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FYUGP

**SOCIOLOGY HONOURS/ RESEARCH**

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FOR UNDER GRADUATE COURSES UNDER RANCHI UNIVERSITY



Implemented from  
Academic Session 2022-2026



# UNIVERSITY DEPARTMENT OF SOCIOLOGY

Ranchi University, Ranchi - 834008 (Jharkhand)

Ref. : Soc/22400

Date : 21/09/2022

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## HIGHLIGHTS OF REGULATIONS OF FYUGP

### **PROGRAMME DURATION**

- The Full-time, Regular UG programme for a regular student shall be for a period of four years with multiple entry and multiple exit options.
- The session shall commence from **1<sup>st</sup> of July**.

### **ELIGIBILITY**

- The selection for admission will be primarily based on availability of seats in the Major subject and marks imposed by the institution. Merit point for selection will be based on marks obtained in Major subject at Class 12 (or equivalent level) or the aggregate marks of Class 12 (or equivalent level) if Marks of the Major subject is not available. Reservation norms of The Government of Jharkhand must be followed as amended in times.

### **ADMISSION PROCEDURE**

- The reservation policy of the Government of Jharkhand shall apply in admission and the benefit of the same shall be given to the candidates belonging to the State of Jharkhand only. The candidates of other states in the reserved category shall be treated as General category candidates. Other relaxations or reservations shall be applicable as per the prevailing guidelines of the University for FYUGP.

### **ACADEMIC CALENDAR**

- Each year the University shall draw out a calendar of academic and associated activities, which shall be strictly adhered to. The same is non-negotiable. Further, the Department will make all reasonable endeavors to deliver the programmes of study and other educational services as mentioned in its Information Brochure and website. However, circumstances may change prompting the Department to reserve the right to change the content and delivery of courses, discontinue or combine courses and introduce or withdraw areas of specialization.

### **PROGRAMME OVERVIEW/ SCHEME OF THE PROGRAMME**

- Undergraduate degree programmes of either 3 or 4-year duration, with multiple entries and exit points and re-entry options within this period, with appropriate certifications such as:
  - a Certificate after completing 1 year (2 semesters) of study in the chosen fields of study,
  - a Diploma after 2 years (4 semesters) of study,
  - a Bachelor after a 3-year (6 semesters) programme of study,
  - a Bachelor (with Hons. / Research) after a 4-year (8 semesters) programme of study

### **VALIDITY OF REGISTRATION**

- Validity of a registration for FYUGP will be for maximum for Seven years from the date of registration.

### **CALCULATION OF MARKS FOR THE PURPOSE OF RESULT**

- Student's final marks and the result will be based on the marks obtained in Semester Internal Examination and End Semester Examination organized taken together.
- Passing in a subject will depend on the collective marks obtained in Semester internal and End Semester University Examination both. However, students must pass in Theory and Practical Examinations separately.

### **PROMOTION AND SPAN PERIOD**

- i. The Requisite Marks obtained by a student in a particular subject will be the criteria for promotion to the next Semester.
- ii. No student will be detained in odd Semesters (I, III, V & VII).
- iii. To get promotion from Semester-II to Semester-III a student will be required to pass in at least 75% of Courses in an academic year (a student has to pass in minimum 9 papers out of the total 12 papers. However, it will be necessary to procure pass marks in each of the paper before completion of the course.
- iv. To get promotion from Semester-IV to Semester-V (taken together of Semester I, II, III & IV) a student has to pass in minimum 16 papers out of the total 22 papers.
- v. Eligibility to get entry in Semester VII is to secure a minimum of 7.5 CGPA up to semester VI along with other criteria imposed by the Institution.

### **PUBLICATION OF RESULT**

- The result if the examination shall be notified by the Controller of Examinations of the University in different newspapers and also on University website.
- If a student is found indulged in any kind of malpractice/ unfair means during examination, the examination taken by the student for the semester will be cancelled. The candidate has to reappear in all the papers of the session with the students of next coming session and his one year will be detained. However, marks secured by the candidate in all previous semesters will remain unaffected.
- There shall be no Supplementary or Re-examination for any subject. Students who have failed in any subject in an even semester may appear in the subsequent even semester examination for clearing the backlog. Similarly, the students who have failed in any subject in an odd semester may appear in the subsequent odd semester examination for clearing the backlog.
- Regulation related with any concern not mentioned above shall be guided by the Regulations of the University for FYUGP.

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## COURSE STRUCTURE FOR FYUGP 'HONOURS/ RESEARCH'

Table 1: Credit Framework for Four Year Undergraduate Programme (FYUGP) under State Universities of Jharkhand [Total Credits = 176]

Semester	Common Courses (29)									Introductory Courses (15)		Internship/ Project (4)	Major* (54) + Adv. Major (24)	Minor** (32)		Research Courses (18)				Total Credit
	Language and Communication Skills (Modern Indian Language including TRL) (6)	Language and Communication Skills (English) (6)	Environmental Studies (3)	Understanding India (2)	Health & Wellness, Yoga Education, Sports & Fitness (2)	Digital Education (3)	Mathematical & Computational Thinking and Analysis (2)	Value-Based Course/ Global Citizenship Education (2)	Community Engagement/ NCC/ NSS/ (3)	Introductory Courses [Natural Sc./ Humanities/ Social Sc./Commerce] (9)	Introductory Course [Vocational Studies] (6)			Natural Sc./ Humanities/ Social Sc./ Commerce (18)	Vocational Studies (14)	Research Methodology Courses (6)	Research Proposal, Review of literature (4)	Research Internship/ Field Work (4)	Preparation of the Research Project Report (4)	
1	2	3	4	5	6	7	8			9	10	11	14	15	16	17	18	19	20	21
I	6			2	2					3	3		6							22
II		6					2	2		3	3		6							22
<b>Exit Point: Undergraduate Certificate</b>																				
III			3			3		3	3			4	6							22
IV													6+6	6	4					22
<b>Exit Point: Undergraduate Diploma</b>																				
V													6+6	6	4					22
VI													6+6	6	4					22
<b>Exit Point: Bachelor's Degree</b>																				
VII													6+6 (Adv. Topics)			6	4			22
VIII													6+6 (Adv. Topics)		2			4	4	22
<b>Exit Point: Bachelor's Degree with Hons./Research</b>																				

\*There will be four disciplinary areas: A-Natural Science, B-Humanities, C-Social Science, and D-Commerce; each having basket of courses. A student will have to select a 'Major' from any of the four disciplinary areas (out of A, B, C & D). The selection for admission will be primarily based on availability of seats in Major and marks imposed by the institution.

\*\*A student has to select three subjects for 'Introductory Regular Courses' from a pool of subjects associated with the Major offered by the institution. One of the three subjects will continue as 'Minor' from semester IV onwards, based on the academic interest and performance of the student.

Session 2022-26 onwards

## COURSES OF STUDY FOR FOUR YEAR UNDERGRADUATE PROGRAMME

**Table 2: Course structure for Undergraduate Certificate Programme [May Exit after Sem.-II]**

Semester	Common Courses			Introductory Courses		Major	Total Credits
Sem.-I	LCS (MIL/TRL)  (6 Credits)	Understanding India  (2 Credits)	Health & Wellness, Yoga Education, Sports & Fitness (2 Credits)	IRC-1	IVS-1A  (3 Credits)(3 Credits)	MJ-1  (6 Credits)	(22)
Sem.-II	LCS (English)  (6 Credits)	Global Citizenship Education (2 Credits)	Mathematical & Computational Thinking (2 Credits)	IRC-2	IVS-1B  (3 Credits)(3 Credits)	MJ-2  (6 Credits)	(22)

**Total = 44 Credits**

(LCS: Language and Communication Skills; MIL: Modern Indian Languages; TRL: Tribal Regional Languages;  
IRC: Introductory Regular Courses; IVS: Introductory Vocational Studies, MJ: Major)

**Table 3: Course structure for Undergraduate Diploma Programme [May Exit after Sem.-IV]**

Semester	Common Courses			Introductory Courses	Major	Minor	Internship/ Project	Vocational	Total Credits
Sem.-III	Environmental Studies  (3 Credits)	Community Engagement/ NCC/ NSS (3 Credits)	Digital Education (3 Credits)	IRC-3  (3 Credits)	MJ-3  (6 Credits)		Internship/ Project  (4 Credits)		(22)
Sem.-IV					MJ-4, MJ-5 (6+6=12 Credits)	MN-1 (6 Credits)		VS-1 (4 Credits)	(22)

**Total = 88 Credits**

(MN: Minor; VS: Vocational Studies)

**Table 4: Course structure for Bachelor's Degree Programme [May Exit after Sem.-VI]**

Semester	Major Courses	Minor Courses	Vocational	Total Credits
Sem.-V	MJ-6, MJ-7 (6+6 = 12 Credits)	MN-2 (6 Credits)	VS-2 (4 Credits)	(22)
Sem.-VI	MJ-8, MJ-9 (6+6= 12 Credits)	MN-3 (6 Credits)	VS-3 (4 Credits)	(22)

**Total = 132 Credits****Table 5: Course structure for Bachelor's Degree with Hons./Research Programme**

Semester	Advance Courses	Research Courses	Vocational	Total Credit
Sem.-VII	AMJ-1, AMJ-2	Research Methodology (6+6=12 Credits)	Research Proposal (6 Credits) (4 Credits)	(22)
Sem.-VIII	AMJ-3, AMJ-4 (6+6=12 Credits)	Research Int./Field Work (4 Credits)	Research Report (4 Credits) (2 Credits)	(22)

**Total = 176 Credits**

(AMJ: Advance Major; VSR: Vocational Studies associated with Research)



SEMESTER WISE COURSES OF STUDY FOR FOUR YEAR UNDERGRADUATE PROGRAMME **2022 onwards****Table 6: Semester wise Course Code and Credit Points:**

Semester	Common, Introductory, Major, Minor, Vocational & Internship Courses		Credits
	Code	Papers	
<b>I</b>	CC-1	Language and Communication Skills (Modern Indian language including TRL)	6
	CC-2	Understanding India	2
	CC-3	Health & Wellness, Yoga Education, Sports & Fitness	2
	IRC-1	Introductory Regular Course-1	3
	IVS-1A	Introductory Vocational Studies-1	3
	MJ-1	Major paper 1 (Disciplinary/Interdisciplinary Major)	6
<b>II</b>	CC-4	Language and Communication Skills (English)	6
	CC-5	Mathematical & Computation Thinking Analysis	2
	CC-6	Global Citizenship Education & Education for Sustainable Development	2
	IRC-2	Introductory Regular Course-2	3
	IVS-1B	Introductory Vocational Studies-2	3
	MJ-2	Major paper 2 (Disciplinary/Interdisciplinary Major)	6
<b>III</b>	CC-7	Environmental Studies	3
	CC-8	Digital Education (Elementary Computer Applications)	3
	CC-9	Community Engagement & Service (NSS/ NCC/ Adult Education)	3
	IRC-3	Introductory Regular Course-3	3
	IAP	Internship/Apprenticeship/ Project	4
	MJ-3	Major paper 3 (Disciplinary/Interdisciplinary Major)	6
<b>IV</b>	MJ-4	Major paper 4 (Disciplinary/Interdisciplinary Major)	6
	MJ-5	Major paper 5 (Disciplinary/Interdisciplinary Major)	6
	MN-1	Minor Paper 1 (Disciplinary/Interdisciplinary Minor)	6

	VS-1	Vocational Studies-1 (Minor)	4
<b>V</b>	MJ-6	Major paper 6 (Disciplinary/Interdisciplinary Major)	6
	MJ-7	Major paper 7 (Disciplinary/Interdisciplinary Major)	6
	MN-2	Minor Paper 2 (Disciplinary/Interdisciplinary Minor)	6
	VS-2	Vocational Studies 2 (Minor)	4
<b>VI</b>	MJ-8	Major paper 8 (Disciplinary/Interdisciplinary Major)	6
	MJ-9	Major paper 9 (Disciplinary/Interdisciplinary Major)	6
	MN-3	Minor Paper 3 (Disciplinary/Interdisciplinary Minor)	6
	VS-3	Vocational Studies 3 (Minor)	4
<b>VII</b>	AMJ-1	Advance Major paper 1 (Disciplinary/Interdisciplinary Major)	6
	AMJ-2	Advance Major paper 2 (Disciplinary/Interdisciplinary Major)	6
	RC-1	Research Methodology	6
	RC-2	Research Proposal	4
<b>VIII</b>	AMJ-3	Advance Major paper 3 (Disciplinary/Interdisciplinary Major)	6
	AMJ-4	Advance Major paper 4 (Disciplinary/Interdisciplinary Major)	6
	RC-3	Research Internship/Field Work	4
	RC-4	Research Report	4
	VSR	Vocational Studies (Associated with Research)	2
		<b>Total Credit</b>	<b>176</b>

