

I SEMESTER
HC 1.1: Classical Sociological Theory

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Objective:

1. Understand the linkage between the social changes in the economic and social systems and the emergence of discipline of Sociology.
2. Know the theoretical foundations of Sociology on which edifice of modern Sociological theories are built; and develop insights for understanding the later developments in sociological theory.
3. Develop critical thinking, analytical ability to interpret the social scenario around.
4. Learn the historical, socio-economic and intellectual forces in the rise of sociological theory.
5. Understand the selected sociological theories of Structural, Functional, Conflict, Evolutionary Perspectives.

Course Outcome:

1. Understand the emergence of Sociology.
2. Know the foundations of Sociology.
3. Impart critical thinking.
4. Inculcate analytical ability to interpret the social scenario.
5. Understand the forces in the rise of sociological theory.
6. Understand the concepts of early sociologists.

Unit I: Nature of Theories –Characteristics and types of Sociological Theories-Conflict between theory building and empiricism and Reciprocal relationship between theory and research – Levels of theorization in sociology, Women Sociologist- Jane Addams, Harriet Martineau.

Unit II: Structural Approach –C Levi Strauss, M. Foucault, Radcliff Brown, S.F.Nadel, Theda Skocpol.

Unit III: Functionalism-Herbert Spencer, Emile Durkhiem, B. Malinowski , Robert . K.Merton, Talcott Parsons.

Unit IV: Conflict Theories - Karl Marx, George Simmel , Lewis Coser , Ralf Dahrendorf, C.Wright Mills, R Collins, Theodore Caplow, IL Horowitz.

Unit V: Evolutionary Perspectives - Unilinear Evolutionary Theories of Comte and Morgan - Universal Evolutionary Theories of Spencer and Tonnies – Cyclical Evolutionary Theories of Oswald Spengler and Arnold J. Toynbee.

Selected Reference:

1. Abraham, J.H., 1974. Origin and Growth of Sociology, London: Pelican books.
2. Aron, Reymond. 1965 – 1967: Main Currents in Sociological Thought,
3. Barnes, H.E. 1980. An Introduction to the History of Sociology, University of Chicago Press, Chicago.
4. Bendix, Rinehard. 1960. Max Weber, An Intellectual Portrait (Weber). Double Day.
5. Bogaradus, E. 1969. The Development of Social Thought, Vakils, Feffer and Simon"s, Bombay.
6. Coser, Lewis. 1977. Masters of Sociological Thought, Harcourt & Brace, Chicago.
7. Foucault Michel, (1988), Madness & Civilization: A History of Insanity In The Age of Reason.
8. Kumari, (2009), Encyclopedia Biography of World Great Social Thinkers Anmol Pub.
9. Ritzer George,(2010), Classical Sociological Theory, McGraw-Hill Education, Pub.
10. Richard Jenkins, (2002), Foundations of sociology, Palgrave Macmillan Pub.
11. Fulcher James, Scott John (2012), Sociology, Oxfard & IBH Publishing Co.Pvt.Ltd

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Sub Added

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OE.1.7 SOCIOLOGY OF TRIBE

Objectives:

To provide a comprehensive profile of Tribal people in India. To understand the Demographic Features, Social Structure and cultural patterns To understand the problems of Tribal people To familiarize students with the welfare policies, development issues and Tribal communities.

Course Outcome:

Students are able to provide a comprehensive profile of Tribal people in India.

Unit-I: Introduction: Definition and Characteristics of Tribes Concept of Jati, Varna, Adivasi, Indigenous Aborigines, Scheduled Tribes: The Fourth World, Approaches to the Study of Tribes.

Unit- II: Tribal Communities in India: Geographic Distribution of Tribals, Tribals of Central Zone, Tribals of Northern and North –Eastern Zone, Tribals of Southern Zone, Tribals of Karnataka.

Unit –III: Tribes in Transition: Impact of Industrialization and Urbanization, Media and Tribal society, Changes in social, Economic and political life, Issues of tribal identity and Tribal Movement.

Unit-IV: Perspectives, Programmes, Policies and Movements in India: Isolation, Assimilation, Adaptation, and Acculturation Protective Discrimination and Tribal Welfare.

Unit- V: Status of Tribal Women: Socio-Economic, Cultural and Political condition of women in India.

