction, New Delhi, OUP.
5. Agarwal, B., 1994, A Field of One's Own: Gender and Land Rights in South Asia, Cambridge, Cambridge University Press.
6. Appadurai, Arjun, 1997, Modernity at Large: Cultural Dimensions of Globalization, New Delhi, OUP.

A collection of handwritten signatures and initials in blue ink, likely representing faculty members or the course coordinator. The signatures are varied in style, with some being more stylized and others more legible. They are located at the bottom of the page, below the suggested readings.

7. Dereze, Jean and Amartya Sen, 1996, India: Economic Development and Social Opportunity, New Delhi, OUP.
8. Desai A.R., 1985, India's Path of Development: A Marxist Approach, Bombay, Popular Prakashan (Chapter 2).9. Desai A.R., 1971, Essays on Modernization of Underdeveloped Societies, Thacker and Co, Bombay.
9. Giddens Anthony, 1996, "Global Problems and Ecological Crisis", in Introduction to Sociology, IInd Edition, New York, W.W. Norton & Co.
11. Harrison, D., 1989, The Sociology of Modernization and Development, New Delhi, Sage.
12. Haq, Mahbub UL, 1991, Reflections on Human Development, New Delhi, OUP.
13. Moore Wilbert E., and Robert Cook, 1967, Social Change, New Delhi, Prentice-Hall of India.
14. Sharma S.L., 1980, "Criteria of Social Development", Journal of Social Action, Jan-Mar.
15. Sharma S.L., 1986, Development: Socio-Cultural Dimensions, Jaipur, Rawat (Chapter !).
16. Sharma S.L., 1994, "Salience of Ethnicity in Modernization: Evidence from India", Sociological Bulletin, Vol.39, Nos. 1 & 2. pp. 33-51.
17. Srinivas M.N., 1966, Social Change in Modern India, Berkley, University of Berkley.
18. Symposium on Implications of Globalization, 1995, Sociological Bulletin, Vol.44. (Articles by Mathew, Panin and Pathy).
19. UNDP. Sustainable Development, New York, OUP.
20. World Bank. 1995, World Development Report, New York.
21. Amin, Samir, 1979, Unequal Development, New Delhi, OUP.
22. Giddens Anthony, 1990, The Consequences of Modernity, Cambridge, Polity Press.
23. Kiely, Ray and Phil Marfleet (eds.), 1998, Globalization and the Third World, London, Routledge.
24. Sharma, S.L., 1992, "Social Action Groups as Harbingers of Silent Revolution", Economic and Political weekly, Vol. 27, No. 47.
25. Sharma, S.L., 1994, "Perspectives on Sustainable Development in South Asia: The Case of India" in Samad (ed.), Perspectives on Sustainable Development in Asia, Kuala Lumpur, ADIPA.
26. Sharma, S.L., 2000, "Empowerment Without Antagonism: A Case for Reformulation of Women's Empowerment Approach", Sociological bulletin, Vol.49., No.1.
27. UNDP. 1997, Human Development Report, New York, Oxford University Press.
28. Wallerstein Immanuel, 1974, The Modern World System, New York, OUP.
29. Waters, Malcolm, 1995, Globalization, New York, Routledge and Kegan Paul.
30. World Commission on Environment and Development, 1987, Our Common Future, (Brundland Report), New Delhi, OUP.
31. Daniel Lerner. The Passing of Traditional Society, Glencoe: The Free Press, 1958.
32. Alan Peshkin and Ronald Cohen. The Values of Modernization, Journal of Developing Areas, Vol. 2, 1967.
33. Leslie A. White. The Evolution of Culture: The Development of Civilization to the Fall of Rome, New York: McGraw-Hill, 1959.
34. Julian Steward. Theory of Culture Change: The Methodology of Multilinear Evolution, University of Illinois Press, 1955.
35. Alex Inkeles, The Modernization of Man, in Rajendra Pandey (ed.), Modernization and Social Change, Criterion Publications, New Delhi, 1988.
36. Myron, Weiner. Modernization: The Dynamics of Growth (ed.), New York: Basic Books, 1966.
37. S.C. Dube. Modernization and its adaptive Demands on Indian Society, in Rajendra Pandey (ed.), Modernization and Social Change, Criterion Publications, New Delhi, 1988.
38. S.C. Dube, Understanding Change, Vikas Publishing House Pvt. Ltd., New Delhi, 1992.
39. Haralambos and Holborn. Sociology: Themes and Perspective. Fifth Edition, Collins, 2000.
40. Moor, Wilbert and Robert Cook, Social Change, New Delhi: Prentice-Hall of India, 1967.