**Abbreviations:**

CC Common Courses

IRC Introductory Regular Courses

IVS Introductory Vocational Studies

IAP Internship/Apprenticeship/ Project

VS Vocational Studies

MJ Major Disciplinary/Interdisciplinary Courses

MN Minor Disciplinary/Interdisciplinary Courses

AMJ Advance Major Disciplinary/Interdisciplinary Courses

RC Research Courses

VSR Vocational Studies associated with Research

## SEMESTER WISE COURSES IN SOCIOLOGY FOR FYUGP

**2022 onwards****Table 7: Semester wise Examination Structure in Discipline Courses:**

Semester	Common, Introductory, Major, Minor, Vocational & Internship Courses		Examination Structure			
	Code	Papers	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical/ Viva (F.M.)
<b>I</b>	MJ-1	Principles of Sociology	6	25	75	---
<b>II</b>	MJ-2	Classical Sociological Thinkers	6	25	75	---
<b>III</b>	MJ-3	Social Stratification	6	25	75	---
<b>IV</b>	MJ-4	Indian Society	6	25	75	---
	MJ-5	Sociology of Tribes	6	25	75	---
<b>V</b>	MJ-6	Sociology of Gender	6	25	75	---
	MJ-7	Sociology of Religion	6	25	75	---
<b>VI</b>	MJ-8	Rural and Urban Sociology	6	25	75	---
	MJ-9	Indian Sociological Thinkers	6	25	75	---
<b>VII</b>	AMJ-1	Modern Sociological Thought	6	25	75	---
	AMJ-2	Political Sociology	6	25	75	---
	RC-1	Research Methodology	6	25	75	---
	RC-2	Research Proposal	4	25	75	---
<b>VIII</b>	AMJ-3	Social Change and Development	6	25	75	---
	AMJ-4	Research Methods and Statistics	6	25	75	---
	RC-3	Research Internship/Field Work	4	---	---	100
	RC-4	Research Report	4	---	---	100
	VSR	Vocational Studies (Associated with Research)	2	---	---	100
		<b>Total Credit</b>	<b>98</b>			

**Table 8: Semester wise Course Code and Credit Points:**

Semester	Introductory, Minor Courses		Examination Structure			
	Code	Papers	Credits	Mid Semester Theory (F.M.)	End Semester Theory (F.M.)	End Semester Practical/ Viva (F.M.)
<b>I/ II/ III</b>	IRC	Introductory Sociology	3	---	100	---
<b>IV</b>	MN-1	Modern Indian Social Thinkers	6	25	75	---
<b>V</b>	MN-2	Social Movements in India	6	25	75	---
<b>VI</b>	MN-3	Rural Society in India	6	25	75	---
		<b>Total Credit</b>	<b>21</b>			

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## AIMS OF BACHELOR'S DEGREE PROGRAMME IN SOCIOLOGY

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### The broad aims of the LOCF for Sociology are:

1. The Honours/Research program in Sociology is premised on an axiom that a graduate is not the mere product of a system. On the contrary, the graduate attributes are the most concrete manifestation of the spirit of the entire program, its operationalization through institutions and collective and concerted efforts of all stake holders.
2. Every other feature of the programme is fused into this. Hence graduate attributes, qualification descriptors and programme learning outcomes may not be described separately since they are innately interconnected.
3. A Sociology graduate would be a person with a thorough grounding in the fundamentals of Sociology and infused with the '*Sociological Imagination*'. They can see the connections between biographies and history, personal problems and historical currents, pierce the seamless fabric of common sense that envelopes the everyday life of societies, draw connections between seemingly independent social factors, processes and institutions using observation and analysis.
4. Being trained in a highly context-sensitive discipline, a Sociology graduate is alert to social, cultural and historical context of all issues. In the Indian context, that implies an ingrained post-colonial sensibility that critically engages constitutions of self and engagement with the other.
5. Sociology is a deeply self-reflexive discipline with an inter-disciplinary orientation. A graduate would be capable of describing and embodying the mandate and perspective of Sociology as a discipline, how it differs from cognate social sciences and be able to engage productively with them without losing disciplinary perspective.
6. A Sociology graduate is exposed to a significant quantum of concepts, conceptual writing, theories and theoretical reasoning throughout the three years across all the courses. Hence she/he has an ability to grasp and generate a conceptual conversation in general and within the discipline of Sociology in particular.
7. She/he is also familiar with well-defined, critical and evolving multiplicity of theoretical perspectives. A Sociology graduate would be well versed with the basic tenets of these perspectives and capable of generating versions of social world from these perspectives.
8. Endowed with this awareness of multiple perspectives on any significant issue a Sociology graduate is able to reason it out and weigh the various operational options in any given context.
9. Rigorous empirical investigation of the social being an inalienable aspect of graduate training, Sociology graduates are well trained to engage in research. They are familiar with the elementary techniques of social investigation via a thorough two semester long training in sociological research methods.
10. A chief graduate attribute of Sociology students is a demonstrable ability to constitute a significant sociological problem to investigate, design research, choose appropriate techniques of social investigation, gather data from a scientifically determined sample, make sense of the data after due analysis, render the results in appropriate conceptual context and draw viable theoretical conclusions. Sociology graduates are an embodiment of highly desirable combination of keen observation, deep empathy, rigorous reason, hard nosed empiricism and scholarly detachment.
11. They have abilities to read diverse kinds of material ranging from statistics, theoretical tracts, official reports, research reports, visual material, imaginative literature, cultural artefacts and social gestures and synthesise and generalize from them to draw viable conclusions. They are keenly aware of social context of knowledge production itself.

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## PROGRAM LEARNING OUTCOMES

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### The broad programme learning outcomes in Sociology are:

1. Substantively, Sociology graduates possess specialized knowledge of a range of social institutions and processes. Through courses on Indian society, polity, economy, religion, kinship and family, gender and social stratification they have a fine grasp of social structures, processes, institutions, cultural diversities and dynamics of social change along with attendant conceptual tool-kit of the discipline.
2. The courses around these themes are constructed inter-textually and indexed to the courses on theories and methods. Hence a key graduate attribute in terms of disciplinary knowledge is an ability to access substantive stock of existing research on these areas of sociological knowledge and invoke it strategically to draw conclusions, throw light on emerging issues, and generate insights and research agendas.
3. Sociology graduates are instinctually comparative across and within the cultures. They are trained to spot social patterns and trends and seek causation at the level of social and cultural collectives to explain the observed social regularities. They are averse to attaching undue causal weight to individual subjective understandings and are resistant to unfounded ethnocentric assumptions.
4. They can seamlessly redefine and reconstitute a range of social issues at multiple scales from diverse perspectives simultaneously to produce optimal solutions. Most students find this new found ability not only transformative but almost therapeutic.
5. A Sociology graduate is likely to have a specialized understanding of sociological conversation around Sociology of Gender; Social Stratification; Urban Sociology; Agrarian Sociology; Environmental Sociology; Sociology of Work and Industry; Health and Medicine; Visual Cultures; Indian Sociological Traditions and Reading Ethnographic Monographs.
6. Sociology is both precise and evocative in the representation of the results of its scholarly labours. It is also keenly aware of its role in educating the public and dispelling common misconceptions and prejudices.
7. Hence good communication skills are imperative for a Sociology graduate. Sociological communication takes three principal forms: oral, written and visual.
8. Sociology is a worldly science that incessantly draws students beyond class rooms and harnesses the productive tension between library work, field work and a call to interventionist action.
9. A Sociology graduate is ideal for employment needs where a graduate from liberal arts would fit in for this rare blend. They are a perfect fit for the areas (but not limited to them alone) such as law, development studies, development practice, social work, bureaucracy and public institutions, women's studies, gender studies, area studies, international relations, policy studies, policy implementation, advocacy, management, marketing, social psychology, industrial organization, election studies, data sciences, journalism, criminology, and careers in fine and performing arts.
10. Sociology is both a profession and a vocation. A lifelong commitment to learning, critical thinking and to the cause of the collective well-being rather than narcissistic self-indulgence.
11. It is a cosmopolitan science that is positive and normative at once. A Sociology graduate would make an enlightened leader and an informed follower.
12. The chief attribute of a Sociology graduate is that she/he is well prepared in discharging her/his responsibilities as a conscious citizen while having a productive career and leading a meaningful life.

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## SEMESTER I

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### I. MAJOR COURSE –MJ 1:

(Credits: Theory-06)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40
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#### *Instruction to Question Setter for*

#### Semester Internal Examination (SIE 20+5=25 marks):

There will be **two** groups of questions. **Question No.1** will be **very short answer type in Group A** consisting of five questions of 1 mark each. **Question No.2** will be **short answer type** of 5 marks. **Group B** will contain **descriptive type** two questions of ten marks each, out of which any one to answer.

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows:

(Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)

#### End Semester Examination (ESE 75 marks):

There will be **two** groups of questions. **Group A is compulsory** which will contain three questions. **Question No.1** will be **very short answer type** consisting of five questions of 1 mark each. **Question No.2 & 3** will be **short answer type** of 5 marks. **Group B** will contain **descriptive type** six questions of fifteen marks each, out of which any four are to answer.

*Note: There may be subdivisions in each question asked in Theory Examinations.*

## PRINCIPLES OF SOCIOLOGY

**Theory: 90 Lectures**

### Course Objectives:

1. To introduce students to the discipline of Sociology and orienting them to thinking sociologically.
2. To familiarise students with the relationship between Sociology and other Social Sciences
3. To introduce students to some of the basic concepts of Sociology.

### Course Outcomes:

1. Students will be able to orient themselves to ways of sociological thinking.
2. They will be able to explain and apply the key concepts in Sociology.

### Course Content:

#### UNIT 1: Sociology: Discipline and Perspective

##### 1.1 Thinking Sociologically

- a) Johnson, Allan G. 2008, *The Forest and the Trees: Sociology as Life Practice and Promise*, Philadelphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', Pp. 1-36
- b) Beteille, Andre, 2009, *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27
- c) Garner, James Finn, 1994, *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc., Chapters, *Introduction*, 'Little Red Riding Hood' & 'Rumpelstiltskin'

### 1.2 Emergence of Sociology

- a) Ritzer, George, 1996, *Classical Sociological Theory*, New York: McGraw Hill, Chapter1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46

### UNIT 2: Sociology and Other Social Sciences

- a) Bêteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology'
- b) Bottomore, T. B. 1971, *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin. Chapter 4, 'The Social Sciences, History and Philosophy', Pp. 65-80

### UNIT 3: Basic Concepts

#### 3.1 Individual and Group

- a) Horton, Paul B., Chester L.Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill,
- b) Chapter4.Pp83-94; Chapter 5. Pp104-115; Chapter 8, Pp.185-209.

#### 3.2 Associations and Institutions

- a) Horton, Paul B., Chester L. Hunt.2004, *Sociology*. New Delhi: Tata McGraw Hill. Chapter9, Pp. 210-229.

#### 3.3 Society and Culture

- a) Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*,17 Edition. Chapter3, Culture, Pp 70-95. Pearson. New Delhi.
- b) Redfield, Robert1956, Chapter 16, 'How Human Society Operates', in Harry L Shapiro(ed.)
- c) *Man, Culture and Society*. New York: Oxford University Press, Pp. 345-368. *approaches*.

### UNIT 4: Major Perspectives in Sociology

#### 4.1 Functionalism

- a) Durkheim, Emile. 1982, *The Rules of Sociological Method*, New York: Free Press. Chapter1, What is a Social Fact? Pp. 50 – 59.
- b) Radcliffe Brown, A. R., 1976, *Structure and Function in Primitive Society*, New York: Free Press Chapter 9 & 10, Pp. 178-204.

