# **SYLLABUS**

# (SOCIOLOGY)

## FOR 3 YEARS U.G PROGRAMME 4 YEARS UG (HONOURS) PROGRAMME 4 YEARS UG (HONOURS WITH RESEARCH) PROGRAMME AND PG PROGRAMME

## EFFECTIVE FROM SESSION 2024-25 ONWARDS



# MAHARAJA SUHEL DEV STATE UNIVERSITY

AZAMGARH (U. P.)-276128, INDIA

PREPARED BY

Prof. Noman Ahmad

PROFESSOR DEPARTMENT OF SOCIOLOGY SHIBLI NATIONAL PG COLLEGE, AZAMGARH. (U.P.)

CONVENER, BOS (SOCIOLOGY) MAHARAJA SUHEL DEV UNIVERSITY AZAMGARH (U. P.)-276128, INDIA

# **Resolution**

The meeting of Board of Studies (BOS) of SOCIOLOGY was held on 17.10.2024 to consider and approve the NEP-2020 Framework and Choice Based Credit Systems Syllabus to be Developed in Accordance with G.O. (शासनादेश संख्या-2090 / सत्तर-3-2024-09(01) / 2023 (L4) दिनांक-02.09.2024)

The following were present in the above said meeting:

| S. No. | Name   | Designation            | Capacity             |
|--------|--|------------------------|----------------------|
| 1      | PROF. R. N. TRIPATHI<br>PROFESSOR,<br>DEPT. OF SOCIOLOGY<br>BHU VARANASI                     | PROFESSOR              | EXTERNAL EXPERT      |
| 2      | DR. ZIAUR RAHMAN KHAN<br>DEPT. OF SOCIOLOGY<br>AMU ALIGARH.                                  | ASSOCIATE<br>PROFESSOR | EXTERNAL EXPERT      |
| 3      | PROF. NOMAN AHMAD<br>DEPT. OF SOCIOLOGY<br>SHIBLI NATIONAL PG<br>COLLEGE, AZAMGARH.          | PROFESSOR              | CONVENOR (SOCIOLOGY) |
| 4      | DR. RAJESH KUMAR<br>DEPT. OF SOCIOLOGY<br>D.A.V. PG COLLEGE,<br>AZAMGARH.                    | ASSISTANT<br>PROFESSOR | PG MEMBER            |
| 5      | SHRI RAJESH KUMAR YADAV<br>DEPT. OF SOCIOLOGY<br>SRI GANDHI PG COLLEGE<br>MALTARI, AZAMGARH. | ASSISTANT<br>PROFESSOR | PG MEMBER            |
| 6      | DR. SURENDRA KUMAR<br>YADAV<br>DEPT. OF SOCIOLOGY<br>D.A.V. PG COLLEGE,<br>AZAMGARH          | ASSISTANT<br>PROFESSOR | PG MEMBER            |
| 7      | PROF. RAMANAND SINGH<br>SRI DURGA JI PG COLLEGE,<br>CHANDESHWAR,<br>AZAMGARH                 | PROFESSOR              | UG MEMBER            |
| 8      | DR. DHIRENDRA KUMAR<br>GUPTA<br>DEPT. OF SOCIOLOGY<br>G.S.S. PG COLLEGE, KOILSA,<br>AZAMGARH | ASSISTANT<br>PROFESSOR | UG MEMBER            |
| 9      | SMT. AKANKSHA RAI<br>DEPT. OF SOCIOLOGY<br>D.C.S.K. COLLEGE, MAU                             | ASSISTANT<br>PROFESSOR | UG MEMBER            |

| After detailed discussion, the BOARD OF STUDIES has unanimously approved             |
|--|
| the proposed Framework and Syllabus for SOCIOLOGY and recommended that it may be     |
| implemented inaccordance with above said G. O. under National Education Policy 2020. |
|  |

(PG MEMBER) (PG MEMBER) (UG MEMBER) (UG MEMBER) (UG MEMBER) (UG MEMBER)

(EXT

(EXTERNAL EXPERT) (EXTERNAL EXPERT)

(CONVENOR)

| YEAR                                  | SEME | CATEGORY/TYPE OF<br>THE COURSE | COURSE CODE | PAPER TITLE   | THEORY<br>/PRETICAL | CREDIT |
|---------------------------------------|------|--------------------------------|-------------|---|---------------------|--------|
|                                       | VII  |                                | A070701T    | Classical Thinkers of<br>Sociology  | THEORY              | 4      |
|                                       |      |                                | A070702T    | Sociology of Change<br>and Development  | THEORY              | 4      |
|                                       |      |                                | A070703T    | Indian Sociological<br>thought  | THEORY              | 4      |
|                                       |      | MAJOR                          | A070704T    | Contemporary Issues in Indian Society   | THEORY              | 4      |
|                                       |      | /COMPULSORY                    | OPTIONAL    | CHOOSE ANY ONE OF TH  | E FOLLOWIN          | G      |
|                                       |      |                                | A070705T    | A. Sociology of<br>Movement<br>or   | THEORY              | 4      |
|                                       |      |                                | A070706T    | B. Political Sociology  |                     |        |
|                                       |      | RESEARCH PROJECT               | A070707R    | RESEARCH PROJECT<br>*(To be chosen by<br>students of 4 year UG<br>(Hons.) with research | PROJECT             | 4      |
| 4 <sup>™</sup> YEAR                   |      |                                |             | in lieu of above optional paper )   |                     |        |
| UG<br>(HONS.)/<br>4 <sup>™</sup> YEAR | VIII |                                | A070801T    | Social Research and<br>Statistics   | THEORY              | 4      |
| UG (HONS.                             |      |                                | A070802T    | Sociology of<br>Environment   | THEORY              | 4      |
| RESEARCH)                             |      |                                | A070803T    | Sociology of India  | THEORY              | 4      |
| М.А 1 <sup>sт</sup>                   |      |                                | A070804T    | Social Anthropology   | THEORY              | 4      |
| YEAR)                                 |      |                                | OPTIONAL    | CHOOSE ANY ONE OF TH  | E FOLLOWIN          | G      |
|                                       |      |                                | A070805T    | A. Sociology of<br>Health<br>Or   | THEORY              | 4      |
|                                       |      |                                | A070806T    | B. Women and<br>Society   |                     |        |
|                                       |      |                                | A070807R    | RESEARCH PROJECT  | PROJECT             |        |
|                                       |      | RESEARCH PROJECT               |             | * (To be chosen by students of 4 year UG(   |                     | 4      |
|                                       |      |                                |             | Hons.) with research in lieu of above optional paper)                                   |                     |        |