Selected Reference:

1. Munsri, 2007, Adivasi Life Stories Context Constraints Choices, Rawat Pub.
2. Jitendra Prasad, 2005, Tribal Movements in India, Kicaso Books, New Delhi.
3. A M Sharma, 2002, Tribal Welfare & Development, Sarup & Sons, New Delhi.
4. Mishra R. N, 2002, Tribal Life and Habitat, Ritu Publications.
5. Harsurkar Laxmi Devi R, 2011, The Tribes and Their Development, Current Publications

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SC 2.4 : SOCIAL GERONTOLOGY

Objectives:

The objectives of this course are

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

Course Outcome:

1. Accommodating the aged in modern society.
2. Psychological, sociological and economic rehabilitation of elderly.
3. Make aware of stresses and strains of elderly.
4. Profile of changes in the age composition of different societies
5. Implications of the increasing ageing population.
6. Usefulness of the elderly in modern society.
7. Strategies and programmes adopted in a modern society for elderly.
8. Positive and respectful attitudes towards elderly.

Unit-I: Introduction: Scope and significance of social gerontology, Emergence of social gerontology as a sub – discipline, Aging population in developed and developing societies, Trends of aging population in India.

Unit-II: Some aspects of ageing: Factors of ageing, Problems of Elderly – Social, psychological, economic and health etc, Family and aged, Problem of elderly women.

Unit-III: Theoretical perspectives: Structural-Functional and conflict perspective Symbolic interaction, Phenomenology and Ethno-methodology, Role Theory.

Unit-IV: Adjustment in Later Life: The informal support given to aged and its relevance in later life, Elderly and the caregivers, Living arrangements of elderly, Ageing and Work, Aged women and problem of adjustment.

Unit-V: State and the Aged: Policies and Programmes for the aged in India, Role of State Role of NGOs.

Selected Reference:

1. Sharma, 2009, Dimensions of Aging Indian Studies, Rawat Publications.
2. Sharma, 2007, Studies in Gerontology, Rawat Pub.
3. Bose A. B, 2006, Social Security for the Old, Concept Publishing Company.
4. Joshi Arvind K, 2006, Older Persons in India, Serials Publications.
5. Saxena D. P, 2006, Sociology of Aging, Concept Publishing Company.

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SC 2.5 INDUSTRIAL SOCIOLOGY

Objectives:

To Provide the Students Sociological understanding of work and industry. To expose the PG Students with the knowledge of industrialization process and work. To acquaint the student with dynamics of industrial relation and consequences. To Understand the Problems faced by Labour in Organized and Unorganized Sector.

Course Outcome: Students are able to understand work and industry. And able to understand the Problems faced by Labour in Organized and Unorganized Sector.

Unit-I: industrial Society in the classical Sociological Tradition: Division of labour, Bureaucracy, Rationality, Production relations, Surplus value, Alienation.

Unit-II: Industry and Society: Factory as a Social System, Formal and Informal Organization, Impact of Social Structure on Industry, Impact of Industry and Society.

Unit-III: Industrial Relations: Changing Profile of Labour, Changing Labour- Management Relations, Conciliation, Adjudication, Arbitration, Collective Bargaining, Trade unions, Workers' participation in management (Joint Management Councils), Quality circles.

Unit-IV: Industrialization and Social Change in India: Impact of industrialization on family, education and stratification, Class and class conflict in industrial society, Obstacles to and limitations of industrialization

Unit-V: Industrial Planning: Industrial Policy, Labour legislation, Human relations in industry

Selected Reference:

1. B K Malhotra, 2010, Industrial Sociology, D.P.S Pub.
2. Giri P. K, 2005, Industrial Sociology, Sublime Publications
3. Kumar Arvind, 1995, Rural Industrial Sociology, ANMOL PUBLICATIONS PVT. LTD.
4. Kabilan Rengasamy, 1993, From Traditional Society To Post Industrial Society, Commonwealth Publishers.
5. Jorapur B P, 1979, Occupational mobility of industrial workers, Karnataka University.

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OE.2.7 GENERAL SOCIOLOGY

Objectives:

The basic aim of the course is to make a preliminary interface of the students with the fundamental concepts in the discipline of Sociology. The course intends to infuse a sociological way of thinking amongst the students. The students will be able to know about the historical evolution of sociology in general and help them to grasp the foundation of Sociological thinking.

Unit-I: Sociology: Nature, Scope and Significance; Development of Sociology as a discipline in General, and in India; Universalistic Sociology vis-a-vis Indigenization; Interdisciplines dialogue.

Unit-II: Basic Concepts: Society, Group, Community, Association, Social System, Social Structure: Status and Role: Socialization: Culture.