#### 4.2 Conflict Perspective

- a) Marx, Karl and Fredrick Engels. 2008.*TheManifestoofthe Communist Party*. London: Pluto Press. Pp. 31- 66

### Essential Reading:

1. सिंह,जे. पी., समाजशास्त्र : अवधारणाएँ एवं सिद्धांत, पी. एच. आई. लर्निंग प्राइवेट लिमिटेड
  2. सिंधी, नरेन्द्र एवं गोस्वामी, वसुधाकर, समाजशास्त्र विवेचन, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर
  3. Harlambos, M. 1998. *Sociology: Themes and perspectives*. New Delhi: Oxford University Press.
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## SEMESTER II

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### I. MAJOR COURSE- MJ 2:

(Credits: Theory-06)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40
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#### *Instruction to Question Setter for*

##### Semester Internal Examination (SIE 20+5=25 marks):

There will be **two** groups of questions. **Question No.1** will be **very short answer type in Group A** consisting of five questions of 1 mark each. **Question No.2** will be **short answer type** of 5 marks. **Group B** will contain **descriptive type** two questions of ten marks each, out of which any one to answer.

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)

##### End Semester Examination (ESE 75 marks):

There will be **two** groups of questions. **Group A is compulsory** which will contain three questions. **Question No.1** will be **very short answer type** consisting of five questions of 1 mark each. **Question No.2 & 3** will be **short answer type** of 5 marks. **Group B** will contain **descriptive type** six questions of fifteen marks each, out of which any four are to answer.

**Note:** There may be subdivisions in each question asked in Theory Examinations.

## CLASSICAL SOCIOLOGICAL THINKERS

**Theory: 90 Lectures**

### Course Objectives

1. Objective of teaching sociological Thinkers to undergraduate students is to enable them to apply theory to their own everyday life experiences.
2. This requires that students develop their sociological imagination and the capacity to read each situation sociologically and then to think about it theoretically.
3. To this end, it is imperative that sociological theory courses demonstrate the applicability of theory to students.

### Course Learning Outcome

1. Understanding the grand foundational themes of sociology.
2. Application of theories and concepts from classical sociological theories to develop intellectual openness and curiosity.
3. Appreciation of the classical concepts and theories to develop awareness of the limits of current knowledge.

### Course Content:

#### UNIT 1: Auguste Comte

##### 1.1 Law of Three Stages

- a) Comte, Auguste, 1830, *The Course of Positive Philosophy*

#### UNIT 2: Karl Marx

##### 2.1 Dialectics and Historical Materialism.

##### 2.2 Class Struggle

- a) Marx, K. and F. Engels. 1969. *Selected Works Vol. 1*. Moscow: Progress Publishers. pp. 13- 15 (Theses on Feuerbach), pp.16-80 (A Critique of the German Ideology), pp. 98-137
- b) (Manifesto of the Communist Party), pp.142-173 (Wage Labour and Capital), pp.502- 506 (Abstract of Preface from *A Contribution to the Critique of Political Economy*).

### UNIT 3: Max Weber

#### 3.1 Social Action and Ideal Types

#### 3.2 Religion and Economy

- a) Weber, Max. 1947. *The Theory of Social and Economic Organization*. New York: The Free Press, pp. 87-123
- b) Weber, Max. 2002. *The Protestant Ethic and the Spirit of Capitalism* (translated by Stephen Kalberg). London: Blackwell Publishers, pp. 3-54, 103-126, Chapters I, II, III, IV & V

### UNIT 4: Emile Durkheim

#### 4.1 Social Fact

#### 4.2 Suicide

- a) Durkheim, E. 1958. *The Rules of Sociological Method*. New York: The Free Press. pp. 48-107, 119-144
- b) Durkheim, E. 1951. *Suicide: A Study in Sociology*. New York: The Free Press, pp. 41-56, 145- 151.
- c) Durkheim, E. 1964. *The Division of Labour in Society*, New York, The Free Press. Ch2&3 pp.70-133.

### Essential Reading:

1. सिंह, जे. पी., पाश्चात्य सामाजिक चिन्तक, एक समालोचनात्मक दृष्टिकोण, रावत पब्लिकेशन्स, जयपुर.
  2. हुसैन, मुतबा, समाजशास्त्रीय विचार, ओरियंट ब्लैक स्वॉन, हिमायत नगर, हैदराबाद.
  3. दोषी, एस. एल., एवं जैन, पी. सी., सामाजिक विचारक, रावत पब्लिकेशन्स, जयपुर.
  4. मुकर्जी, रवीन्द्रनाथ, सामाजिक विचारधारा, विवेक प्रकाशन, दिल्ली.
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## SEMESTER III

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### I. MAJOR COURSE- MJ 3:

(Credits: Theory-06)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40
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#### *Instruction to Question Setter for*

##### Semester Internal Examination (SIE 20+5=25 marks):

There will be **two** groups of questions. **Question No.1** will be **very short answer type in Group A** consisting of five questions of 1 mark each. **Question No.2** will be **short answer type** of 5 marks. **Group B** will contain **descriptive type** two questions of ten marks each, out of which any one to answer.

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)

##### End Semester Examination (ESE 75 marks):

There will be **two** groups of questions. **Group A is compulsory** which will contain three questions. **Question No.1** will be **very short answer type** consisting of five questions of 1 mark each. **Question No.2 & 3** will be **short answer type** of 5 marks. **Group B** will contain **descriptive type** six questions of fifteen marks each, out of which any four are to answer.

*Note: There may be subdivisions in each question asked in Theory Examinations.*

## SOCIAL STRATIFICATION

**Theory: 90 Lectures**

### Course Objectives:

1. This course introduces students to Sociological Study of Social Inequalities.
2. It acquaints students with principal theoretical perspectives on and diverse forms of social inequality in articulation with each other.

### Course Learning Outcomes:

1. Students will learn about the socio-historical context of stratification theoretical concerns and problems and contemporary issues related to inequalities and its forms.
2. Understanding of stratification and theories would sensitize students to its various sociological aspects, providing ample scope for applied learning and application.
3. Examining forms of stratification, understanding the relevance of caste, race and ethnic identities in contemporary world.

### Course Content

#### **UNIT 1: Introducing Stratification**

Beteille, Andre Inequality among Men. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22

#### **UNIT 2: Theories of Stratification**

##### **2.1 Marx, Weber and Class**

- a) Bendix Reinhard 'Inequality and Social Structure: Comparison of Marx and Weber' American Sociological Review, Vol. 39, No. 2 (Apr., 1974), pp. 149-161

##### **2.2 Functional theory of stratification**

- a) Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. American Sociological Review 10.2 (1945): pp. 242-249

**UNIT 3: Identities and Inequalities****3.1 Caste and Race**

- a) Bailey F G 'Closed Social Stratification in India', European Journal of Sociology Vol. 4, No.1 (1963) pp. 107-124
- b) Omi, Michael, and Howard Winant. Racial Formation in the United States. New York: Routledge & Kegan Paul, 1986. Chapters 1 & 4, pp. 14-24 and 57-69

**3.2 Feminism and Gendered Stratification**

- a) Begum Rokeya, Sultana's Dream
- b) Collins, Patricia Hill. 'Toward a New Vision: Race Class and Gender as Categories of analysis and Connection' Race, Sex & Class, Vol. 1, No. 1 (Fall 1993), pp. 25-45

**UNIT 4: Social Mobility: Concept and types**

- a) Goldthorpe, J. H. The Constant Flux; A Study of Class Mobility in Industrial Societies, Oxford; Clarendon press.

**Suggested Readings:**

1. Bailey F G 'Closed Social Stratification in India', European Journal of Sociology Vol. 4, No. 1 (1963) pp. 107-124
  2. Bendix Reinhard 'Inequality and Social Structure: Comparison of Marx and Weber' American Sociological Review, Vol. 39, No. 2 (Apr., 1974), pp. 149-161
  3. Beteille, Andre, Inequality among Men. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22
  4. Davis Kingsley and Wilbert E Moore 'Some Principles of Stratification: Critical Analysis: Reply'. American Sociological Review Vol. 18, No. 4 (Aug., 1953), pp. 394-397
  5. Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. American Sociological Review 10.2 (1945): pp. 242-249
  6. Goldthorpe, J. H. The Constant Flux; A Study of Class Mobility in Industrial Societies, Oxford; Clarendon press.
  7. Stinchcombe, Arthur L 'Some Empirical Consequences of the Davis-Moore Theory of Stratification'. American Sociological Review 28.5 (1963), pp. 805-808
  8. Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. From Max Weber. New York: Oxford University Press, 1946. Chapter VII, Class, Status, Party. Pp. 180- 195
  9. सिंधी, नरेन्द्र कुमार एवं गोस्वामी, वसुधाकर, समाजशास्त्र विवेचन, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर
  10. शर्मा, के. एल., समाजिक स्तरीकरण, 2011, रावत पब्लिकेशन
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## SEMESTER IV

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### I. **MAJOR COURSE- MJ 4:**

(Credits: Theory-06)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40
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#### *Instruction to Question Setter for*

##### *Semester Internal Examination (SIE 20+5=25 marks):*

There will be **two** groups of questions. **Question No.1** will be **very short answer type in Group A** consisting of five questions of 1 mark each. **Question No.2** will be **short answer type** of 5 marks. **Group B** will contain **descriptive type** two questions of ten marks each, out of which any one to answer.

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)

##### *End Semester Examination (ESE 75 marks):*

There will be **two** groups of questions. **Group A is compulsory** which will contain three questions. **Question No.1** will be **very short answer type** consisting of five questions of 1 mark each. **Question No.2 & 3** will be **short answer type** of 5 marks. **Group B** will contain **descriptive type** six questions of fifteen marks each, out of which any four are to answer.

**Note:** There may be subdivisions in each question asked in Theory Examinations.

## INDIAN SOCIETY

**Theory: 90 Lectures**

### Course Objective

1. Understanding key concepts and institutions of Indian society.
2. To understand the modes of knowledge – construction of Indian history, society, Culture and politics
3. To examine how multiple social processes, forces and ideologies shaped the terrain of the nation.

### Course Learning Outcome

1. Through informed interrogation of concepts and institutions of India, the course contributes to the development of critical and analytical thinking.
2. The course, supported by an inter-disciplinary approach, facilitates learning and reflecting about the multiple – and contextual – socio-cultural registers of Indian society.
3. The course adds to the sociological interpretation of Indian history and society. The India-specific themes of the course – discourse/knowledge-making, mobilization, transformation, ideology, identity and politics, for example– are treated, moreover, by drawing from sociological concepts and theories. The course connects the practical and conceptual in terms of both substance and relevance.
4. The adoption of an inter-disciplinary framework, without losing sight of the sociological, makes the course wider in scope and scale. It broadens viewpoints and encourages students to reflect deeply on the multicultural reality which is the defining feature of India.
5. Use of innovative teaching-learning methods, the course prepares students to successfully compete in global academia.

### Course Content:

#### UNIT 1: Indian Society: Concepts and Institutions

1.1 Varna System, Ashram - Characteristics

1.2 Caste: Concept and Critique

- a) Srinivas, M.N., 1969, "The Caste System in India", in A. Beteille (ed.) *Social Inequality: Selected Readings*. Harmondsworth: Penguin Books, Pp. 265-272.

### **1.3 Village: Characteristics and Change**

- a) Madan, V., 2002, "Introduction" in V. Madan (ed.), *The Village in India*. Delhi: Oxford University Press, Pp. 1-26.

### **1.4 Kinship: Types and Usages**

- a) Karve, I., 1994, "The Kinship Map of India", in P. Uberoi (ed.), *Family, Kinship and Marriage in India*. Delhi: Oxford University Press, Pp.50-73.

## **UNIT 2: Perspectives on India**

### **2.1 Nationalist Discourse**

- a) Srinivas, M.N., 2002, "Nation-Building in Independent India", in M.N. Srinivas, *Collected Works*. New Delhi: Oxford University Press. Pp. 388-413.

### **2.2 Subaltern Discourse**

- a) Guha, R., 1982, *Subaltern Studies*, Volume I. Delhi: Oxford University Press, Pp.1-8.

### **2.3 Indological Discourse**

- a) Dumont, L. and D. Pocock, 1957, "For a Sociology of India", *Contributions to Indian Sociology*, 1, Pp. 7-22.