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Type and Code : Major Mandatory : UGSO8M04

Name of Course : Sociology of Religion - II

Syllabus of Course

Unit 1. Religion in Contemporary Society:

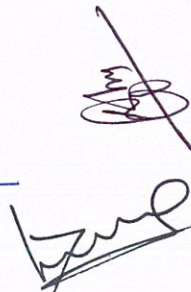
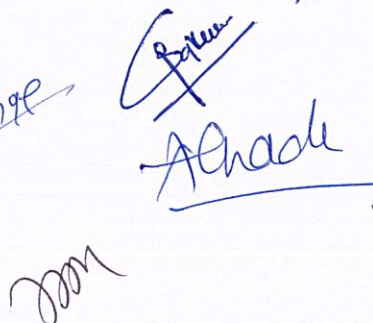
- A. Jürgen Habermas: The place of religion in rational dialogue
- B. Niklas Luhmann: Religion as function
- C. Peter L. Berger and Thomas Luckmann: Religion as social construction
- D. Pierre Bourdieu: Religion and social practice

Unit 2. Religion in Public Sphere:

- A. Religious nationalism
- B. Religion and political power
- C. Religious movements
- D. Proselytism

Suggested Readings:

1. Weber, M. The Sociology of Religion, Boston, Mass: Beacon Press, 1963.
2. Eliade, H. The Sacred and the Profane: The Nature of Religion, New York: Harcourt, Brace and World, 1959.
3. Durkheim, E. The Elementary Forms of Religious Life, London: Allen and Unwin, 1915.
4. Fischer, M.N.J. Iran: From Religious Dispute to Revolution, Cambridge, Mass: Harvard University Press, 1980.
5. Baird, Robert D, (ed.) 1995 (3rd edition) Religion in Modern India, Delhi, Manohar.
6. Jones, Kenneth W., 1989, Socio-Religious Reform Movements in British India, The New Cambridge History of India III - I), Hyderabad, Orient Longman.
7. Madan T.N. (ed.) 1992, (enlarged edition), Religion in India, New Delhi, Oxford Press.
8. Mazumdar H.T., 1986, India's Religious Heritage, New Delhi, Allied Publishers.
9. Roberts, Keith A., 1984, Religion in Sociological Perspective, New York, Dorsey Press.
10. Shakir Moin (ed.) 1989, Religion, State and Politics in India, Delhi, Ajanta Publications.
11. Turner Bryan. S., 1991 (2nd edition) Religion and Social Theory, London, Sage Publications.
12. Robinson, Rowena, 2004, Sociology of Religion in India, Sage, India.



Major Electives

(Opt a Major Elective as chose in previous V Semester's group.)

Group A : Sociology of Marginalized Communities

Group B : Women and Law

Group C : State, Politics and Development

Group D : Culture and Symbolic Transformations

Type and Code : Major Elective : UGS07E01

Name of Course : Sociology of Marginalized Communities

Syllabus of Course

Unit 1. Understanding Marginalized Communities and the Bases of Marginalization

- A. The meaning and definition of marginalized communities
- B. Bases of marginalization: socio-economic and political, discrimination, deprivation, exploitation, segregation and poverty

Unit 2. Theories of Marginalization

- A. Caste theory of marginalization
- B. Racial theory of marginalization
- C. Religious and cultural theory of marginalization
- D. Economic (Marxist) theory of marginalization

Unit 3. Marginalized Communities in India:

- A. SCs, STs, OBCs, women and minorities
- B. Socio-economic status, mobility and problems among the marginalized communities

Unit 4. Means of Eradicating the Situation of Marginality:

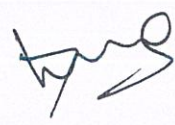
- A. Education, employment and political participation
- B. Access to health and civic amenities



C. Socio-cultural assimilation and absorption

Suggested Readings:

1. Ahuja, Ram. Indian Social System, Rawat Publications, Jaipur, 1993/2002.
2. Beteille, Andre. Backward Classes and the New Social Order, OUP, Delhi, 1981.
3. Beteille, Andre. The Backward Classes in Contemporary India, OUP, Delhi, 1992. Charsley, S.R. and G.K. Karanth (Eds.), Challenging Untouchability, Sage Publications, Delhi, 1998.
4. Chaudhuri, S.N. Changing status of depressed castes in contemporary India, Daya Publishing House, Delhi, 1988.
5. Gore, M.S. The Social Context of an Ideology: The Social and Political Thoughts of Babasaheb Ambedkar, Sage, New Delhi, 1993.
6. Gupta, Dipankar. Social Stratification, OUP, New Delhi, 1991.
7. Jogdand, P.G. New Economic Policy and Dalits (Jaipur: Rawat) 2000.
8. Jogdand, P.G. Dalit Movement in Maharashtra, Kanak Publications, New Delhi, 1991.
9. Mane Suresh. Glimpses of Socio-Cultural Revolts in India, Samrudh Bharat, Mumbai, 2006.
10. Omvedt, Gail. Dalit Visions: The anti-caste movement and the construction of an Indian identity, Orient longman, New Delhi, 1995.
11. Omvedt, Gail. Dalits and the Democratic Revolution, Sage, New Delhi, 1999.
12. Oommen, T.K. Protest and Change: Studies in Social Movements, Sage, Delhi, 1990.
13. Shah, Ghansham. Social Movements in India: A Review of Literature, Sage, Delhi, 1990.
14. Singh, K.S. The Scheduled Castes, Anthropological Survey of India, Delhi, 1998.
15. Singh, K.S. The Scheduled Tribes, OUP, Delhi, 1995.
16. Thorat, Sukhadeo. New Economic Policy and its Impact on Employment and Poverty of the Scheduled Castes, 1997, (Pune University).
17. Zelliot, Eleanor. From Untouchable to Dalit: Essays on the Ambedkar Movement, Manohar, New Delhi, 1995.
18. Venugopal, C.N. Ideology and Society in India: Sociological Essays, Criterion Publications, New Delhi, 1988.



Type and Code : Major Elective : UGS07E02

Name of Course : Women and Law

Syllabus of Course

Unit 1. Constitutional Right of Indian Women :

- A. Fundamental Rights, Rights of equality
- B. Rights against exploitation
- C. Cultural and educational rights

Unit 2. Political Rights of Indian women

- A. 73rd and 74th amendment
- B. Reservation of women
- C. Women in rural and urban local bodies

Unit 3. Family and marriage related law

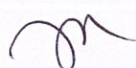
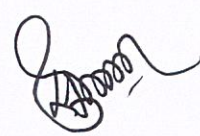
- A. Personal law, Law of Marriages
- B. Divorce law, Judicial Separations and Divorce Law, Hindu and Muslim Divorce law
- C. Property Rights for Women, Domestic violence, Dowry prohibition act.

Unit 4. Gender Based violence and work related law

- A. Law against violence and sexual crimes - eye teasing, rape, kidnapping
- B. Immoral trafficking, prevention Of Sati, Devdas Act
- C. Sexual harassment at Work place and Vishakha judgement , Labour Law relating to Women equal pay act

Suggested Readings

1. Anjani Kant, 2008, Women and the Law, A.P.H. Publishing Corporation, New Delhi.
2. Anu saksena, 2004, Gender and Humans rights, Shipra, New Delhi.
3. P.D.kaushik, 2007, Women Rights Access to Justice, Book well, New Delhi.
4. Baruab Arunima, 2004, the Soft target Crime against Women, kilaso Books, New Delhi.
5. Dr. Dalbir Bharathi, 2008, Women and the law, A.P.H. Publishing Corporation, New Delhi.



Type and Code : Major Elective : UGS07E03

Name of Course : State, Politics and Development

Syllabus of Course

Unit I: Development of Polity

- A. From Tribe to Nation-State - Concepts of Ancient Republics, City-State, State, Nation-State. From Chieftainship to Grass-root Democracy. Nature of Distribution of Political Powers and Authorities
- B. Development of Governance: Bureaucracy, Governance and Development of Society, Development and Relationship of Law and Society. Corruption

Unit II: Politics and Issues of Society

- A. Development of Political Culture - the Role of Media, Social Media, Political Parties and Political Processes. Role of International Development Organization in Local Politics.
- B. Public Policy and State: Health, Education, Livelihood and Gender-based Development.