## 4<sup>TH</sup> YEAR UG (HONS.)/ 4<sup>TH</sup> YEAR UG (HONS. WITH RESEARCH) M.A. SOCIOLOGY)

| YEAR                  | SEM | CATEGORY/TYPE OF<br>THE COURSE | COURSE<br>CODE       | PAPER TITLE  | THEORY<br>/PRETICAL | CRED |
|-----------------------|-----|--------------------------------|----------------------|--|---------------------|------|
| MA<br>2 <sup>nd</sup> |     |                                | A070901T             | Sociological<br>Perspectives                               | THEORY              | 4    |
| YEAR                  |     |                                | A070902T             | Industrial Sociology                                       | THEORY              | 4    |
|                       |     |                                | A070903T             | Rural Sociology  | THEORY              | 4    |
|                       |     | MAJOR                          | OPTIONAL             | CHOOSE ANY ONE OF THE FOLLOWING                            |                     |      |
|                       | IX  | /COMPULSORY                    | A070904T<br>A070905T | A. Sociology of<br>Education<br>OR<br>B. Social Demography | THEORY              | 4    |
|                       |     | RESEARCH PROJECT               | A070906R             | RESEARCH PROJECT   | PROJECT             | 4    |
|                       |     | MAJOR<br>/COMPULSORY           | A071001T             | 1. Advance<br>Sociological Theory                          | THEORY              | 4    |
|                       |     |                                | OPTIONAL             | Select one paper from each group                           |                     |      |
|                       |     | GROUP A                        | A071002T             | 2. Urban Sociology   | THEORY              | 4    |
|                       |     |                                | A071003T             | 3. Gandhian Thought<br>and Society                         | THEORY              | 4    |
|                       | X   | GROUP B                        | A071004T             | 2. Criminology and<br>Penology                             | THEORY              | 4    |
|                       |     |                                | A071005T             | 3. Sociology of<br>Religion                                | THEORY              | 4    |
|                       |     | GROUP C                        | A071006T             | 2. Sociology of Weaker<br>Sections                         | THEORY              | 4    |
|                       |     |                                | A071007T             | 3. Tribal Sociology in<br>India                            | THEORY              | 4    |
|                       |     | RESEARCH PROJECT               | A071008R             | RESEARCH PROJECT   | PROJECT             | 4    |

#### Programme Specie is outcomes (PSOs)

After Completing post-graduation in Sociology, students will be able

| PSO1  | To develop deep insight regarding pioneers of sociological theory                             |
|-------|---|
| PSO2  | To understand different concepts and theories of development and change                       |
| PSO3  | To decipher the emergence of Indian Sociology and ideological perspective                     |
| PSO4  | To get deep knowledge of various concepts like human development, empowerment,                |
|       | problems and issues regarding women and Indian tribes.  |
| PSO5  | To familiarize with different aspects of social research and know about tools, techniques,    |
|       | qualitative and quantitative methods of research.   |
| PSO6  | To get better understanding of Various environmental issues and their impact on public        |
|       | health and environment.   |
| PSO7  | To develop clear insight regarding Hindu social organization, social stratification,          |
|       | traditions, marriage, family and Indian social system.  |
| PSO8  | To decipher characteristics, classification, ideologies, methods and dimensions of social     |
|       | movements.  |
| PSO9  | To get basic understanding of culture, cultural belief and Indian tribes.                     |
| PSO10 | To develop better understanding about political culture, political socialization, and role of |
|       | caste, religion and region in indian politics.  |
| PSO11 | To get better understanding regarding sociological perspective like functionalist, marxist    |
|       | and interactional perspective.  |
| PSO12 | To get holistic understanding of various sociological theories related to structuralism,      |
|       | post-structuralism, modermization and post- colonialism.                                      |
| PSO13 | To get holistic understanding of Industrial problems, labour welfare policies, legislation    |
|       | and workers' participation in management.   |
| PSO14 | To develop better understanding about gender and roles, patriarchy and women's issues         |
|       | related to health, education and development.   |
| PSO15 | To get basic information on health issues, health policies, function and role of health       |
|       | organization and institutions.  |
| PSO16 | To get better understanding of various problems, institutions, traditions and policies        |
|       | regarding rural society.  |
| Dacia |   |
| PSO17 | To get basic knowledge of nature, scope and various aspects of urban sociology.               |

| PSO17 | To get basic knowledge of nature, scope and various aspects of urban sociology.        |
|-------|--|
| PSO19 | To acquire comprehensive knowledge about problems, constitutional provisions and       |
|       | logislation regarding weaker sections.   |
| PSO21 | To know about the changing patterns of society and different perspectives and problems |
|       | of education.  |
| PSO22 | To get comprehensive knowledge about social, economic and political philosophy of      |
|       | Mahatma Ghandhi and its relavance in present society.                                  |

| PSO20 | To get basic knowledge of measurement its of fertility and morality, demographic     |
|-------|--|
|       | concepts, theories nd population policies.   |
| PSO18 | To familiarize with the basic concepts, nature, evolutionary journey and theories of |
|       | criminology and penology.  |

# Programme objectives of Post-Graduate in Sociology our programme envisions

- ⇒ To teach students the concepts, theories and methods of the behavioral and social services.
- ⇒ To introduce students, the basic social processes of society, social institutions and patterns of social behavior.
- ⇒ To enable the students to interpret objectively the role of social processes, social institution and social interactions in the society.
- $\Rightarrow$  To enable the students to cope effectively with the socio-cultural and interpersonal processes of a constantly changing complex society.
- ⇒ To enlighten the students regarding the deviant behavior of human beings and its impact on society.
- ⇒ To introduce the techniques of demography, industrial sociology and statistics.
- ⇒ To develop skills in the students regarding social and economic aspects of behavior and employability.