## **UNIT 3: Social Change in India**

### **3.1 Process of Modernization**

- a) Singh, Yogendra, 1973, *Modernization of Indian Tradition*,

### **3.2 Sanskritization**

- a) Srinivas, MN, Srinivas, MN, 1963, *Social Change in Modern India*

### **3.3 Westernization**

- a) Srinivas, MN, 1963, *Social Change in Modern India*

## **Essential Readings:**

1. गुप्ता, मोतीलाल, भारत में समाज, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर.
  2. J. P. Singh, *Bharat Ka Adhunik Samaj (Society in Modern India)*, Jaipur: Rawat Publ. House, 2019.
  3. J. P. Singh, *Adhunik Bharat Men Samajik Parivartan*: New Delhi: PHI Learning, 2016 (2nd Edition).
  4. J. P. Singh, *Badalte Bharat Ki Samshyaen*, Patna: Janaki Prakashan, 2003. PHI learning, New Delhi
  5. *Sociology of change and development*: G.R. Madan, Vivek Prakashan, New Delhi
  6. *Globalization and Society*: Ravi Prakash Pandey, Shekhar Publication, Allahabad
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**II. MAJOR COURSE- MJ 5:**

(Credits: Theory-06)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100

Pass Marks: Th (SIE + ESE) = 40

***Instruction to Question Setter for******Semester Internal Examination (SIE 20+5=25 marks):***

There will be **two** groups of questions. **Question No.1** will be **very short answer type in Group A** consisting of five questions of 1 mark each. **Question No.2** will be **short answer type** of 5 marks. **Group B** will contain **descriptive type** two questions of ten marks each, out of which any one to answer.

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SLA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)

***End Semester Examination (ESE 75 marks):***

There will be **two** groups of questions. **Group A is compulsory** which will contain three questions. **Question No.1** will be **very short answer type** consisting of five questions of 1 mark each. **Question No.2 & 3** will be **short answer type** of 5 marks. **Group B** will contain **descriptive type** six questions of fifteen marks each, out of which any four are to answer.

**Note:** There may be subdivisions in each question asked in Theory Examinations.

**SOCIOLOGY OF TRIBES****Theory: 90 Lectures****Course Objective**

1. To introduce the concept of tribe and its different aspects.
2. To familiarise students with the economic, cultural and social life of tribes in India with a special focus on Jharkhand.
3. To familiarise students with the issues concerning tribes in India.
4. To familiarise students with the transformations in tribal society.

**Course Learning Outcome:**

1. The student will be able to understand the concept of tribe and different aspects of tribal societies.
2. The student will be able to understand issues both historical and contemporary concerning tribes in India

**Course Content:****UNIT 1: Concept****1.1 Definition of Tribe – different perspectives**

- a) Xaxa, Virginuis, 1999, 'Tribes as Indigenous People of India', *Economic and Political Weekly*, Vol. 34, Issue No. 51
- b) Madan and Majumdar Introduction to Social Anthropology
- c) Roy Burman, B.K., 1970, *Tribes in Perspective*, Delhi: Mittal Publications

**UNIT 2: Features of Tribal Society****2.1 Family - Types****2.2 Marriage and Kinship, Kinship Terminology****2.3 Economy**

- a) Sinha, S. 1958. Tribal Culture of Peninsular India as a Dimension of Little Tradition in the Study of Indian Civilization A Preliminary Statement, *Journal of American Folklore* 71(7)

- b) -----(ed.). 1987. Tribal Politics and State System in Pre-Colonial Eastern and North Eastern India. Calcutta: Centre for Studies in Social Sciences.
- c) Bose, P.K., 1984, *Classes and Class Relations among Tribes of Bengal*, Delhi: Ajanta Books International
- d) Mehrotra, N., 1992, 'Angami Naga Women: Some Reflection on their Status, in S.M. Channa (ed.) *Nagaland: A Contemporary Ethnography*, pp. 147-80, New Delhi: Cosmo Publications

### UNIT 3: Tribes and Politics in India

#### 3.1 Tribal Movements in India with special reference to Jharkhand

– Birsa, Santhal and Tana Bhagat

#### 3.2 Indian Constitution and Tribes – Schedule V, Schedule VI

#### 3.2 Issues – Displacement, Migration, Poverty

### UNIT 4: Change and Transformation in Tribal Society

#### 4.1 Integration and Assimilation

#### 4.2 Impact of Economic Liberalization and Globalization

- a) Nongbri, t. 1998, 'Gender Issues and Tribal Development', in RGICS Paper No. 47: Problems in Tribal Society – Some Aspects.
- b) Menon, G. 1992, 'Socio-Economic Transition and the Tribal Women', in B. Chaudhuri (ed.) *Tribal Transformation in India*, Vol. 1: 88- 109

### Essential Readings

1. कुमार,मिथिलेश, जनजातीय समाज में शिक्षा और आधुनिकीकरण, क्लासिकल पब्लिशिंग कम्पनी, नई दिल्ली
2. मुकजी,रवीन्द्रनाथ, सामाजिक मानवशास्त्र की रूपरेखा, विवेक प्रकाशन, नई दिल्ली
3. गुप्ता, एम. एल. एवं शर्मा, डी. डी., सामाजिक मानवशास्त्र, साहित्य भवन पब्लिकेशन्स, आगरा
4. मजुमदार, डी. एन. एवं मदन,टी. एन., सामाजिक मानवशास्त्र परिचय, मयूर पेपरबैक्स, नोएडा
5. वर्मा,उमेश कुमार,झारखण्ड का जनजातीय समाज, सुबोध ग्रंथमाला, राँची
6. Vidyarthi, L.P. 1970. Socio-Cultural Implications of Industrialization in India: A Case Study of Tribal Bihar. Delhi: Planning Commission.
7. ———. 1982. 'Research on Tribal Culture of India', in P.K.B. Nayar (ed.), *Sociology in India (Retrospect and Prospect)*, pp. 351–438. Delhi: B.R. Publishing Corporation.
8. Vidyarthi, L.P. and B.K. Rai. 1977. *The Tribal Culture of India*. Delhi: Concept Publishing Company.
9. Dube S.C. 1977, *Tribal Heritage of India*, Vikas Publications New Delhi,
10. Haimendrof, C.V.1982- *Tribes of India The struggle for survival*, Oxford University Press.
11. Singh K.S. 1972, *Tribal Situation in India*, Indian Institute of Advance Study
12. Singh K.S. 1985-*Tribal Society*, Manohar, Delhi
13. Singh K.S. 1982 – *Tribal Movements in India*, vol. – 18II (Manohar, New Delhi)
14. Nadeem Hass
15. Land and tribes of Bihar. Dr. Prasad



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## SEMESTER V

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### I. **MAJOR COURSE- MJ 6:**

(Credits: Theory-06)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40
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#### *Instruction to Question Setter for*

#### *Semester Internal Examination (SIE 20+5=25 marks):*

There will be **two** groups of questions. **Question No.1** will be **very short answer type in Group A** consisting of five questions of 1 mark each. **Question No.2** will be **short answer type** of 5 marks. **Group B** will contain **descriptive type** two questions of ten marks each, out of which any one to answer.

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)

#### *End Semester Examination (ESE 75 marks):*

There will be **two** groups of questions. **Group A is compulsory** which will contain three questions. **Question No.1** will be **very short answer type** consisting of five questions of 1 mark each. **Question No.2 & 3** will be **short answer type** of 5 marks. **Group B** will contain **descriptive type** six questions of fifteen marks each, out of which any four are to answer.

**Note:** There may be subdivisions in each question asked in Theory Examinations.

## SOCIOLOGY OF GENDER

Theory: 90 Lectures

### Course Objective:

1. The course introduces gender as a critical sociological lens of enquiry in relation to various social fields. It also interrogates the categories of gender, sex and sexuality.

### Course Learning Outcomes:

1. An understanding of concepts such as sex and gender by problem as rising common-sensical notions of gender.
2. Raising key issues of power and subordination within the purview of gender and the need for and solutions resorted to as measures to initiate change through gender – based movements.
3. Understanding issues relating to gender both at a national and global level.
4. Places gender in juxtaposition with other forms of stratification and identity such as caste, class, family and work.

### Course Content:

#### UNIT 1: Gender in Sociology:

##### 1.1 Concept and Types

##### 1.2 Gender and Socialisation

##### 1.3 Gender and Equality

- a) Ortner, Sherry. 1974. "Is male to female as nature is to culture?" M.Z. Rosaldo and L. Lamphere (eds.) *Women, Culture and Society*. Stanford: Stanford University Press (pp. 67- 87).
- b) Beauvoir, Simone de, 1949, *The Second Sex*, London, England: Vintage Classics
- c) Butler, Judith, 1990, *Gender Trouble: Feminism and the Subversion of Identity*, Routledge

**UNIT 2: Sociological Approaches to Gender****2.1. Functional****2.2. Liberal****2.3. Marxist**

- a) S. Jackson and S. Scott(eds.)2002 *Gender: A Sociological Reader*, London: Routledge. Introduction, pp. 1-26.

**UNIT 3: Feminism****3.1 What is feminism?****3.2 Three Waves of Feminism****3.3 Major Feminist Movements**

- a) Walters, Margaret, 2006, *Feminism: A Vert Short Introduction*, OUP  
b) Chaudhuri, Maitrayee, 2005, *Feminism in India*, Zed Books  
c) Hill-Collins, Patricia. 2002. "Learning from the outsider within" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp 69-78].  
d) Judith Bulter Simon de Beavouir

**UNIT 4: Changing Status of Women in India**

- a) CSWI 1984. Towards Equality. Report of the Committee on the Status of Women in India. Ministry of Education and Social Welfare, Government of India: New Delhi  
b) Neera Desai and Maithreyi Krishna Raj 1987. Women and Society in India. Ajanta Books: New Delhi

**UNIT 5: Gender based Violence, Women and Human Rights**

- a) Thapar-Björkert, Suruchi, Lotta Samelius, and Gurchathen S. Sanghera. "Exploring Symbolic Violence in the Everyday: Misrecognition, Condescension, Consent and Complicity." *Feminist Review* 112, no. 1 (February 2016): 144–62.

**Essential Reading:**

1. सिंह, अमिता, लिंग एवं समाज, विवेक प्रकाशन, दिल्ली
  2. नाटाणी, प्रकाश नारायण एवं गौतम, ज्योति, लिंग एवं समाज, रिसर्च पब्लिकेशन्स, जयपुर
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**II. MAJOR COURSE- MJ 7:**

(Credits: Theory-06)

**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40*****Instruction to Question Setter for******Semester Internal Examination (SIE 20+5=25 marks):***

There will be **two** groups of questions. **Question No.1** will be **very short answer type in Group A** consisting of five questions of 1 mark each. **Question No.2** will be **short answer type** of 5 marks. **Group B** will contain **descriptive type** two questions of ten marks each, out of which any one to answer.

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SLA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)

***End Semester Examination (ESE 75 marks):***

There will be **two** groups of questions. **Group A is compulsory** which will contain three questions. **Question No.1** will be **very short answer type** consisting of five questions of 1 mark each. **Question No.2 & 3** will be **short answer type** of 5 marks. **Group B** will contain **descriptive type** six questions of fifteen marks each, out of which any four are to answer.

**Note:** There may be subdivisions in each question asked in Theory Examinations.

**SOCIOLOGY OF RELIGION****Theory: 90 Lectures****Course objective**

1. This course exposes students to the distinctiveness of the sociological approach to the study of religion.
2. The individual and the group encounter religion and/or religious phenomenon in myriad ways be it through custom, ritual, beliefs or other practices. Students will be familiarized with the basic theoretical and methodological perspectives on the study of religion and also exposed to ethnographic texts on various aspects of religious phenomenon.
3. The last section of the course touches upon some aspects of religion in contemporary times such as secularization and multiculturalism.

**Course Learning Outcomes:**

1. Students will be acquainted with representative texts that symbolize the development of knowledge in the field of Sociology of Religion. They will be able to identify different theories, approaches and concepts that make up the study of religion, distinguish between them and also use terms specific to the field in specific context.
2. Students will be able to make a link between texts and paraphrase their arguments and use these to communicate their ideas in research papers, projects and presentations.
3. By encompassing contemporary developments, the course enables students to think about linkages between religion and society at various levels.

**Course Content:****UNIT 1: Theorising Religion and Society****1.1 Religion and Sociology**

- a) Beteille, Andre'.2002 "Religion as a Subject for Sociology", in *Sociology Essays on Approach and Method*. New Delhi: Oxford University Press. pp 184-200.

**UNIT 2: Magic, Religion and Rationality**

- a) Durkheim, Emile. 1995.*The Elementary Forms of Religious Life*. Translated by Karen
- b) E. Fields. New York: The Free Press. Book one and Conclusion, pp.21-44, 418-448.