Unit-III: Social Progresses: Associative- Co-operation, Accommodation, Assimilation; **Dissociative-** Competition, Conflict; Social Stratification and Social Mobility.

Unit- IV: Social Institutions: Marriage, Family, Kingship, Economy, Polity, Religion.

Unit-V: Socialization: Meaning, Stages and agencies.

Selected Reference:

1. Rawat,2007, Sociology of Basic Concepts, Rawat Pub.
2. Davis Kingsley, 2001, Human Society [New Dept], Surjeet Publications. Turner Jonathan H, Handbook of sociological theory, Kluwer Academic plenum publishers.
3. Bilton Tony:Bonnett Kevin,2002, Introductory Sociology, Palgrave
4. Ralhan S. S.:Lambat S. R,2008, Textbook of Sociology, Commonwealth Publishers
5. Macionis John J, 2011, Society, Prentice Hall

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SC 3.4: SOCIOLOGY OF RELIGION

Objectives:

1. To provide an additional capacity for the students to discover enough about the society and the religion.
2. To enable the students to construct the local knowledge on culture and nature of the religion.
3. To introduce the students to the subfield of sociology of religion.
4. To analyse the basic concepts and key interpretations of religion
5. To focus on the interface between religion and society in India.
6. To analyse social change in relation to religion.

Course Outcome:

1. Understand concepts and key interpretations of religion
2. Interface between religion and society in India.
3. Analyse social change in relation to religion.
4. Construct the local knowledge on culture and nature of religion.
5. Introduce sociology of religion.
6. Basic concepts and key interpretations of religion Objectives.

Unit-I: Introduction: Religion Definition, Functions and Dysfunctions, Sect and Cults; Religion and Science, Spiritualism, Divinity, Transcendentalism, Secularization.

Unit-II: Sociological Interpretations of Religion: Durkheim, Weber, Levi-Strauss, Karl Marx, Nancy Ammerman

Unit-III: Religions of India: Buddhism, Christianity, Hinduism, Islam, Jainism, and Sikhism

Unit-IV: Social change and Religion: Socio-religious movements; popular religion and emerging cults; Fundamentalism, Communalism, Secularism; Proselytism

Unit-V: Women and Religion:

Selected References:

1. Ralhan, 2006, Sociology of Religion, Common Wealth Publication.
2. Dsouza, 2005, The Sociology of Religion, Rawat Pub.
3. Judge, 2005, Religion Identity & Nationhood, Rawat Pub.
4. Channa (S M): 2002, Religion and Tribal Society, Cosmo Publications,
5. Singh Jagdev: 2006, Growth of Hindu Religion and Culture, Gyan Publishing House

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SC 3.6 SOCIOLOGY OF DEVELOPMENT

Objectives:

The course intends to expose the students of the development processes going on in the global context and its implications in developing countries.

Course Outcomes

1. State the various concepts of social development
2. Summarize the theoretical perspectives of development.
3. Analyze the role of international agencies in global scenario of development

Unit I: Conceptual Perspectives on Development: Economic growth, Human development, Social development, Sustainable development, Ecological and Social.

Unit-II: Theories of Underdevelopment: Liberal: Max Weber, Gunnar Myrdal, Dependency: Centre-periphery (Frank), Uneven development (Sarnir Amin.), World-system (Wallerstein).

Unit-III: Paths of Development: Modernisation, Globalisation, Socialist, Mixed, Gandhian.

Unit-IV: Social Structure and Development: Social structure as a facilitator / inhibitor, Development and socio-economic disparities, Gender and development.

Unit-V: Culture and Development: Culture as an aid / impediment, Development and displacement of tradition, Development and upsurge of ethnic movements.

Selected References:

1. Deb Sibnath, 2006, Contemporary Social Problems in India, ANMOL PUBLICAIONS PVT. LTD.
2. Prasad B K: 2005, Social Problems In India, ANMOL PUBLICAIONS PVT. LTD.
3. Margaret may:robert page, 2001, Understanding social problems, Blackwell.
4. Madan (Ram Gurumukh): 2009, Indian Social Problems, Allied chambers (India)Ltd.,
5. Coleman James William:Cressey Donald R, 1998, Social Problems, Longman

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OE 3.7: CONTEMPORARY SOCIAL PROBLEMS
(Inter-Disciplinary Optional Course)

Objectives:

By studying the Indian Social Problems the Learner shall be able to:

1. Know the social problems in India.
2. Understand the various problems in India.

Course Outcomes:

After completion of the course on Indian Social Problems the Learner can be

1. Be aware of various social problems in India.
2. Get detailed knowledge about measures to combat the problems.

Unit-I: Social Disorganization and Social Problems: Types of Disorganization, Meaning, and approaches Definitions-Types of Disorganization.