| B. For   | mat for developing syll  | abus for courses of a subject  |                        |  |  |  |
|--|--|--|------------------------|--|--|--|
| Name of academic programme/class                                     | 4 <sup>th</sup> Year UG (Hons  | .) / 4 <sup>th</sup> Year UG (Hons. With Research) M   | A-1 <sup>st</sup> Year |  |  |  |
| Subject  | SOCIOLOGY  |  |                        |  |  |  |
| Course/paper code  | A070701T   |  |                        |  |  |  |
| Course/paper title   | CLASSICAL THINKERS OF SOCIOLOGY (COMPULSORY)   |  |                        |  |  |  |
| Course to be offered in the semester of                              | SEVEN SEMESTER   |  |                        |  |  |  |
| Credit assigned  | Theory   | Practical  | Total                  |  |  |  |
|  | 04   | 0  | 04                     |  |  |  |
| Course objective   | 1. To make better understanding about sociological theories in<br>the inception of sociological thought can be<br>internalized.  |  |                        |  |  |  |
|  | <ul> <li>2.To develop awareness and clear insight regarding the pioneers of Sociological theory.</li> <li>3. To able the student to know the social, cultural and structure background of the society and its importance in society.</li> </ul>  |  |                        |  |  |  |
| Outcomes of the course   | <ol> <li>The student will be<br/>sociological therories</li> <li>The students will b<br/>sociological theory.</li> <li>The students will d</li> </ol>  | <ol> <li>background of the society and its importance in sociology.</li> <li>The student will be equipped with deep knowledge regarding sociological therories and to internalize sociological thought.</li> <li>The students will be familiar with the views of the pioneers of sociological theory.</li> <li>The students will develop understanding social, cultural and structura backgroundd of the society and its importance in sociology.</li> </ol> |                        |  |  |  |
| Unit   |  | Minimum<br>no. of<br>lecture   |                        |  |  |  |
| Ι  | August Comte : Law of Three Stages, Positivism,Herbert Spencer: Theory of Organism, Pitrim Sorokin:15Theory of Social Mobility.15  |  |                        |  |  |  |
| II   | Emile Durkheim: Social Fact, Division of Labour, Social<br>Solidarity, Anomie and Suicide.15   |  |                        |  |  |  |
| Ш  | Max Weber: Social Action and Bureaucracy,Talcott Parsons: Social Action and Social System.15   |  |                        |  |  |  |
| IV   | Karl Marx: Dialectical Approach - Class Conflict, Economic<br>Determinism and theory of Surplus value, Ralf<br>Dahrendorf: Theory of Social Conflict, Lewis Coser:<br>Functional Theory of Conflict.   |  |                        |  |  |  |
| Suggested reading (mini. 4-5 reading)<br>including digital plateform | <ol> <li>पाण्डेय, रवि प्रकाशः सामाजशास्त्रीय सिद्धांतः अभिगम एवं परिप्रेक्ष्य, विजय<br/>प्रकाशन मन्दिर, वाराणसी</li> <li>दोषी, एस०एल० एवं जैन, पी०सी०ः प्रमुख समाजशास्त्रीय विचारक, रावत<br/>पब्लिकेशन्स जयपुर 3. रावत, हरिकृष्णः समाजशास्त्रीय चिन्तक एवं सिद्धांतकार,<br/>रावत पब्लिकेशन्स, जयपुर, 2003</li> <li>हुसैन, मुजतबाः समाजशास्त्रीय विचार, ओरियन्ट ब्लैकस्वान, हैदराबाद, 2014</li> <li>त्रिपाठी, हरिओमः पाश्चात्य समाजशास्त्रीय विचारक, नालंदा प्रकाशन, नई दिल्ली,<br/>2023</li> <li>मुकर्जी, रवीन्द्रनाथ, सामाजिक विचारधारा विवेक प्रकाशन, दिल्ली, 2016</li> <li>Aron, Raymond: Main Currents in Sociological Thought,</li> </ol> |  |                        |  |  |  |

|                                    | <ol> <li>Barnes, H.E: Introduction to the History of Sociology, the<br/>University of Chicago Press, Chicago, 1959.</li> <li>Coser, Lewis A: Masters of Sociological Thought, Harcourt Brace,<br/>New York 1979.</li> <li>Ritzer, George: Classical Sociological Theory, McGraw Hill, New<br/>York 1996.</li> </ol> |
|------------------------------------|---|
| Suggested equivalent online course | IGNOU & Other centrally/universities/ MOOC platforms such as<br>"SWAYAM" in   |
|                                    | India and Abroad.   |
| Further suggestions, if any        |   |

| Name of academic   |   | the up (up and  |   |  |
|--|---|-----------------|---|--|
| 4 <sup>th</sup> Year UG (Hons.) / 4 <sup>th</sup> Year UG (Hons. With Research) MA-1 <sup>st</sup> Year<br>programme/class   |   |                 |   |  |
| Subject  |   | SOCIOLOGY       |   |  |
| Course/paper code  |   | A070702T        |   |  |
| Course/paper title   | Sociology of Chang  | e and Developme | nt (Compulsory)                                 |  |
| Course to be offered in the  |   |                 | D   |  |
| semester of  |   | SEVEN SEMESTE   | ĸ   |  |
| Cradit assigned  | Theory  | Practical       | Total   |  |
| Credit assigned  | 04  | 0               | 04  |  |
| Course objective   | <ol> <li>To Introduce the Students with the aspects of Change and<br/>development.</li> <li>To acquaiant the students with different dimensions,<br/>factors and theories of change and development.</li> <li>To provide the students basic knowledge about public<br/>policies related Health Education and Livelihood.</li> </ol> |                 |   |  |
| Outcomes of the course1. The students will be able to understand differ<br>change and development.<br>2. The students comprehension regarding differ<br>dimensions, factors and theories will be enhance<br>3. The students will aware knowledge about put<br>related to Health, Education and Livelihood. |   |                 | g different<br>enhanced.<br>out public policies |  |
| Unit   | Торіс   |                 | Minimum no. of<br>lecture                       |  |
| I  | Social Change: Concept<br>Evolution, Progress, Glo<br>Social Transformation.  | 15              |   |  |
| II   | Factors of Social Change. Theories of<br>II Social Change : Linear and Cyclical<br>Theory.  |                 |   |  |
| III  | Concept of Developme<br>Development, Cultural<br>Barriers of Developmen<br>and Ecology, Sustainab   | 15              |   |  |
| IV   | Problems of Developed and Developing<br>Societies, Theories of Development<br>and under development : Centre-<br>Periphery Theory, World System<br>Theory.  |                 | 15  |  |

| Suggested reading (mini. 4-5<br>reading) including digital<br>platform | <ol> <li>मिश्र, के. के विकास का समाजशास्त्र, भवदीय प्रकाशन, अयोध्या, 2007</li> <li>रेखा परिवर्तन एवं विकास का समाजशास्त्र, वैभव लक्ष्मी प्रकाशन,<br/>वाराणसी, 2023</li> <li>मदन, जी॰आर॰ परिवर्तन एवं विकास का समाजशास्त्र, विवेक प्रकाशन,<br/>दिल्ली, 2005</li> <li>सिंह, शिव बहाल, विकास का समाजशास्त्र, रावत पब्लिकेशन्स, जयपुर<br/>5.Hoselitz, B.F: Sociological Aspects of Economic Growth, Free<br/>Press, New York 1960.</li> <li>Desai, A.R, Indian Path of Development-A Marxist<br/>Approach, Popular Prakashan, Bombay.</li> <li>Frank, A.G Development Accumulation and<br/>Underdevelopment, Macmillan, London, 1979.</li> <li>Lerner, D.: The Passing of Traditional Society, Free Press, New<br/>York 1958.</li> <li>Myrdan, Gunnar: The Asian Drama Pantheon Books, New<br/>York, 1968.</li> <li>Wallerstein, E : The Modern World System, Academic<br/>Press, New York, 1974.</li> </ol> |
|--|--|
| Suggested equivalent online  | IGNOU & Other centrally/universities/ MOOC platforms   |
| course   | such as "SWAYAM" in India and Abroad.  |
| Further suggestions, if any  |  |