- c) Weber, Max. 2001. *The Protestant Ethic and the Spirit of Capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp. 103-126.
- d) Malinowski, Bronislaw. 1948. *Magic, Science and Religion and Other Essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 37-50.
- e) Tambiah, Stanley Jeyaraja. 1990. *Magic, Science, Religion and the Scope of Rationality*. Cambridge: Cambridge University Press, pp. 1-41.

### **UNIT 3: Elements of religion**

#### **3.1 Ritual**

#### **3.2 Myth**

#### **3.3 Belief**

#### **3.4 Organisation**

- a) Emile Durkheim. 1995. *The Elementary Forms of Religious Life*. Translated by Karen E. Fields. New York: The Free Press. Book three, pp. 303-412.
- b) Malinowski, Bronislaw. 1948. *Magic, Science and Religion and Other Essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 119-124.
- c) Hertz, Robert. 1973 (1909). "The Pre-eminence of the Right Hand." In *Right and Left: Essays on Dual Symbolic Classification*, edited by R. Needham. Chicago: University of Chicago Press, pp. 3-10, 13-14, 16-17, 19-21.
- d) Evans-Pritchard, E.E. 1963 (1940). "Time and Space." In *The Nuer*. Oxford: Clarendon Press, pp. 94-98, 100-108.

### **UNIT 4: Theories of Religion**

#### **1.1 Animism**

#### **1.2 Animatism**

#### **1.3 Naturalism**

### **UNIT 5: Sociological interpretation of Religion**

#### **5.1 Emile Durkheim**

#### **5.2 Max Weber**

- a) Durkheim, Emile. 1995. *The Elementary Forms of Religious Life*. Translated by Karen E. Fields. New York: The Free Press. Book one and Conclusion, pp.21-44,418-448.
- b) Weber, Max. 2001. *The Protestant Ethic and the Spirit of Capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp. 103-126.

#### **5.3 Sree Sree Anukulchandra – Dharma**

### **Essential Reading**

1. सिंह श्यामधर एवं सिंह, अशोक कुमार, धर्म का समाजशास्त्र, सपना प्रकाशन, वाराणसी
  2. Mukhopadhyay, Rajatubhra, Society and Religion, Pearson
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## SEMESTER VI

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### I. MAJOR COURSE- MJ 8:

(Credits: Theory-06)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40
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#### *Instruction to Question Setter for*

#### Semester Internal Examination (SIE 20+5=25 marks):

There will be **two** groups of questions. **Question No.1** will be **very short answer type in Group A** consisting of five questions of 1 mark each. **Question No.2** will be **short answer type** of 5 marks. **Group B** will contain **descriptive type** two questions of ten marks each, out of which any one to answer.

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)

#### End Semester Examination (ESE 75 marks):

There will be **two** groups of questions. **Group A is compulsory** which will contain three questions. **Question No.1** will be **very short answer type** consisting of five questions of 1 mark each. **Question No.2 & 3** will be **short answer type** of 5 marks. **Group B** will contain **descriptive type** six questions of fifteen marks each, out of which any four are to answer.

*Note: There may be subdivisions in each question asked in Theory Examinations.*

## RURAL AND URBAN SOCIOLOGY

**Theory: 90 Lectures**

#### **Course Objective:**

1. To familiarize students with key themes and concepts in urban sociology and rural sociology.
2. To understand the complexities of urban and rural contexts in India.

#### **Course Learning Outcome:**

1. Make critical analyses of themes and concepts in urban and rural sociology.
2. Explain the complexities of urban and rural life with a special focus on India.

#### **Course Content:**

#### **UNIT 1: Introduction to Urban Sociology**

##### **1.1 Nature, Scope and Importance of Urban Sociology**

Mumford, Lewis 1961. *The City in History: its origins and transformations and its prospects*. Mariner Books: Pp 3-29, 94-118

##### **1.2 Concepts – Urban, Urbanism and the City (concept and types)**

##### **1.3 City**

- a) Weber, Max 1978. *The City*. The Free Press: New York. Pp 65-89

#### **UNIT 2: Movements and Settlements**

##### **2.1 Migration – Types, Factors**

- a) Rao, M.S.A., 1981, “Some aspects of the sociology of migration”, *Sociological Bulletin*, Vol. 30, 1. Pp21-38

##### **2.2 Town and its types, Slums**

- a) Simmel, Georg, 1903, "Metropolis and the Mental Life" in Gary Bridge and Sophie Watson, eds. *The Blackwell City Reader*. Oxford and Malden, MA: Wiley-Blackwell, 2002.

### **UNIT 3: Introduction to Rural Sociology**

#### **3.1 Nature, scope and importance**

- a) Desai, AR, 1959, *Rural Sociology in India*, Popular Prakashan, Bombay

#### **3.2 Village- concept and features**

- a) Madan, V., 2002, "Introduction" in V.Madan (ed.), *The Village in India*. Delhi: Oxford University Press, Pp. 1-26.

#### **3.3 Rural Polity (Panchayati Raj System and its functions) and Economy (MNREGA)**

- a) Thorner, Daniel and Alice Thorner. 'The Agrarian Problem in India Today', from, *Land and Labour in India*, Bombay: Asia Publishing House. 1962. Pp. 3-13

### **UNIT 4: Community**

#### **4.1 Formation of urban communities**

#### **4.2 Rise of New Middle Class – Occupation, Culture**

- a) Deshpande, S., 2003, *Contemporary India: A Sociological View*. New Delhi: Penguin Books, Pp.125-150.

#### **4.3 Family – concept and types, changing family structure in India**

### **UNIT 5: Rural and Urban differences, rural urban continuum**

#### **Essential Reading:**

1. शर्मा, वीरेन्द्र प्रकाश, ग्रामीण समाजशास्त्र, पंचशील प्रकाशन, जयपुर.
  2. गुप्ता, एम. एल. एवं शर्मा, डी., भारतीय ग्रामीण समाजशास्त्र, साहित्य भवन, आगरा.
  3. सिंह, वी. एन. एवं सिंह, जनमेजय, ग्रामीण समाजशास्त्र, विवेक प्रकाशन, जयपुर.
  4. सिंह, वी. एन. एवं सिंह, जनमेजय, नगरीय समाजशास्त्र, विवेक प्रकाशन, जयपुर.
  5. Singh, Prabhat Kumar, Migration and Urbanization, Janaki Prakashan, Patna
  6. Singh, Prabhat Kumar, Migration and Occupational Mobility, Janaki Prakashan, Patna
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**II. MAJOR COURSE- MJ 9:**

(Credits: Theory-06)

**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40*****Instruction to Question Setter for******Semester Internal Examination (SIE 20+5=25 marks):***

There will be **two** groups of questions. **Question No.1** will be **very short answer type in Group A** consisting of five questions of 1 mark each. **Question No.2** will be **short answer type** of 5 marks. **Group B** will contain **descriptive type** two questions of ten marks each, out of which any one to answer.

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SLA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)

***End Semester Examination (ESE 75 marks):***

There will be **two** groups of questions. **Group A is compulsory** which will contain three questions. **Question No.1** will be **very short answer type** consisting of five questions of 1 mark each. **Question No.2 & 3** will be **short answer type** of 5 marks. **Group B** will contain **descriptive type** six questions of fifteen marks each, out of which any four are to answer.

**Note:** There may be subdivisions in each question asked in Theory Examinations.

**INDIAN SOCIOLOGICAL THINKERS****Theory: 90 Lectures****Course Objectives**

1. Improve sociological understanding of Indian society.
2. Examine how sociologists in India have primarily been engaged with issues of tradition and modernity, caste, tribe and gender.
3. Acquaint the students to the continuities and contradictions in Indian society.
4. Help understand the history of ideas related to the analysis of Indian society.

**Course Learning Outcomes**

1. Ensure that students have conceptual clarity and can articulate the main debates and arguments with regard to sociology in India.
2. Acquaint the students to the continuities and contradictions in Indian society
3. To ensure that students have understood the formation of the discipline in India and the challenges that it has faced.
4. To help students understand the history of ideas related to the analysis of Indian society.

**Course Content:****UNIT 1: G.S. Ghurye****1.1 Caste and Race**

- a) Upadhyaya, Carol 2010, The Idea of an Indian Society: G.S. Ghurye and the Making of Indian Sociology" in Patricia Uberoi, Satish Deshpande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black
- b) Ghurye, G.S. 1969, *Caste and Race in India*, Delhi: Popular Prakashan Pp114-140, 404-460

**UNIT 2: D.P. Mukerji****2.1 Tradition and Modernity**

- a) Madan, T.N. 2010, Search for Synthesis: The Sociology of D.P. Mukerji" in Patricia Uberoi, Satish Despande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black
- b) Mukerji D.P. (1958 second edition 2002), *Diversities: Essays in Economics, Sociology and Other Social Problems*, Delhi: Manak Publications Pp. 177-225, 261-276
- c) Das.Veena.,2006. *Oxford Handbook of Indian sociology*, OUP: New Delhi, pp1-18

**UNIT 3: M.N. Srinivas****3.1 Social Change**

- a) Srinivas, M.N. 1996, Indian Anthropologists and the study of Indian Society, *Economic and Political Weekly*, 31(11) 656-657
- b) Srinivas, M.N. 1971, *Social Change in Modern India*, University of California Press Berkeley Chp 4-5

**UNIT 4: Irawati Karve****4.1 Gender and Kinship**

- a) Karve, Irawati 1965, *Kinship Organization in India*, Bombay and New York: Asia Publishing House

**UNIT 5: RK Mukherjee****5.1 Civilisation****UNIT 6: Yogendra Singh****6.1 Modernization of Indian Tradition****Essential Readings:**

1. दोषी, एस. एल., भारतीय समाजिक विचारक, रावत पब्लिकेशन, जयपुर
  2. नागला, बी. के., भारतीय समाजशास्त्र चिन्तन, रावत पब्लिकेशन, जयपुर
  3. G.S. Ghurye, Caste and race in India, Popular Prakashan, Bombay
  4. A.R. Desai, Social Background of Indian Nationalism, Popular Prakashan,
  5. Bombay Gail Omvedt, Dalits and the Democratic Revolution, Sage Publication, New Delhi
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## SEMESTER VII

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### I. ADVANCE MAJOR COURSE- AMJ 1:

(Credits: Theory-06)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40
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#### *Instruction to Question Setter for*

##### Semester Internal Examination (SIE 20+5=25 marks):

There will be **two** groups of questions. **Question No.1** will be **very short answer type in Group A** consisting of five questions of 1 mark each. **Question No.2** will be **short answer type** of 5 marks. **Group B** will contain **descriptive type** two questions of ten marks each, out of which any one to answer.

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)

##### End Semester Examination (ESE 75 marks):

There will be **two** groups of questions. **Group A is compulsory** which will contain three questions. **Question No.1** will be **very short answer type** consisting of five questions of 1 mark each. **Question No.2 & 3** will be **short answer type** of 5 marks. **Group B** will contain **descriptive type** six questions of fifteen marks each, out of which any four are to answer.

*Note: There may be subdivisions in each question asked in Theory Examinations.*

## MODERN SOCIOLOGICAL THOUGHT

Theory: 90 Lectures

### Course Objectives:

1. Objective of teaching Sociological Thinkers to undergraduate students is to enable them to apply theory to their own everyday life experiences.
2. It is requiring that students develop their sociological imagination and the capacity to read each situation sociologically and then to think about it theoretically.
3. To this end, it is imperative that sociological theory courses demonstrate the applicability of theory to students.

### Learning Outcomes:

1. Understanding the characteristics and dynamics of the social world, and how post-classical sociologists attempt to understand the social world.
2. Appreciating the relevance and limits of the contemporary theories or theoretical approaches to make sense of social reality.
3. Understanding the basic methodological approaches of the thinkers, through some original texts and their role in building sociological knowledge.

### Course Content:

#### UNIT 1: Talcott Parsons

##### 1.1 Action Systems and Pattern Variables

- a) Parsons, T. 1951. (New edition first published 1991) *The Social System*. London: Routledge. Ch. 1 & 2. Pp. 1-44.