Unit- II: Deviant Behavior: Crime, Delinquency and Juvenile in Conflict with Law.

Unit -III: Social Order related Problems: Caste Conflict, Communal Riots, and Terrorism

Unit -IV: Gender related Problems: Dowry, Prostitution, Sex offences,

Unit -V: Problems of Youths: Youth Unrest, Drug Abuse, and Alcoholism.

Selected Reference:

1. Martin Innes, 2007, Understanding Social Control: Deviance, Crime and Social Order, Open University press.
2. Vani Prabhakar, 2012, Social Problems, Wisdom Press.
3. Babita Agarwal, 2009, Social Problems in the Age of Globalization, ABD Pub.
4. S C Singh, 2010, Family violence in India, Serials.
5. Smriti A Bhosle, 2009, Female Crime in India and theoretical Perspectives of Crime, Kalpaz.

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New Course
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SC. 4.4: SOCIOLOGY OF FAMILY AND KINSHIP

Objectives This course takes students through different approaches to the study of kinship, family, and marriage – key institutions of society, the study of which is a special prerogative of Sociology. The course content will expose students to classical as well as contemporary themes in the field.

Course Outcome: At the end of this course, students would be able to identify the key elements of kinship, family, and be able to appreciate their significance in ordinary as well as special circumstances in diverse societies.

Unit-I: Introduction of Family: Concept of family, characteristics of family-family is universal. Functions and importance of the family, functional approach, Marxist approach to family.

Unit-II: Types of family: Hindu Joint Family -extended family- breakdown of joint family.

Unit -III: Concept of Kinship: Descent, residence and inheritance, marriage alliance, official and practical kinship, cultural constructions, relatedness.

Unit-IV: Transformations in the family, marriage and property: Family and marriage, kinship and property, Honor shame and violence.

Unit-V: New areas in the study of kinship: Reproductive technologies and reconfigured kinship, Gay and lesbian kinship, kinship and genetics.

Selected Reference:

1. Singh, 2009, Encyclopaedia of Indian Marriage & Family I to III
2. Pragya Singh, 2010, Women Marriage in India: Marriage Divorce and Adjustment, Mohit Pub.
3. Kolendu (Pauline): 2015, Caste, Marriage and Inequality, Rawat Publications
4. Skolnick Arlene S.:Skolnick Jerome H.2013, Family in Transition, pearson education
5. Skolnick Arlene S.:Skolnick Jerome H, 1996, Family in Transition, Longman

OE-4.7 : SOCIAL MOVEMENTS IN INDIA

Objectives:

1. Look at the social movements from sociological perspective.
2. Understand the dynamics of social movements and their role in the social change and transformation in India.
3. To introduce the students to the role of social movements in social transformation
4. To help them understand the various approaches to the study of social movements.

Course Outcome:

1. Understand the dynamics of social movements
2. Role of social movements in social transformation in India.
3. Understand approaches to the study of social movements.
4. Look at the social movements from sociological perspective.
5. Rise of social movements in India.
6. Societal impact of social movements.

Unit-I: Introduction: Meaning and Characteristics of Social Movements, Structural Determinants of Social Movements, Life Cycle of Social Movement, Types of Social Movement.

Unit-II: Theories of Social Movement: Marxist Theory, Weberian Theory, Relative Deprivation Strain and Revitalization Theories.

Unit-III: Social Movement and Leadership: Role and Types of Leadership, Relationship between Leaders and Masses, Social Movement and Social Change.

Unit-IV: Reform Movements in India: Brahmo Samaj, Arya Samaj, Veerashaiva Movement in Karnataka, SNDP Movement, Naxalbarri Movement.

Unit-V: Empowerment Movement: Tribal Movement, Women Movements, Dalit Movement, Peasant Movements, Environmental Movement.

References:

1. Crossley, 2009, Making Sense of Social Movement, Rawat Publications.
2. Pawar, 2005, Environmental Movements in India, Rawat Pub
3. Basu Swaraj: 2003, Dynamics of A Caste Movement, Manohar Publishers & Distributors
4. Purohit B R:Joshi Sandeep, 2003, Social Justice In India, Rawat Publications
5. Singh M. P. 2007, Social Movements, ANMOL PUBLICAIONS PVT. LTD.

Pedagogy: Field work, micro projects, group discussion, role play, written/oral presentation by students