| B. Format fo  | r developing syllabus for cou   | urses of a   | subject                |  |
|---|---|--|------------------------|--|
| Name of academic<br>programme/class   | $4^{th}$ Year UG (Hons.) / $4^{th}$ Year UG (Hons. With Research) MA-1 <sup>st</sup> Year   |  |                        |  |
| Subject   |   | SOCIOLO  | GY                     |  |
| Course/paper code   |   | A070703  | 3T                     |  |
| Course/paper title  | Indian Sociolo  | gical Thou   | ight (Compulsory)      |  |
| Course to be offered in the semester of   |   | VEN SEM  |                        |  |
| Credit assigned   | Theory F<br>04  | Practical<br>0   | Total<br>04            |  |
| Course objective<br>Outcomes of the course  | <ul> <li>structural functional app<br/>Thought.</li> <li>2. To aware the students<br/>approaches regarding st</li> <li>3. To provide deep know<br/>Thought.</li> <li>1. Comprehensive study<br/>understandig of Indologi<br/>approaches regarding In</li> <li>2. The students will be a<br/>Marxist and Modernist approaches</li> </ul> | <ol> <li>To aware the students about Marxist and Modernist<br/>approaches regarding study of Indian society.</li> <li>To provide deep knowledge regarding Indian Sociological</li> </ol> |                        |  |
| Society.<br>3. Students will be able to get comp<br>regarding Indian Sociological Thoug<br>this discipline. |   |  |                        |  |
| Unit  | Торіс   |  | Minimum no. of lecture |  |
| I   | Indological Approach : G.S.<br>Ghurye and Louis Dumont. 15  |  |                        |  |
| II  | Structural Functional Approach :<br>M.N. Srinivas and S.C. Dube 15  |  |                        |  |
| 111   | Marxist Approach : D.P. Mukherji<br>and A.R. Desai.   |  |                        |  |
| IV  | Modernist Approach : Yogendra<br>Singh and Andre Beteille 15  |  |                        |  |

| Suggested reading (mini. 4-5<br>reading) including digital platform | <ol> <li>पाण्डेय, रवि प्रकाश भारतीय सामाजिक विचार,<br/>विजय प्रकाशन मन्दिर, वाराणसी, 2014</li> <li>नागला बी. के. भारतीय समाजशास्त्रीय चिन्तन,<br/>रावत पब्लिकेशन्स, नई दिल्ली 2013</li> <li>महाजन, धर्मवीर एवं महाजन, कमलेश भारतीय<br/>समाज के परिप्रेक्ष्य, विवेक प्रकाशन, दिल्ली</li> <li>सिंह, योगेन्द्र भारतीय परम्परा का<br/>आधुनिकीकरण, रावत पब्लिकेशन्स, नई दिल्ली<br/>2006</li> <li>श्रीनिवास एम एन. आधुनिक भारत में<br/>सामाजिक परिवर्तन, राजकमल प्रकाशन नई दिल्ली</li> <li>सिंह बी॰न॰ भारतीय सामाजिक चिन्तन, विवेक<br/>प्रकाशन नई दिल्ली</li> <li>सिंह बी॰न॰ भारतीय सामाजिक चिन्तन, विवेक<br/>प्रकाशन नई दिल्ली</li> <li>Srinivas, M.N : India : Social Structure, Hindustan<br/>Publishing Corporation, New Delhi 1980.</li> <li>Singh Yogendra : Culture change in India, Rawat<br/>Publications, Jaipur, 2000</li> </ol> |
|---|---|
| Suggested equivalent online course                                  | IGNOU & Other centrally/universities/ MOOC platforms such as "SWAYAM" in India and Abroad.  |
| Further suggestions, if any   |   |

| В.                                      | Format for developing s  | yllabus for courses of a subject   |                |
|---|--|--|----------------|
| Name of academic programme/class        | 4 <sup>th</sup> Year UG (Hons.) / 4 <sup>th</sup> Year UG (Hons. With Research) MA-1 <sup>st</sup> Year  |  |                |
| Subject                                 |  | SOCIOLOGY  |                |
| Course/paper code                       |  | A070704T   |                |
| Course/paper title                      | Conte  | emporary Issues in India (COMPULSOR)   | ()             |
| Course to be offered in the semester of |  | SEVEN SEMESTER   |                |
| Que l'instante en l                     | Theory   | Practical  | Total          |
| Credit assigned                         | 04   | 0  | 04             |
| Course objective                        | <ol> <li>To Provide knowledge to the students about Indian tribes and women<br/>related issues.</li> <li>To enable the students, understand the concept of women empowerment.</li> <li>To aware the students about social issues which lead to disintegration in<br/>the society.</li> <li>To grasp knowledge about major social problems in India.</li> </ol> |  |                |
| Outcomes of the course<br>Unit          | related issues.<br>2. The students will de   | et deep knowledge about Indian tribes<br>evelop holistic understanding of wome<br>rledge about social problems in India w<br>Topic | n empowerment. |
| I                                       | Tribes: Concept, Chara<br>and remedies, Folk M<br>Tribal India.  | 15   |                |
| II                                      | Demographical Scena<br>Foeticide, Gender Inec<br>Empowerment.  | 15   |                |
| III                                     | Live - in Relationship- Honour Killing, Surrogacy,Transgender, Homosexuality and Adultery.15   |  |                |
| IV                                      | Vishakha Guidelines, Sexual Harassment of Women at<br>workplace (Prevention, Prohibition and Redressal) Act -<br>2013, Protection of Women from Domsetic Violence Act-<br>2005   |  |                |