Unit III: State and Interest Politics

- A. Interest Politics: Interest, Ideology and Political Fractions. Interest and Pressure Group Politics.
- B. Reservation: as share in Power and Authorities, Politics in Reservation, Politics for Reservation, Politics of Reservation.


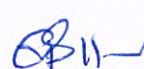


Unit IV: Social Movements and Protest

- A. Movements : Types of Movements. Movements and Rights & Redistribution of Powers. Bases of Movements - Caste, Ethnicity, Ideology, Disability, Religion and Region.
- B. Democracy and Civil Society : Concept, Meaning and Importance of Civil Society, The issue of Citizenship and Civil Society. Role of NGOs and Leadership in Power Politics, Concept of Activism and its role in Protest Movements.

Suggested Reading



1. Social Justice and Enlightenment, Pradeep Kumar Bose & Samir Kumar Das, Sage, New Delhi, 2009
2. Human Rights and Social Justice in a Global Perspectives, Susan C. Mapp, OUP, 2008
3. Gender and Justice in Multicultural Liberal States, Monique Deveaux, OUP, 2006
4. The Modern State, Christopher Pierson, Routledge, London, 1996
5. State and Society, J. Gledhill, Barbara Bender and Others, Routledge, London, 1988
6. The Blackwell Companion of Social Movements, D.A. Snow and Others, Blackwell, Oxford, 2006
7. Dispersing Power: Social Movements as Anti-State Forces, Raul Zibechi, AK Press, Oakland, 2010
8. Social Movements: Identity, Culture and the State, D.S. Meyer, Nancy Whittier and others, OUP, 2002
9. The Globalization of Corporate Media Hegemony, Lee Artz and Yahya Kamalipour, State University of New York state, Albany, 2003



Type and Code : Major Elective : UGS07E04

Name of Course : Culture and Symbolic Transformation

Syllabus of Course

Unit I : Cultural Studies

- A. Meaning and elements of Culture - Cognitive Elements, Beliefs & Practices, Signs & Symbols, Norms and Values
- B. Material and Non-material Culture - Cultural lag, Civilization and Culture, Technology and Changing Material Culture

Unit II : Culture and Religion

- A. Religious Economy : Economy of Religious Culture, Pilgrimage and Religious Tourism, Commodification of Rituals
- B. Culture of Religion : Religious Organizations, New Religious Movements, Piety and Spirituality, Moral Economy

Unit III : Politics of Culture

- A. Cultural Politics : Communalism and Secularism, Politics of Culture, Culture in Politics
- B. Cultural Identity and Mobilization. Culture in Ethics and Morality. Culture of Gender and Body

Unit IV : Cultural Trends

- A. Formal and informal Education as a conductor and producer of culture. Arts and Aesthetics
- B. Sports and Culture, Culture and Environment

Suggested Readings

1. Jim McGuigan, 2014 Rethinking Cultural Policies, Open University Press, Berkshire.
2. M.G. Durham and Douglas M. Kellner 2006 Media and Cultural Studies, Blackwell Pub. Malden.
3. James Curran and David Morley, 2006 Media and Cultural Theory, Routledge, London.
3. John Haiman, 1998 Talk is Cheap: Sarcasm, Alienation and Evolution of Language, OUP.
4. Melissa Gregg, 2006 Cultural Studies' Affective Voices, Palgrave, Hampshire.
5. Angela McRobbie 2005 The Uses of Cultural Studies, , Sage, London.