**UNIT 2: G. H. Mead****2.1 Symbolic Interactionism**

- a) Mead, G.H. 1934 (Fourteenth Impression 1967) *Mind Self and Society*. Chicago: University of Chicago Press. Part III, pp 135-226

**UNIT 3: Harold Garfinkel****3.1 Ethnomethodology****UNIT 4: Jurgen Habermas****4.1 Public Sphere, Theory of Communication****UNIT 5: Pierre Bourdieu****5.1 Forms of Capital****UNIT 6: Michel Foucault****6.1 Madness and Civilisation, Archaeology of Knowledge****Essential Readings:**

1. पाण्डेय, रवि प्रकाश, समाजशास्त्रीय सिद्धांत : अभिगम एवं परिप्रेक्ष्य, विजय प्रकाशन मन्दिर (प्रा.) लि., वाराणसी
  2. Parsons, T. 1951. (New edition first published 1991) *The Social System*. London: Routledge. Ch. 1 & 2. Pp. 1-44.
  3. Mead, G.H. 1934 (Fourteenth Impression 1967) *Mind Self and Society*. Chicago: University of Chicago Press. Part III, pp 135-226
  4. Goffman, E. 1956. *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 1-9, 132-151, 152-162
  5. Berger, P. L. and T. Luckmann. 1991. *The Social Construction of Reality*. London: Penguin Books, pp. 31-62
  6. Horkheimer, M and Adorno, T.W. *The Dialectic of Enlightenment*. 2002. Stanford University Press. Stanford: California. pp 1-34. Chapter 1, The Concept of Enlightenment
  7. Marcuse, H. 1964. *One Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. Boston: Boston Press, pp. 7-92
  8. Bourdieu, P. 1977. *Outline of a Theory of Practice*. Cambridge: Cambridge University Press, pp. 72-95.
  9. Ritzer, G. 1996. *Sociological Theory*. New York: McGraw Hill Companies
  10. Black, Max ed . 1961. *Parsons Sociological Theory in The Social Theories of Talcott Parsons: A Critical Examination*. Englewood Cliffs, NJ. Prentice Hall. pp. 1-63
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**II. ADVANCE MAJOR COURSE- AMJ 2:**

(Credits: Theory-06)

**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40*****Instruction to Question Setter for******Semester Internal Examination (SIE 20+5=25 marks):***

*There will be two groups of questions. Question No.1 will be very short answer type in Group A consisting of five questions of 1 mark each. Question No.2 will be short answer type of 5 marks. Group B will contain descriptive type two questions of ten marks each, out of which any one to answer.*

*The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SLA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)*

***End Semester Examination (ESE 75 marks):***

*There will be two groups of questions. Group A is compulsory which will contain three questions. Question No.1 will be very short answer type consisting of five questions of 1 mark each. Question No.2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer.*

*Note: There may be subdivisions in each question asked in Theory Examinations.*

**POLITICAL SOCIOLOGY****Theory: 90 Lectures****Course Objectives:**

1. Political Sociology is one of the core areas of sociology. One of the major objectives of this course is to familiarize students with the context, concepts and theories of political sociology.
2. To familiarize students with the basis of examines the bases of social power and the relationship between politics and society both analytically as well as in specific empirical contexts.
3. To make students familiar with the different political institutions, political processes and political change in the Indian context.

**Course Learning Outcomes:**

1. An ability to comprehend the relationship between the political and the social.
2. Familiarity with different theories and concepts issues in political sociology and a capacity to use them to grasp political phenomena in a cross-cultural and comparative perspective
3. Be able to understand and appreciate the diversity of ways in which politics operates historically and spatially.
4. Be able to understand the relationship between state and society in shaping politics in India both historically and analytically.
5. Be able to generate hypotheses and research questions within the theoretical perspectives and ethnographic contexts in political sociology.

**Course Content:****UNIT 1: Political Sociology- Meaning, Nature, Scope and Importance****UNIT 2: Bureaucracy**

Introduction

Definitions of Bureaucracy

Salient features of Bureaucracy

Types of Bureaucracy

Merits and Demerits

**UNIT 3: Political Socialization**

Meaning and Definition  
Stages and Process  
Agencies  
Political Socialization in India

**UNIT 4: Political Culture**

Meaning and Definitions  
Nature and Characteristics of Political Culture

**UNIT 5: Political Participation**

Nature  
Aspects of Political Participation

**UNIT 6: Electoral Politics and Voting behaviour in India**

Election – Meaning, Objectives, Importance  
Factors Affecting Voting behaviours

**UNIT 7: Pressure Group and Interest Group**

Introduction  
Meaning and Definitions  
Nature of Pressure Groups  
Characteristics of Pressure Group

**UNIT 8: Democracy**

Definition  
Merits and Demerits

**Suggested Reading:**

1. शर्मा, शशि, राजनीतिक समाजशास्त्र की रूप रेखा, पी. एच. आई. लर्निंग
  2. पाण्डेय, सच्चिदानंद, राजनीतिक समाजशास्त्र और इसके आयाम, वाणी एजुकेशनल बुक्स, विकास पब्लिशिंग हाउस प्रा. लि. , नई दिल्ली
  3. वीर, डॉ. धर्म, राजनीतिक समाजशास्त्र, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
  4. सिंहल, डॉ. एस. सी., राजनीतिक समाजशास्त्र, लक्ष्मी नारायण अग्रवाल, आगरा
  5. बघेल, डॉ. डी. एस. एवं कर्चुली, डॉ. टी. पी. सिंह, राजनैतिक समाजशास्त्र, विवके प्रकाशन नगर, दिल्ली
  6. Bottomore, T. B., Political Sociology, 1993, UMP
  7. Kothari, R. (Ed): State and Nation Building: A Third World Perspective, Allied Publishers, Delhi, 1976
  8. Kothari, R.: Democratic Polity and Social Change in India, Allied Publishers, Bombay
  9. Gupta, Dipankar, Political Sociology in India: Contemporary Trends, 1996, Sangam Books Ltd.
  10. Kumar, Anand, Political Sociology of India, 2013, Sage
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## SEMESTER VIII

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### I. ADVANCE MAJOR COURSE- AMJ 3:

(Credits: Theory-06)

Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100	Pass Marks: Th (SIE + ESE) = 40
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#### *Instruction to Question Setter for*

##### Semester Internal Examination (SIE 20+5=25 marks):

There will be **two** groups of questions. **Question No.1** will be **very short answer type in Group A** consisting of five questions of 1 mark each. **Question No.2** will be **short answer type** of 5 marks. **Group B** will contain **descriptive type** two questions of ten marks each, out of which any one to answer.

The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)

##### End Semester Examination (ESE 75 marks):

There will be **two** groups of questions. **Group A is compulsory** which will contain three questions. **Question No.1** will be **very short answer type** consisting of five questions of 1 mark each. **Question No.2 & 3** will be **short answer type** of 5 marks. **Group B** will contain **descriptive type** six questions of fifteen marks each, out of which any four are to answer.

**Note:** There may be subdivisions in each question asked in Theory Examinations.

## SOCIAL CHANGE AND DEVELOPMENT

Theory: 90 Lectures

### Course Objectives

1. This course invites students to explore issues relating to development, one of the key ideas, concepts, and animating forces of our societies and lives. It offers sociological modes to investigate the bewildering, often contradictory, ways in which development comes to mean a promise or desire, an inevitable consequence or persuasive project, and how it is closely connected to notions of progress and modernity.
2. It introduces students from various disciplines to the scholarship on development from a sociological vantage point. It aims to familiarise students with ideas, theories, and practices of development. The course also acquaints them with the trajectory of development in post- colonial India.
3. Drawing from disciplines such as sociology, anthropology, economics, political studies, and development studies, it shall help students analyse different approaches to, and practices and experiences of, development. With its emphasis on the role and interplay of institutions, apparatus, policies, practices, and social relations, this course shall also aid in the critical analysis of development's diverse manifestations across locations and moments.

### Course Learning Outcomes

1. Understand different ideas of, and approaches to, development.
2. Explain the dynamics between developmental institutions, actors, policies, theories, approaches, and ideas and the implementation, consequences, and experiences of development.
3. Critically analyse the key features of developmental processes in post-colonial India.
4. Undertake a sociological examination of developmental practices in different locations, moments, and fields, and to interpret different outcomes and experiences of development.

**Course Content:****UNIT 1: Concept of Development****1.1 Evolution****1.2 Progress**

- a) Sen, Amartya. 1999. *Development as Freedom*. New Delhi: Oxford University Press, pp. 3-11, 35-54.
- b) Redclift, Michael. 1984. *Development and the Environmental Crisis: Red or Green Alternatives?* New York: Methuen & Co., chapters 1 & 7, pp 5-19, 122-130.
- c) Visvanathan, Nalini, Lynn Duggan, Laura Nison off & Nan Wiegersma (eds). 1997. *The Women, Gender and Development Reader*. Delhi: Zubaan, pp 33-54.
- d) Escobar, Arturo. 1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press, pp. 3-54.

**Unit2. Theories of Change****2.1 Evolutionary****2.2 Conflict****2.3 Cyclical Theory****2.4 Underdevelopment****2.5 World System**

- a) Gupta, Akhil and Sharma, Aradhana. 2006. 'Globalization and Postcolonial States,' *Current Anthropology* 47 (2), pp. 277-293.
- b) Escobar, Arturo. 1995. *Encountering Development: The Making and Unmaking of the Third World*. Princeton: Princeton University Press, pp. 3-54.
- c) Sassen, Saskia. 2007. *A Sociology of Globalization*. W.W. Norton & Co. NY. London

**UNIT 3: Contemporaries themes in Development****3.1 Sustainable Development****3.2 Environment and Development****UNIT 4: Globalisation – Concept and characteristics****4.1 Development**

- a) Hann, Chris. And Keith Hart. *Economic Anthropology*. Cambridge, U K: Polity Press, 2011. Pp. 100-119

**4.2 Globalisation**

- a) Tonkiss, Fran. *Contemporary Economic Sociology*. London: Routledge, 2006. Chapter1, Capitalism and Globalization. Pp. 3-28.
- b) Howes, D. (ed), *Cross-Cultural Consumption: Global Markets and Local Realities*, Routledge, London, 1996, pp. 1-16.

**Essential Readings:**

1. सिंह, जे. पी., आधुनिक भारत में सामाजिक परिवर्तन, पी. एच. आई., प्राइवेट लिमिटेड, दिल्ली.
2. पाण्डेय, रवि प्रकाश, वैश्वीकरण एवं समाज, विजय प्रकाशन मन्दिर (प्रा.) लिमिटेड, वाराणसी.
3. मदन, जी. आर., परिवर्तन एवं विकास का समाजशास्त्र, विवेक प्रकाशन, दिल्ली.

4. धर्मवीर, परिवर्तन एवं विकास का समाजशास्त्र, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर.
  5. Dreze Jean, And Amrtya Sen (1996)- Indian Economic Development & Social opportunity, New Delhi. Desai A. R. 1985, India's path of development, A Marxist approach, Popular Prakashan Bombay.
  6. Giddens Anthony 1996 Global Problems and Ecological Crisis, In Introduction to Sociology, 2<sup>nd</sup> Ed, New York, W. W. Nortons Co.
  7. Sharma, S. L. 1986, Development: Socio-Cultural Dimensions, Rawat Jaipur.
  8. Srinivas, M. N. 1966, Social Change in Modern India, Barkley University, London
  9. Sharma, S. L. 1994, Perspective on sustainable in South Asia, Kualalumpur ADIPAUNDP 1997- Human Development Report, Oxford University Press, New York UNDP-Sustainable Development, New York
  10. World Bank, 1995, World Development Report, New York
  11. Harrison. D. 1989 – The Sociology of Modernization and development, Sage Publication, New Delhi
  12. Singh Y.: Culture Change in India: Identity and Globalization, Rawat Publication, Jaipur
  13. Appadurai, Arjun 1997, Modernity at large: Cultural Dimensions of Globalization, Oxford, N. Delhi
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**II. ADVANCE MAJOR COURSE- AMJ 4:**

(Credits: Theory-06)

**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40*****Instruction to Question Setter for******Semester Internal Examination (SIE 20+5=25 marks):***

*There will be two groups of questions. Question No.1 will be very short answer type in Group A consisting of five questions of 1 mark each. Question No.2 will be short answer type of 5 marks. Group B will contain descriptive type two questions of ten marks each, out of which any one to answer.*

*The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SLA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)*

***End Semester Examination (ESE 75 marks):***

*There will be two groups of questions. Group A is compulsory which will contain three questions. Question No.1 will be very short answer type consisting of five questions of 1 mark each. Question No.2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer.*

*Note: There may be subdivisions in each question asked in Theory Examinations.*

**RESEARCH METHODS AND STATISTICS****Theory: 90 Lectures****Course Objectives**

1. The course provides an introductory, yet comprehensive engagement with social research.
2. Through theoretical and practical knowledge students are acquainted with the different stages of the research process like creation of research design, methods of data collection and analysis.
3. The imparted knowledge and training will enable students to develop a sound understanding of both quantitative and qualitative research.