|                              | 1. आहूजा, रामः सामाजिक समस्यायें, रावत पब्लिकेशन्स नई दिल्ली,  |
|------------------------------|--|
|                              | 2016   |
|                              | 2. सिंह, टी॰बी॰ भारतीय समाज मुद्दे, एवं समस्याएं, अग्रवाल पब्लिकेशन्स,<br>आगरा, 2017   |
| Suggested reading (mini. 4-5 | 3. सिंह, अमिताः लिंग एवं समाज, विवेक प्रकाशन दिल्ली, 2020  |
|                              | 4. शर्मा, जी॰एल॰ सामाजिक मुद्दे रावत पब्लिकेशन्स दिल्ली, 2015  |
|                              | हसनैन, नदीम जनजातीय भारत, ज्याहर बुक सेन्टर नई दिल्ली, 2000<br>6. यादव, दयाशंकर सिंह सम सामुयिक मुद्दे, विजडम बुक्स, वाराणसी, 2018 |
|                              | 7. भारती, ओमप्रकाश समकालीन मुद्दे, विजय प्रकाशन मन्दिर, वाराणसी,<br>2023   |
|                              | 8. पाठक, अर्चना, समसामाजिक सामाजिक मुद्दे, विजय प्रकाशन मन्दिर,<br>वाराणसी, 2012   |
|                              | 8- Madan and Majumdar : An Intruduction to Social<br>Anthropology, Mayur Books, 2018<br>9  |
| Suggested equivalent online  | IGNOU & Other centrally/universities/ MOOC platforms such as "SWAYAM" in   |
| course                       | India and Abroad.  |
| Further suggestions, if any  |  |