6. Francis Mulhern 2000 Culture/Metaculture, Routledge, New York.

7. Chris Jenks 1993 Culture, Routledge, London.

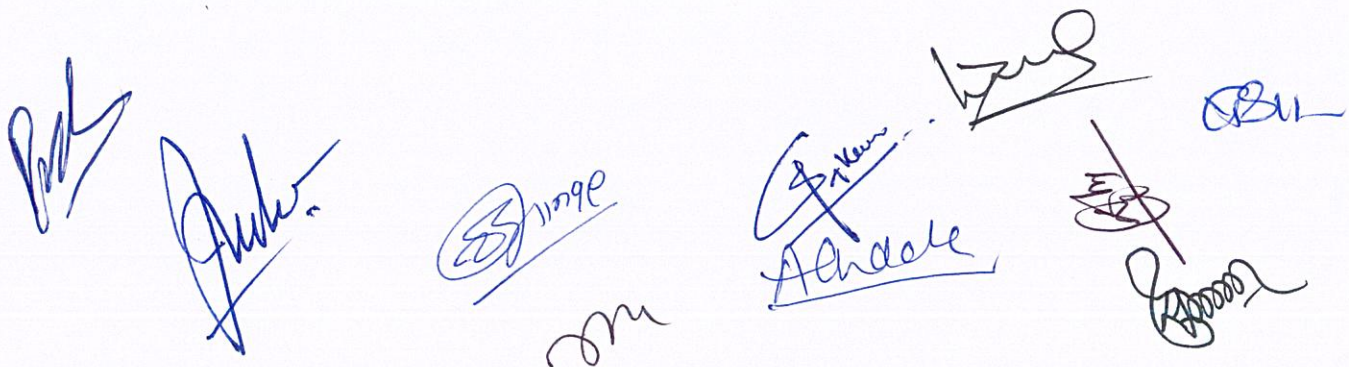
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Type and Code : On Job Training : UGS080JT02

Name of Course : On Job Training

Directions : For the “On Job Training” course follow the direction as per indicate in following directions :

1. Student should successfully complete his/her training or apprenticeship under the guidance of supervisor or mentor assigned by the college/institution within the period of sixth semester. This must be corresponding to the sociology.
2. College should assign a full-time approved teacher as supervisor or mentor. College should allot 25 students per teacher. In case of non-availability of full-time approved teacher, college should follow the University Guidelines that issued time-to-time as per requirement.
3. This course must be completed at the college where the student has taken admission and transfer of credit is not permissible for this course.
4. For this course, college / Institution can assign a NGO, GO, SHG, VO, Grampanchayat, Industry, or company as agency for the “On Job Training” course.
5. Student should produce a certificate to the college / institution authority from this assigned agency to the college after successfully completion of this training, where nature of training, name of agency, name of certifying authority, period of training, purpose of training, must be mentioned very clearly.
6. This certificate must be verified and validate by the Head of the institution and department,
7. The credits or marks should be allot to student on the bases of On Job Training Report with GeoTag-Photographs including properly signed certificate that he/she submit to department, Seminar, and Viva-voce.
8. For report writing, follow the directions of fieldwork project.
9. Beside that follow the RTMNU’s direction issued time to time.

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Semester VII: Bachelor of Arts (B.A.) Honours with research in Sociology

Important Note : The Course Code, Course Objectives and Syllabus is same as shown in Semester Seven of B.A. Honours in Sociology" excluding Constitutional Social change in India for mandatory major, elective major and Research Methods.

Type and Code : Major Elective : Research Project - UGS07RP01

Name of Course : Research Project - I

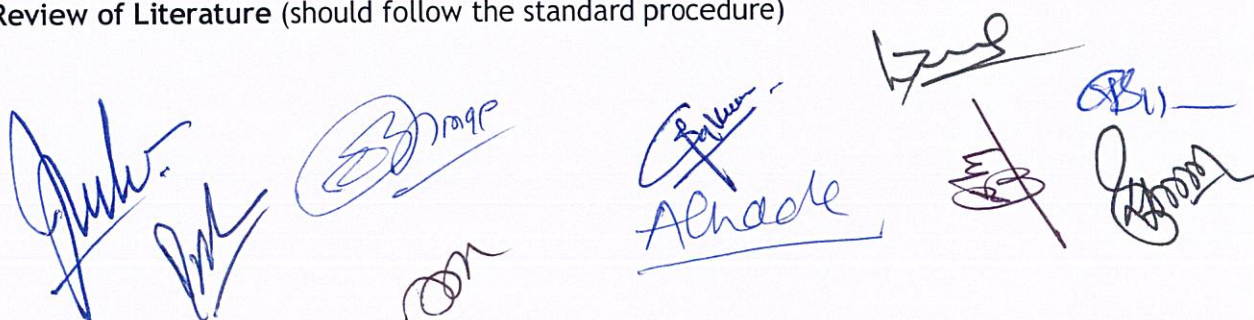
Syllabus of Course

Student should submit a report of 50 - 60 pages to University which content the following topics.