**Course Learning Outcomes**

1. Students are introduced to the concept of conducting research, which is inclusive of formulating research designs, methods and analysis of data. Some knowledge of elementary statistics is also provided to the students to acquaint them with quantification of data.
2. The thrust of the course is on empirical reasoning, understanding and analysis of social reality, which is integral to the concepts of quantitative research. Students learn to differentiate between qualitative and quantitative aspects of research in terms of collection and subsequent analysis of data.
3. Through the competing theoretical perspectives and methodologies, students are able to understand that social reality is multi-faceted, heterogeneous and dynamic in nature.
4. By imparting the knowledge of theory and praxis of research, students are prepared to arrive at a critical understanding of the course. It also equips them with necessary skills for employment in any social research organisation.

**Course Content:****UNIT 1: Methodological Perspectives****1.1 Comparative Method**

- a) Radcliffe-Brown, A.R. 1958, *Methods in Social Anthropology*, Delhi: Asia Publishing Corporation, Chapter 5 Pp. 91-108

**1.2 Feminist Method**

- a) Hammersley, Martyn, "On Feminist Methodology" in *Sociology*, Vol.26, No.2 (May1992), pp.187-206, Sage Publications, Ltd.

**1.3 Historical Method**



**UNIT 2: Doing Social Research****2.1 Social Research – Steps and Utility**

- a) Bailey, K. (1994). *The Research Process in Methods of Social Research*. Simon and Schuster, 4th Ed. The Free Press, New York NY 10020. Pp.3-19.

**2.2 Concepts and Hypothesis**

- a) Goode, W. E. and P. K. Hatt. 1952. *Methods in Social Research*. New York: McGraw Hill. Chapters 5 and 6. Pp. 41-73.

**2.3 Field View and Text View**

- a) Srinivas, M.N. et al 2002(reprint), *The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*, New Delhi: OUP, Introduction Pp. 1- 14.

**UNIT 3: Methods of Data Collection****3.1 Quantitative and Qualitative Methods – Differences****3.2 Sources of data – primary and secondary****3.3 Sampling – Meaning, Types****3.4 Questionnaire – Meaning, Types****3.5 Interview–Meaning, Types****3.6 Observation – Meaning, Types**

- a) Bailey, K. (1994). Survey Sampling In *Methods of Social Research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Ch-5. Pp. 81- 104.
- b) Bailey, K. (1994). Questionnaire Construction and the Mailed Questionnaire in *Methods of Social Research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Chs-6 and 7. Pp. 105-172.
- c) Bailey, K. (1994). Interview Studies in *Methods of Social Research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020. Ch8. Pp.173-213.
- d) Creswell, J.W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 3<sup>rd</sup> ed. Sage Publications, California. Ch 8,9,10. Pp. 145-226.

**UNIT 4: Statistical Methods****4.1 Overview of Statistics in Sociology**

- a) Raftery A. E. ‘Statistics in Sociology, 1950-2000’, *Journal of the American Statistical Association*, Vol. 95, No. 450, (June 2000), pp. 654-661.

**4.2 Graphical and Diagrammatic presentation of data – Bar diagram, Pie-diagram, Histogram, Frequency Polygon, Smoothed frequency curve and Ogives**

- a) Gupta, S. P. (2007). *Elementary Statistical Methods*. Sultan Chand & Sons. Pp.101-108, 115-118, 131-137.

**4.3 Measures of Central Tendency- Simple Arithmetic Mean, Median and Mode**

- a) Gupta, S.P. (2007). *Elementary Statistical Methods*. Sultan Chand & Sons. Pp.155- 168, 173-180, 187-197.

**4.4 Measures of Dispersion - Standard Deviation, Variance and Covariance.****Essential Readings:**

- हरिकृष्ण रावत, सामाजिक शोध की विधियाँ, रावत पब्लिकेशन, जयपुर
- सिंह, जे. पी., सामाजिक अनुसंधान की विधियाँ, रावत पब्लिकेशन, जयपुर

3. गौरीशंकर एवं पाण्डेय, रवि प्रकाश, समाजिक अनुसंधान एवं सांख्यिकी, शेखर प्रकाशन, इलाहाबाद
  4. रावत, हरिकृष्ण, समाजिक शोध की विधियाँ, रावत पब्लिकेशन, जयपुर
  5. मुकर्जी, रवीन्द्रनाथ, सामाजिक शोध व सांख्यिकी, विवेक प्रकाशन, दिल्ली.
  1. Gupta, S.P. (2007). *Elementary Statistical Methods*. Sultan Chand & Sons.Pp.263-277.
  2. Gupta, S.P. (2007) *Elementary statistical Methods*, Sullani Chand & Sons, New Delhi
  3. Kothari, C.R. 1989: *Research Methodology*, Wiley Easlerin Baglore.
  4. Young, P.V. 1988 *Scientific Social Surveys & Research* Parentice Hall, New Delhi
  5. Ram Ahuja, 2001: *Research Methods*, Rawat Publications Jaipur
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COURSES OF STUDY FOR INTRODUCTORY/ MINOR ELECTIVE FYUGP IN  
“SOCIOLOGY”

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SEMESTER I/ II/ III                      INTRODUCTORY REGULAR COURSE                      1 Paper

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## I. INTRODUCTORY REGULAR COURSE (IRC)

(Credits: Theory-03)

- All Four Introductory & Minor Papers of Sociology to be studied by the Students of **Other than Sociology Honours**.
- Students of **Sociology Honours** must Refer Content from the **Syllabus of Opted Introductory & Minor Elective Subject**.

Marks: 100 (ESE: 3Hrs) = 100

Pass Marks: Th (ESE) = 40

### *Instruction to Question Setter for*

#### End Semester Examination (ESE 100 marks):

There will be **two** groups of questions. **Group A is compulsory** which will contain three questions. **Question No.1 will be very short answer type** consisting of ten questions of 1 mark each. **Question No.2 & 3 will be short answer type** of 5 marks. **Group B will contain descriptive type** six questions of twenty marks each, out of which any four are to answer.

*Note: There may be subdivisions in each question asked in Theory Examinations.*

## INTRODUCTORY SOCIOLOGY

**Theory: 45 Lectures**

### Course Objectives:

1. The idea behind this course is to introduce the discipline of Sociology to students from diverse academic and social backgrounds, trainings and capabilities. The course is intended to introduce the students to sociological ways of thinking. They learn how to apply sociological concepts to the everyday life.
2. To familiarise students with the different concepts in Sociology and also to highlight the distinction between common sense knowledge and Sociological knowledge.
3. To make the students familiar with the different institutions and aspects of Indian society and make them view the same through a sociological lens.
4. To introduce students to the different prominent schools of thought within the discipline of Sociology.

### Course Learning Outcomes:

1. Familiarity with Sociology and its different concepts
2. Knowledge of Indian society and its institutions, features
3. Knowledge of different sociological perspectives

### Course Content:

#### UNIT 1: Emergence of Sociology

##### 1.1 Origin and Scope of Sociology

Origin and scope of Sociology, and the history and development of sociology as a discipline, scope and classification of sociology, development of sociology as a subject in India.

- a) Andre Beteille, *Sociology: Essays on Approach and Method*, 2002, New Delhi, OUP
- Haralambos and Holborn: *Sociology*, Collins

- b) T.K. Oomen and P. N. Mukherji (eds.) *Indian Sociology: Reflections and Interpretations*: 1988, Bombay: Popular Prakashan

**UNIT 2: Sociological Concepts:**

Concept of society, Indian society, culture, social group, social institution, community and association, social organization, social change, social mobility, and social network.

- a) Andre Beteille, *Sociology: Essays on Approach and Method*, 2002, New Delhi, OUP  
b) *Dictionary of Sociology*, Oxford

**UNIT 3: Indian Society:**

Caste system in India, social stratification, class and power, nature and features of caste system, gender.

- a) Dipankar Gupta, *Social Stratification*, 1991, Oxford India Paperbacks  
b) Veena Das, *Handbook of Indian Sociology*, Oxford, 2004

**UNIT 4: Sociological approaches:**

Functionalist theory; Structural and structural functional theories; Conflict Theory- theory of alienation, dialectical materialism, the structures of capitalist society; Marx's critical theory of social order; Contemporary theories – Postmodernism, Feminism.

- a) George Ritzer, *Sociological Theory*, 2011, Tata McGraw Hill

**Reference Books:**

1. सिंह, जे. पी., समाजशास्त्र : अवधारणाएँ एवं सिद्धांत, पी. एच. आई. लर्निंग प्राइवेट लिमिटेड
  2. सिंधी, नरेन्द्र एवं गोस्वामी, वसुधाकर, समाजशास्त्र विवेचन, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर
  3. दोषी एवं जैन, समाजशास्त्र : नई दिशा, रावत पब्लिकेशन्स, जयपुर नई दिल्ली
  4. टी. बी. बॉटमोर, (अनुवाद गोपाल प्रधान) समाजशास्त्र समस्याओं और साहित्य का अध्ययन, नई दिल्ली
  5. Inkels A–What is Sociology, Printice-Hall of India, New Delhi
  6. H. M. Jhonshan - An Introduction to Sociology, Allied Publishers, Delhi
  7. Bottomore, T. B. 1972. *Sociology: A guide to problems and literature*. Bombay: George Allen and Unwin (India)
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**SEMESTER IV****MINOR ELECTIVE-1****1 Paper****I. MINOR ELECTIVE (MN 1)**

(Credits: Theory-06)

**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40*****Instruction to Question Setter for******Semester Internal Examination (SIE 20+5=25 marks):***

*There will be two groups of questions. Question No.1 will be very short answer type in Group A consisting of five questions of 1 mark each. Question No.2 will be short answer type of 5 marks. Group B will contain descriptive type two questions of ten marks each, out of which any one to answer.*

*The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SLA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)*

***End Semester Examination (ESE 75 marks):***

*There will be two groups of questions. Group A is compulsory which will contain three questions. Question No.1 will be very short answer type consisting of five questions of 1 mark each. Question No.2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer.*

*Note: There may be subdivisions in each question asked in Theory Examinations.*

**MODERN INDIAN SOCIAL THINKERS****Theory: 90 Lectures****Course Objectives:**

1. To introduce the key ideas of makers of modern India.
2. To familiarize students with key Indian social thinkers.
3. To introduce important issues in contemporary Indian society.

**Course Outcomes:**

1. Students should be able to understand the socio-political and historical context in which aspects of modern Indian thought emerged.
2. Students should be able to understand the contribution of modern Indian thinkers.
3. They should be able to use the theories/ideas in the contemporary context.

**Course Content:**

1. **M. K. Gandhi** – Ahimsa, Satyagrah  
Gandhi, M. K., 1938, *Hind Swaraj*. Ahmedabad: Navjivan Publishing House.
2. **Dr. B. R. Ambedkar** – Untouchability  
Ambedkar, B. R., 1971 [1936], *Annihilation of Caste*. Jullender: BheemPatrika.
3. **Swami Vivekananda**,  
Philosophy of Universal Religion, *Speech at the World Parliament of Religions, Chicago*, 1893
4. **Raja Ram Mohan Roy** - Samaj Sudhar
5. **J. P. Narayan**- Total Revolution
6. **Swami Dayanand Saraswati** – Education and Women
7. **Vinoba Bhave** – Bhoodan

**Essential Readings:**

1. सिंह, वी. एन., भारतीय सामाजिक चिन्तन, विवेक प्रकाशन, दिल्ली.
2. पाण्डेय, रवि प्रकाश, भारतीय समाजिक विचार, विजय प्रकाशन मन्दिर (प्रा.) लिमिटेड, वाराणसी.