| Durse (paper code         A070705T           Course (paper title         SOCIOLOGY OF MOVEMENT (OPTIONAL)           Course to be offered in the semester<br>of         SEVEN SEMESTER           2redit assigned         Theory         Practical         Total           04         0         04         0         04           2redit assigned         1. To introduce the students regarding the concept, characteristics, classification<br>and motivating factors of Social Movement.         2. To understand various theories regarding Social Movement           2. To understand various theories regarding social movements in social<br>change.         1. The students will develop better understanding of concept, characteristics,<br>classification and motivating factors of Social Movement.           Dutcomes of the course         1. The students will be able to know the role of Social movement in Social change<br>will be increased.         3. The students will be able to know the role of Social movement in Social change           Unit         Topic         Minimum no. of<br>lecture           II         Social Movement: Definition, Characteristics, Classification,<br>Motivating Factors of Social Movement.         15           III         Reform Movements in India: Arya Samaj, Bramh samaj,<br>Rem Movements in India: Arya Samaj, Bramh samaj,<br>Rem Movement.         15           III         New Social Movement: Environmental Movement, Social<br>Reform Movements in India: Arya Samaj, Bramh samaj,<br>Rem Movement, Feminist Movement, Human Rights Movement.         <   | Name of academic programme/class        | $4^{th}$ Year UG (Hons.) / $4^{th}$ Year UG (Hons. With Research) MA-1 <sup>st</sup> Year   |                           |  |
|---|---|---|---------------------------|--|
| Course/paper title         SOCIOLOGY OF MOVEMENT (OPTIONAL)           Course to be offered in the semester<br>of         SEVEN SEMESTER           Credit assigned         Theory         Practical         Total           Course objective         1. To introduce the students regarding the concept, characteristics, classification<br>and motivating factors of Social Movement.         0.0         0.0           Course objective         2. To understand various theories regarding Social Movement         3. To make the students aware about the role of social movements in social<br>change.           Dutcomes of the course         1. The students will develop better understand various theories of social movement.         2. To understand various theories regarding various theories of social movement<br>will be increased.           Dutcomes of the course         3. The students will be able to know the role of Social movement in Social change           Unit         Topic         Minimum no. of<br>lecture           Unit         Topic         Minimum no. of<br>lecture           II         Bestudents owneent: Definition, Characteristics, Classification,<br>Motivating Factors of Social Movement.         15           III         Behaviour Theory, Resources Mobilization Theory, Relative<br>Deprivation Theory, Resources Mobilization Theory, Relative<br>Deprivation Theory, Resources Mobilization Theory, Relative<br>arg 32, 2005.         15           IIII         Reform Movement: Passent Movement, Dalit<br>Movement, Feminist Movement, Human Rights Movement, 15   | Subject                                 | SOCIOLOGY   |                           |  |
| Course to be offered in the semester<br>of         SEVEN SEMESTER           Credit assigned         Theory         Practical         Total           Od         0   | Course/paper code                       | A070705T  |                           |  |
| of         SEVEN SEMESTER           Tredit assigned         Theory         Practical         Total           04         0         04         0           1-0 introduce the students regarding the concept, characteristics, classification and motivating factors of Social Movement.         2. To understand various theories regarding Social Movement           3-To make the students aware about the role of social movements in social change.         1. The students will develop better understanding of concept, characteristics, classification and motivating factors of Social Movement.           2. The students will develop better understanding of concept, characteristics, classification and motivating factors of Social Movement.         1. The students comprehension regarding various theories of social movement will be increased.           3. The students will be able to know the role of Social movement in Social change         11           Unit         Topic         Minimum no. of lecture           1         Social Movement: Definition, Characteristics, classification, Motivating Factors of Social Movement.         15           1         Bevelopment of Social Movement.         15         15           1         Bevelopment of Social Movement.         15           1         Berviour Theory, Resources Mobilization Theory, Relative perivation Theory.         15           1         Reform Movements in India: Arya Samaj, Branh samaj, Ramkrishan Mission.         15      <   | Course/paper title                      | SOCIOLOGY OF MOVEMENT (OPTIONAL)  |                           |  |
| Iter off assigned         04         0         04           Od         Iter of introduce the students regarding the concept, characteristics, classification<br>and motivating factors of Social Movement.         3. To introduce the students aware about the role of social movements in social<br>change.           Dutcomes of the course         1. The students will develop better understanding of concept, characteristics,<br>classification and motivating factors of Social Movement.           Dutcomes of the course         1. The students will develop better understanding of concept, characteristics,<br>classification and motivating factors of Social Movement.           Dutcomes of the course         3. The students owner the role of Social Movement.           Unit         Topic         Minimum no. of<br>lecture           Unit         Social Movement: Definition, Characteristics, Classification,<br>Motivating Factors of Social Movements factors stages of<br>Development of Social Movement. Markist Theory, Collective<br>Behaviour Theory, Resources Mobilization Theory, Relative<br>Deprivation Theory.         15           III         New Social Movement: Environmental Movement, Social<br>Reform Movements in India : Arya Samaj, Bramh samaj,<br>Ramkrishna Mission.         15           IV         Type of Social Movement : Peasent Movement, Dalit<br>Movement, Feminist Movement, Human Rights Movement.         15           I. Rig fil Dugrap uci Rig जन्मेरार, Rige आप at Rige strate, Rige and Resant Resistance,<br>in Himalaya, Oxford University Press, New Delhi, 1979         1979           Desai, A.R. (Ed.) : Peasent Struggles in India, | Course to be offered in the semester of | SEVEN SEMESTER  |                           |  |
| -         04         04           1. To introduce the students regarding the concept, characteristics, classification<br>and motivating factors of Social Movement         2. To understand various theories regarding Social Movement           2. To understand various theories regarding Social Movement         3. To make the students aware about the role of social movements in social<br>change.           1. The students will develop better understanding of concept, characteristics,<br>classification and motivating factors of Social Movement.         2. The students' comprehension regarding various theories of social movement<br>will be increased.           3. The students will be able to know the role of Social movement in Social change         Minimum no. of<br>lecture           Unit         Topic         Minimum no. of<br>lecture           1         Social Movement: Definition, Characteristics, Classification,<br>Motivating Factors of Social Movement.         15           1         Development of Social Movement.         15           1         Development of Social Movement.         15           1         Reform Movement: Environmental Movement, Social<br>Reform Movement: Environmental Movement.         15           1         Tige factory of Gal doverment: Peasent Movement, Dalit<br>Movement.         15           1         Rift factory of dift जन्मेजाय: भाराजिक आन्दोलन, रावल पश्लिकेशन<br>जयपुरt, 2005.         2. अयवाल जी : के भारत में सामाजिक आन्दोलन, vetoflectiver, Social,<br>1979           10         Desai, A.R.(Ed.) : Peaseant  | Credit assigned                         | ,   |                           |  |
| Dutcomes of the course         classification and motivating factors of Social Movement.           2. The students' comprehension regarding various theories of social movement will be increased.         3. The students will be able to know the role of Social movement in Social change           Unit         Topic         Minimum no. of lecture           1         Social Movement: Definition, Characteristics, Classification, Motivating Factors of Social Movements factors stages of Development of Social Movement.         15           1         Development of Social Movement.         15           1         Behaviour Theory, Resources Mobilization Theory, Collective Behaviour Theory. Resources Mobilization Theory, Relative Deprivation Theory.         15           11         New Social Movement: Environmental Movement, Social Reform Movement, Feminist Movement, India : Arya Samaj, Branh samaj, Ramkrishna Mission.         15           11         New Social Movement: Preasent Movement, Dalit Movement, Feminist Movement, Feminist Movement, University Press, Delhi, 1379         2. Desai, A.R. : Social Background of Indian Nationalism, Popular Prakashan, Bombay, 1966           3. Smelser, N. : Theory of Collective Behaviour McMillan, New York, 1963         4. Guha, R. : Social Background of Indian Nationalism, Popular Prakashan, Bombay, 1966           3. Smelser, N. : Theory of Collective Behaviour McMillan, New York, 1963         4. Guha, R. : The Unquiet woods Ecolo     | Course objective                        | <ol> <li>To introduce the students regarding the concept, characteristics, classification<br/>and motivating factors of Social Movement.</li> <li>To understand various theories regarding Social Movement</li> <li>To make the students aware about the role of social movements in social</li> </ol>                |                           |  |