1. Introduction

- Sociological Theory related to Topic (should cover concept / variables which are focused in topic, theory / theories related to concept/s i.e. Variables)
- Introduction of respondents / population / stake-holders (which are the subjects of research)
- Geographic area (which are involve in field survey)
- References ; APA referencing should be follow writing

2. Review of Literature (should follow the standard procedure)

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A. Categorization of Review of Literature (according to topic and subjects i.e. stake-holders) (nearby 20)

Regional level context / National level context / International level/context

B. Significance of the study

C. Research Gap

D. Statement of Problem

E. Relevance of Study

F. References; APA referencing should be follow at the time of writing

3. **Research Methodology** (the subtopics of methodology should be framed according to quantitative / qualitative methods which used for study)

A. Universe and field of study

B. Research Design

C. Research questions (for qualitative study)

D. Objectives (maximum four)

E. Hypothesis (for quantitative study)

F. Sample design of research, techniques of data collection (field work)

G. References ; APA referencing should be follow writing

4. Bibliography

Suggested Readings:

The students shall have to refer to the selected reading materials suggested for the papers on Quantitative and Qualitative Methods in Social Research.

Semester VIII: Bachelor of Arts (B.A.) Honours with research in Sociology

Important Note : The Course Code, Course Objectives and Syllabus is same as shown in Semester Eight of B.A. Honours in Sociology" excluding Sociology of Change & Development for mandatory major, elective major and Research Methods.

Type and Code : Major Elective : Research Project - UGS07RP02

Name of Course : Research Project - II

Syllabus of Course

Student should submit a report in 100-110 pages to University which content the following topics infollowing format to be followed in preparing Research Paper - II after field study as per research topic sanctioned in semester VII for Research Project - I

1. Socio-economic Background of Respondents

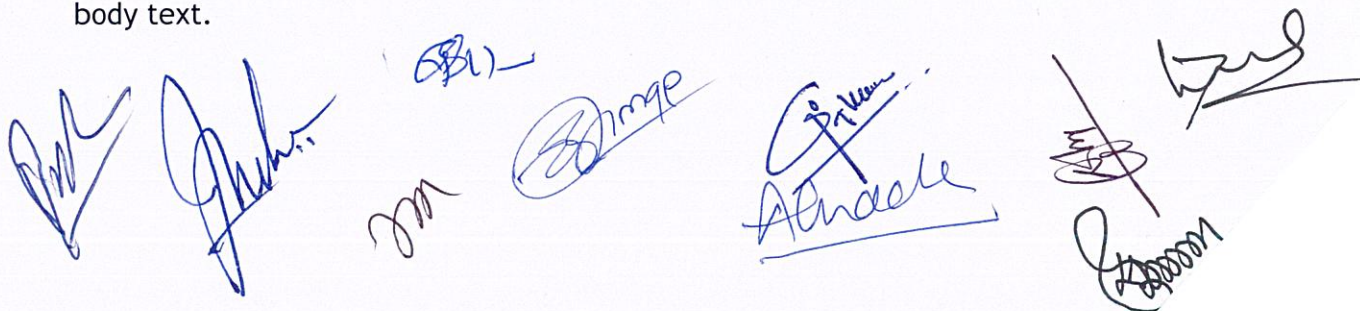
(it should content the age, income, caste, class, religion, etc. as per requirement of research topic)

While interoperation of data, relevant theories or references should be used in body text.

2. Chapters related to Objectives (maximum four chapters)

Chapters should be separately formulated according to objectives of study

While interoperation of data, relevant theories or references should be used in body text.

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3. Final Chapter (Conclusion / summery and suggestions)
4. appendix
 - A. Tables
 - B. Graphs
 - C. Interview schedule / questionnaire / Interview Guide
 - D. Bibliography

Suggested Readings:

The students shall have to refer to the selected reading materials suggested for the papers on Quantitative and Qualitative Methods in Social Research