**SEMESTER V****MINOR ELECTIVE-2****1 Paper****I. MINOR ELECTIVE (MN 2)**

(Credits: Theory-06)

**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40*****Instruction to Question Setter for******Semester Internal Examination (SIE 20+5=25 marks):***

*There will be two groups of questions. Question No.1 will be very short answer type in Group A consisting of five questions of 1 mark each. Question No.2 will be short answer type of 5 marks. Group B will contain descriptive type two questions of ten marks each, out of which any one to answer.*

*The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: - (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)*

***End Semester Examination (ESE 75 marks):***

*There will be two groups of questions. Group A is compulsory which will contain three questions. Question No.1 will be very short answer type consisting of five questions of 1 mark each. Question No.2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer.*

*Note: There may be subdivisions in each question asked in Theory Examinations.*

**SOCIAL MOVEMENTS IN INDIA****Theory: 90 Lectures****Course Objective**

1. This course is designed to equip students with diverse disciplinary trainings to understand the conceptual, theoretical and methodological issues involved in the study of social movements, as well as the historical and descriptive analyses of collective action. It also draws attention to an important aspect of the analysis of social movements: their articulation with states, societies and cultures.
2. Through case studies drawn from comparative contexts, this course demonstrates the vital connectedness between collective action in social movements and other forms of institutional and cultural contexts. Particular case studies will be used as illustrations to understand more general patterns of social movements.
3. The course will also equip students to visualize the transition from traditional to contemporary social movements. The course envisages that studying social movements would ultimately foster an understanding of the dynamics of power, justice and human agency in transforming societies and cultures. To that extent it is a course that has a universal relevance and appeal.

**Course Learning Outcomes**

1. At the end of the course, students should be able to distinguish the central principles of different theoretical perspectives in the sociology of social movements and relate them to specific historical and empirical contexts.
2. Learn to use sociological theories on social movements to identify a phenomenon as one. Further, students should be able to distinguish a phenomenon as social movement from other cognate political phenomena.
3. Understand the dynamics and motivations of individuals and groups participating in social movements and identify reasons for success (or failure) of social movements.

**Course Content:****UNIT 1: Social Movements: Concepts and Types**

- a) Goodwin, J. & J. Jasper (eds.). 2015. *The Social Movements Reader: Cases and Concepts*, 3<sup>rd</sup> Edition, MA: Wiley Blackwell, p. 3-7
- b) Tilly, Charles. 1978. 'Theories and Descriptions of Collective Action', in *From Mobilization to Revolution*, New York: Random House, p. 12-51

**UNIT 2: Agrarian Movements in India**

- a) Tarrow, Sidney. 1996. "States and Opportunities: the Political Structuring of Social Movements". in Doug McAdam, John D. McCarthy and Mayer N. Zald, eds, *Comparative Perspectives on Social Movements*, MA: Cambridge University Press, p. 41-61.

**UNIT 3: Dalit Movements – Jotiba Phule, Periyar, Ambedkar****UNIT 4: Tribal Movements –Birsa Movement, Santhal Movement****UNIT 5: Environmental Movements – Chipko, Water Conservation, Narmada Bachao Andolan****Essential Readings:**

1. Shah, Ghanshyam, 1990, *Social Movements in India: A Review of Literature*, New Delhi: Sage Publications (English and Hindi versions)
  2. ----- (ed), 2002, *Social Movements and the State*, Readings in Indian Government and Politics, New Delhi: Sage Publications
  3. Menon, Krishna and Ranjana Subberwal, 2019, *Social Movements in Contemporary India*
  4. Gopal, Vishnu and Rajeev Nayan, 2004, *Sociology of Social Movement*, (Hindi), Varanasi: Academic Publication
  5. Singh, VN, and Janmejay Singh, 2013, *Social Movements in India*, (Hindi), Rawat Publications
  6. शाह, घनश्याम, भारत में सामाजिक आंदोलन संबंधित साहित्य की एक समीक्षा, सेज
  7. सिंह, वी. एन. एवं सिंह, जनमेजय, भारत में सामाजिक आंदोलन, रावत पब्लिकेशन
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**SEMESTER VI****MINOR ELECTIVE-3****1 Paper****I. MINOR ELECTIVE (MN 3)**

(Credits: Theory-06)

**Marks: 25 (5 Attd. + 20 SIE: 1Hr) + 75 (ESE: 3Hrs) = 100****Pass Marks: Th (SIE + ESE) = 40*****Instruction to Question Setter for******Semester Internal Examination (SIE 20+5=25 marks):***

*There will be two groups of questions. Question No.1 will be very short answer type in Group A consisting of five questions of 1 mark each. Question No.2 will be short answer type of 5 marks. Group B will contain descriptive type two questions of ten marks each, out of which any one to answer.*

*The Semester Internal Examination shall have two components. (a) One Semester Internal Assessment Test (SIA) of 10 Marks, (b) Class Attendance Score (CAS) of 5 marks. Conversion of Attendance into score may be as follows: (Attendance Upto 45%, 1mark; 45<Attd.<55, 2 marks; 55<Attd.<65, 3 marks; 65<Attd.<75, 4 marks; 75<Attd, 5 marks)*

***End Semester Examination (ESE 75 marks):***

*There will be two groups of questions. Group A is compulsory which will contain three questions. Question No.1 will be very short answer type consisting of five questions of 1 mark each. Question No.2 & 3 will be short answer type of 5 marks. Group B will contain descriptive type six questions of fifteen marks each, out of which any four are to answer.*

*Note: There may be subdivisions in each question asked in Theory Examinations.*

**RURAL SOCIETY IN INDIA****Theory: 90 Lectures****Course Objective**

1. To familiarise students with the concept, features and institutions of rural society in India
2. To familiarise students with the contemporary issues and key government policies aimed at rural population in India

**Course Learning Outcome**

1. Students will be able to understand the context, themes and issues of rural society in India
2. They will be familiar with key government programmes aimed at the rural population

**Course Content:****UNIT 1: Rural Society –**

- 1.1 Concepts
- 1.2 Characteristics and
- 1.3 Change

**UNIT 2: Social Institutions of Rural Society**

- 2.1 Family, Kinship and Marriage
- 2.2 Rural Community
- 2.3 Caste and Casteism in Rural India
- 2.4 Dominant Caste

**UNIT 3: Rural Development**

- 3.1 Issues in rural development



### 3.2 Rural Development Programmes in India

- Pradhan Mantri Gram Sadak Yojna,
- MNREGA
- Swachh Bharat Mission

## **UNIT 4: Little Tradition and Great Tradition**

### **Essential Readings:**

1. बी .एन .सिंह एवं जन्मिंजय सिंह ,ग्रामीण समाज ,विवेक प्रकाशन ,दिल्ली
  2. रबीन्द्र नाथ मुखर्जी, ग्रामीण समाजशास्त्र, साहित्य भवन, न्यूदिल्ली
  3. ए. एल. दोषी एवं पी. सी. जैन ,भारतीय ग्रामीण समाजशास्त्र, रावत, न्यूदिल्ली
  4. Singh Prabhat Kumar - Migration and Urbanization, Janki Prakashan, Patna, New Delhi
  5. Singh Prabhat Kumar - Migration and Occupational Mobility, Janki Prakashan, Patna, New Delhi
  6. Rural Sociology in India, A.R. Desai, Macmillan Co. of India, New Delhi
  7. S.L. Doshi and P.C. Jain, Rural Sociology, Rawat Publications, Jaipur
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## FORMAT OF QUESTION PAPER FOR SEMESTER INTERNAL EXAMINATION

Question format for 10 Marks:

Subject/ Code		Exam Year
F.M. =10	Time=1Hr.	
<b>General Instructions:</b>		
i. <b>Group A</b> carries very short answer type compulsory questions.		
ii. <b>Answer 1 out of 2</b> subjective/ descriptive questions given in <b>Group B</b> .		
iii. Answer in your own words as far as practicable.		
iv. Answer all sub parts of a question at one place.		
v. Numbers in right indicate full marks of the question.		
<b><u>Group A</u></b>		
1.		[5x1=5]
i.	.....	
ii.	.....	
iii.	.....	
iv.	.....	
v.	.....	
<b><u>Group B</u></b>		
2.	.....	[5]
3.	.....	[5]
<b>Note:</b> There may be subdivisions in each question asked in Theory Examination.		

Question format for 20 Marks:

Subject/ Code		Exam Year
F.M. =20	Time=1Hr.	
<b>General Instructions:</b>		
i. <b>Group A</b> carries very short answer type compulsory questions.		
ii. <b>Answer 1 out of 2</b> subjective/ descriptive questions given in <b>Group B</b> .		
iii. Answer in your own words as far as practicable.		
iv. Answer all sub parts of a question at one place.		
v. Numbers in right indicate full marks of the question.		
<b><u>Group A</u></b>		
1.		[5x1=5]
i.	.....	
ii.	.....	
iii.	.....	
iv.	.....	
v.	.....	
2.	.....	[5]
<b><u>Group B</u></b>		
3.	.....	[10]
4.	.....	[10]
<b>Note:</b> There may be subdivisions in each question asked in Theory Examination.		

FORMAT OF QUESTION PAPER FOR END SEMESTER UNIVERSITY EXAMINATION

Question format for 50 Marks:

Subject/ Code		Exam Year
F.M. =50	Time=3Hrs.	
<b>General Instructions:</b>		
i. <b>Group A</b> carries very short answer type <b>compulsory</b> questions. ii. <b>Answer 3 out of 5</b> subjective/ descriptive questions given in <b>Group B</b> . iii. Answer in your own words as far as practicable. iv. Answer all sub parts of a question at one place. v. Numbers in right indicate full marks of the question.		
<b>Group A</b>		
1.		[5x1=5]
i.	.....	
ii.	.....	
iii.	.....	
iv.	.....	
v.	.....	
<b>Group B</b>		
2.	.....	[15]
3.	.....	[15]
4.	.....	[15]
5.	.....	[15]
6.	.....	[15]
<b>Note:</b> There may be subdivisions in each question asked in Theory Examination.		

Question format for 60 Marks:

Subject/ Code		Exam Year
F.M. =60	Time=3Hrs.	
<b>General Instructions:</b>		
i. <b>Group A</b> carries very short answer type <b>compulsory</b> questions. ii. <b>Answer 3 out of 5</b> subjective/ descriptive questions given in <b>Group B</b> . iii. Answer in your own words as far as practicable. iv. Answer all sub parts of a question at one place. v. Numbers in right indicate full marks of the question.		
<b>Group A</b>		
1.		[5x1=5]
i.	.....	
ii.	.....	
iii.	.....	
iv.	.....	
v.	.....	
2.	.....	[5]
3.	.....	[5]
<b>Group B</b>		
4.	.....	[15]
5.	.....	[15]
6.	.....	[15]
7.	.....	[15]
8.	.....	[15]
<b>Note:</b> There may be subdivisions in each question asked in Theory Examination.		

**Question format for 75 Marks:**

<b>F.M. = 75</b>	<b>Subject/ Code</b>	<b>Exam Year</b>
	<b>Time=3Hrs.</b>	
<b>General Instructions:</b>		
i. <b>Group A</b> carries very short answer type <b>compulsory</b> questions. ii. <b>Answer 4 out of 6</b> subjective/ descriptive questions given in <b>Group B</b> . iii. Answer in your own words as far as practicable. iv. Answer all sub parts of a question at one place. v. Numbers in right indicate full marks of the question.		
<b>Group A</b>		
1.		[5x1=5]
i.	.....	
ii.	.....	
iii.	.....	
iv.	.....	
v.	.....	
2.	.....	[5]
3.	.....	[5]
<b>Group B</b>		
4.	.....	[15]
5.	.....	[15]
6.	.....	[15]
7.	.....	[15]
8.	.....	[15]
9.	.....	[15]
<b>Note:</b> There may be subdivisions in each question asked in Theory Examination.		

**Question format for 100 Marks:**

<b>F.M. = 100</b>	<b>Subject/ Code</b>	<b>Exam Year</b>
	<b>Time=3Hrs.</b>	
<b>General Instructions:</b>		
i. <b>Group A</b> carries very short answer type <b>compulsory</b> questions. ii. <b>Answer 4 out of 6</b> subjective/ descriptive questions given in <b>Group B</b> . iii. Answer in your own words as far as practicable. iv. Answer all sub parts of a question at one place. v. Numbers in right indicate full marks of the question.		
<b>Group A</b>		
1.		[10x1=10]
i.	.....	
ii.	.....	
iii.	.....	
iv.	.....	
v.	.....	
vi.	.....	
vii.	.....	
viii.	.....	
ix.	.....	
x.	.....	
2.	.....	[5]
3.	.....	[5]
<b>Group B</b>		
4.	.....	[20]
5.	.....	[20]
6.	.....	[20]
7.	.....	[20]
8.	.....	[20]
9.	.....	[20]
<b>Note:</b> There may be subdivisions in each question asked in Theory Examination.		