| Unit         Iopic         lecture           I         Social Movement: Definition, Characteristics, Classification,<br>Motivating Factors of Social Movement.         15           II         Development of Social Movement.         15           III         Theories of Social Movement.         15           III         Behaviour Theory, Resources Mobilization Theory, Relative<br>Deprivation Theory.         15           III         New Social Movement: Environmental Movement, Social<br>Reform Movements in India : Arya Samaj, Bramh samaj,<br>Ramkrishna Mission.         15           IV         Type of Social Movement : Peasent Movement, Dalit<br>Movement, Feminist Movement, Human Rights Movement.         15           IV         Type of Social Movement : Preasent Movement, Dalit<br>Movement, Feminist Movement, Human Rights Movement.         15           Suggested reading (mini. 4-5 reading)<br>ncluding digital plateform         1: के मारत में सामाजिक आन्दोलन, एस0बी0पी0डी0, आगरा 2007.         1. Desai, A.R. (Ed.) : Peaseant Struggles in India, Oxford University Press, Delhi,<br>1979.           2. Desai, A.R. Social Background of Indian Nationalism, Popular Prakashan,<br>Bombay, 1966.         3. Smelser, N. : Theory of Collective Behaviour McMillan, New York, 1963           4. Guha, R. : The Unquiet woods Ecological Change and Peasant Resistance in<br>Himalaya, Oxford University Press, New Delhi, 1989         5. Ommen, T.K. : Protest and Change : Studies in Social Movements, Sage, New<br>Delhi, 1978.           10. Shah, G. Social Movements in India: A Review of Literature   | Outcomes of the course                  | classification and motivating factors of Social Movement.<br>2. The students' comprehension regarding various theories of<br>will be increased.   | f social movement         |  |
| IMotivating Factors of Social Movements<br>Development of Social Movement.15IITheories of Social Movement.15IIITheories of Social Movement - Marxist Theory, Collective<br>Behaviour Theory, Resources Mobilization Theory, Relative<br>Deprivation Theory.15IIINew Social Movement: Environmental Movement, Social<br>Reform Movements in India : Arya Samaj, Bramh samaj,<br>Ramkrishna Mission.15IVType of Social Movement : Peasent Movement, Dalit<br>Movement, Feminist Movement, Human Rights Movement.15IV1. सिंह वी0एन0 एवं सिंह जन्मेजय: भारत में सामाजिक आन्दोलन, रावत पब्लिकेशन<br>जयपुर, 2005.2. अग्रवाल जी : के भारत में सामाजिक आन्दोलन, एस0बी0पी0डी0, आगरा 2007.1. Desai, A.R.(Ed.) : Peaseant Struggles in India, Oxford University Press, Delhi,<br>19792. Desai, A.R. : Social Background of Indian Nationalism, Popular Prakashan,<br>Bombay, 19663. Smelser, N. : Theory of Collective Behaviour McMillan, New York, 1963<br>4. Guha, R. : The Unquiet woods Ecological Change and Peasant Resistance in<br>Himalaya, Oxford University Press, New Delhi, 1989<br>5. Ommen, T.K. : Protest and Change : Studies in Social Movements, Sage, New<br>Delhi, 19909. Rao M.S.A. (E.d.) : Social Movements in India: A Review of Literature, Sage, New Delhi,<br>1978.10. Shah, G. Social Movements in India: A Review of Literature, Sage, New Delhi,<br>1978.  | Unit                                    | Торіс   | Minimum no. of<br>lecture |  |
| IIBehaviour Theory, Resources Mobilization Theory, Relative<br>Deprivation Theory.15IIINew Social Movement: Environmental Movement, Social<br>Reform Movements in India : Arya Samaj, Bramh samaj,<br>Ramkrishna Mission.15IVType of Social Movement : Peasent Movement, Dalit<br>Movement, Feminist Movement, Human Rights Movement.15IV1. सिंह वी0एन0 एवं सिंह जन्मेजय: भारत में सामाजिक आन्दोलन, रावत पब्लिकेशन<br>जयपुर, 2005.1. सिंह वी0एन0 एवं सिंह जन्मेजय: भारत में सामाजिक आन्दोलन, रावत पब्लिकेशन<br>जयपुर, 2005.Suggested reading (mini. 4-5 reading)<br>ncluding digital plateform2. Desai, A.R. (Ed.) : Peaseant Struggles in India, Oxford University Press, Delhi,<br>1979Suggested reading (mini. 4-5 reading)<br>ncluding digital plateform2. Desai, A.R. : Social Background of Indian Nationalism, Popular Prakashan,<br>Bombay, 1966Sumeser, N. : Theory of Collective Behaviour McMillan, New York, 1963<br>4. Guha, R. : The Unquiet woods Ecological Change and Peasant Resistance in<br>Himalaya, Oxford University Press, New Delhi, 1989<br>5. Ommen, T.K. : Protest and Change : Studies in Social Movements, Sage, New<br>Delhi, 1990<br>9. Rao M.S.A. (E.d.) : Social Movements in India: A Review of Literature, Sage, New Delhi,<br>1978.IO. Shah, G. Social Movements in India: A Review of Literature, Sage, New Delhi,<br>1990.   | I                                       | Motivating Factors of Social Movements factors stages of  | 15                        |  |
| IIIReform Movements in India : Arya Samaj, Bramh samaj,<br>Ramkrishna Mission.15IVType of Socail Movement : Peasent Movement, Dalit<br>Movement, Feminist Movement, Human Rights Movement.15IV1. सिंह वी0एन0 एवं सिंह जन्मेजय: भारत में सामाजिक आन्दोलन, रावत पब्लिकेशन<br>जयपुर, 2005.1. सिंह वी0एन0 एवं सिंह जन्मेजय: भारत में सामाजिक आन्दोलन, रावत पब्लिकेशन<br>जयपुर, 2005.Suggested reading (mini. 4-5 reading)<br>ncluding digital plateform2. अग्रवाल जी : के भारत में सामाजिक आन्दोलन, एस0बी0पी0डी0, आगरा 2007.<br>1. Desai, A.R. (Ed.) : Peaseant Struggles in India, Oxford University Press, Delhi,<br>1979Suggested reading (mini. 4-5 reading)<br>ncluding digital plateform2. Desai, A.R. : Social Background of Indian Nationalism, Popular Prakashan,<br>Bombay, 1966<br>3. Smelser, N. : Theory of Collective Behaviour McMillan, New York, 1963<br>4. Guha, R. : The Unquiet woods Ecological Change and Peasant Resistance in<br>Himalaya, Oxford University Press, New Delhi, 1989<br>5. Ommen, T.K. : Protest and Change : Studies in Social Movements, Sage, New<br>Delhi, 1990<br>9. Rao M.S.A. (E.d.) : Social Movements in India: A Review of Literature, Sage, New Delhi,<br>1990.IGNUL & Other centrally/universities/ MOOC platforms such as "SWAYAM" in   | Π                                       | Behaviour Theory, Resources Mobilization Theory, Relative   | 15                        |  |
| IVMovement, Feminist Movement, Human Rights Movement.15Suggested reading (mini. 4-5 reading)<br>ncluding digital plateform1. सिंह वी0एन0 एवं सिंह जन्मेजय: भारत में सामाजिक आन्दोलन, रावत पब्लिकेशन<br>जयपुर, 2005.Suggested reading (mini. 4-5 reading)<br>ncluding digital plateform2. अग्रवाल जी : के भारत में सामाजिक आन्दोलन, एस0बी0पी0डी0, आगरा 2007.Suggested reading (mini. 4-5 reading)<br>ncluding digital plateform2. Desai, A.R. : Social Background of Indian Nationalism, Popular Prakashan,<br>Bombay, 1966Suggested reading (mini. 4-5 reading)<br>ncluding digital plateform2. Desai, A.R. : Social Background of Indian Nationalism, Popular Prakashan,<br>Bombay, 1966Suggested reading (mini. 4-5 reading)<br>ncluding digital plateform2. Desai, A.R. : Social Background of Indian Nationalism, Popular Prakashan,<br>Bombay, 1966Sumbar, N. : Theory of Collective Behaviour McMillan, New York, 1963<br>4. Guha, R. : The Unquiet woods Ecological Change and Peasant Resistance in<br>Himalaya, Oxford University Press, New Delhi, 1989<br>5. Ommen, T.K. : Protest and Change : Studies in Social Movements, Sage, New<br>Delhi, 1990<br>9. Rao M.S.A. (E.d.) : Social Movements in India, Manohar Books, New Delhi,<br>1978.<br>10. Shah, G. Social Movements in India: A Review of Literature, Sage, New Delhi,<br>1990.IGNUL & Other centrally/universities/ MOOC platforms such as "SWAYAM" in   | III                                     | Reform Movements in India : Arya Samaj, Bramh samaj,  | 15                        |  |
| Suggested reading (mini. 4-5 reading)<br>ncluding digital plateform<br>2. Desai, A.R.(Ed.) : Peaseant Struggles in India, Oxford University Press, Delhi,<br>1979<br>2. Desai, A.R. : Social Background of Indian Nationalism, Popular Prakashan,<br>Bombay, 1966<br>3. Smelser, N. : Theory of Collective Behaviour McMillan, New York, 1963<br>4. Guha, R. : The Unquiet woods Ecological Change and Peasant Resistance in<br>Himalaya, Oxford University Press, New Delhi, 1989<br>5. Ommen, T.K. : Protest and Change : Studies in Social Movements, Sage, New<br>Delhi, 1990<br>9. Rao M.S.A. (E.d.) : Social Movements in India, Manohar Books, New Delhi,<br>1978.<br>10. Shah, G. Social Movements in India: A Review of Literature, Sage, New Delhi,<br>1990.  | IV                                      |   | 15                        |  |
| <ul> <li>Suggested reading (mini. 4-5 reading)</li> <li>ncluding digital plateform</li> <li>1. Desai, A.R. (Ed.) : Peaseant Struggles in India, Oxford University Press, Delhi, 1979</li> <li>2. Desai, A.R. : Social Background of Indian Nationalism, Popular Prakashan, Bombay, 1966</li> <li>3. Smelser, N. : Theory of Collective Behaviour McMillan, New York, 1963</li> <li>4. Guha, R. : The Unquiet woods Ecological Change and Peasant Resistance in Himalaya, Oxford University Press, New Delhi, 1989</li> <li>5. Ommen, T.K. : Protest and Change : Studies in Social Movements, Sage, New Delhi, 1990</li> <li>9. Rao M.S.A. (E.d.) : Social Movements in India, Manohar Books, New Delhi, 1978.</li> <li>10. Shah, G. Social Movements in India: A Review of Literature, Sage, New Delhi, 1990.</li> </ul>   |   | जयपुर, 2005.  |                           |  |
| <ul> <li>3. Smelser, N. : Theory of Collective Behaviour McMillan, New York, 1963</li> <li>4. Guha, R. : The Unquiet woods Ecological Change and Peasant Resistance in<br/>Himalaya, Oxford University Press, New Delhi, 1989</li> <li>5. Ommen, T.K. : Protest and Change : Studies in Social Movements, Sage, New<br/>Delhi, 1990</li> <li>9. Rao M.S.A. (E.d.) : Social Movements in India, Manohar Books, New Delhi,<br/>1978.</li> <li>10. Shah, G. Social Movements in India: A Review of Literature, Sage, New Delhi,<br/>1990.</li> </ul>   | Suggested reading (mini. 4-5 reading)   | <ol> <li>Desai, A.R.(Ed.) : Peaseant Struggles in India, Oxford University Press, Delhi,<br/>1979</li> <li>Desai, A.R. : Social Background of Indian Nationalism, Popular Prakashan,</li> </ol>   |                           |  |
| <ul> <li>9. Rao M.S.A. (E.d.) : Social Movements in India, Manohar Books, New Delhi, 1978.</li> <li>10. Shah, G. Social Movements in India: A Review of Literature, Sage, New Delhi, 1990.</li> </ul>   | including digital platerorm             | <ol> <li>Smelser, N. : Theory of Collective Behaviour McMillan, New York, 1963</li> <li>Guha, R. : The Unquiet woods Ecological Change and Peasant Resistance in<br/>Himalaya, Oxford University Press, New Delhi, 1989</li> <li>Ommen, T.K. : Protest and Change : Studies in Social Movements, Sage, New</li> </ol> |                           |  |
| IGNOLL & Other centrally/universities/ MOOC platforms such as "SWAYAM" in   |   | <ol> <li>9. Rao M.S.A. (E.d.) : Social Movements in India, Manohar Books, New Delhi,</li> <li>1978.</li> <li>10. Shah, G. Social Movements in India: A Review of Literature, Sage, New Delhi,</li> </ol>  |                           |  |
| India and Abroad.   | Suggested equivalent online course      | IGNOU & Other centrally/universities/ MOOC platforms such as "SWAYAM" in  |                           |  |

| Name of academic programme/class                                     | $4^{th}$ Year UG (Hons.) / $4^{th}$ Year UG (Hons. With Research) MA-1^{st} Year  |  |  |
|--|---|--|--|
| Subject  | SOCIOLOGY   |  |  |
| Course/paper code  | A070706T  |  |  |
| Course/paper title   | Political Sociology (OPTIONAL)  |  |  |
| Course to be offered in the semester                                 |   |  |  |
| of   | SEVEN SEMESTER  |  |  |
| Cradit assigned  | Theory Practical  | Total  |  |
| Credit assigned  | 04 0  | 04   |  |
| Course objective   | <ol> <li>To introduce the students, the social aspects of</li> <li>To acquaint the students the impact of politics of</li> </ol>  |  |  |
| Outcomes of the course   | <ol> <li>The basic outcome of this paper is to enable stu<br/>theoretical and analytical thinking about key theoretical<br/>relationship of society and politics.</li> <li>After completion of this course student are exp<br/>deeper understanding of controversies of contemp<br/>civil society.</li> <li>Students know about the social aspect of polity<br/>paper.</li> </ol> | pretical issues of<br>pected to gain<br>porary state and |  |
| Unit   | Торіс   | Minimum no. of<br>lecture                                |  |
| I  | 1. Definition and subject matter of Political<br>Sociology, distinctive approach of Political<br>Sociology, Interrelationship between Political<br>system and society.  | 15   |  |
| II   | Political Culture: meaning and significance.<br>Political Socialization: meaning, significance and<br>agencies. Role of caste, religion, regionalism and<br>language in India, pressure groups and interest<br>groups.  | 15   |  |
| III  | Elite theories of distribution of power in society<br>(with reference to Mosca, Pareto, & R.<br>Mitchels,, Bureaucracy : its characteristics,<br>types, and its significance in political<br>development with special reference to India.   | 15   |  |
| IV   | Parties: Characterstics, social compostion of<br>parties, recruitment, mass participation, political<br>apathy, its causes and consequence (with special<br>referecne to India)   | 15   |  |
| Suggested reading (mini. 4-5 reading)<br>including digital plateform | <ol> <li>Kumar Anand (Ed.): Political Sociology in India, Sage<br/>publications, New Delhi, 2014</li> <li>Kumar, Anand: Quest for Participatory Democracy, Rawat<br/>Publications Jaypur</li> <li>Ali, Ashraf and Sharma, L.N.: Political Sosciology - A Grammar</li> </ol>   |  |  |
| Suggested equivalent online course                                   | of Politics, University Press, Hyderabad, 199<br>IGNOU & Other centrally/universities/ MOOC plat  |  |  |
|  | "SWAYAM" in India and Abroad.   |  |  |
| Further suggestions, if any  |   |  |  |

| RESEARCH PROJECT | A070807R | * (To be chosen by<br>students of 4 year UG(<br>Hons.) with research in<br>lieu of above optional<br>paper) | PROJECT | 4 |
|------------------|----------|---|---------|---|
|------------------|----------|---|---------|---|

| В.                                      | Format for developing syll  | abus for courses of a subject   |            |
|---|---|---|------------|
| Name of academic<br>programme/class     | 4 <sup>th</sup> Year UG (Hons.) / 4 <sup>th</sup> Year UG (Hons. With Research) MA-1 <sup>st</sup> Year   |   |            |
| Subject                                 |   | SOCIOLOGY   |            |
| Course/paper code                       |   | A070801T  |            |
| Course/paper title                      | Socia   | I Research and Statistics (COMPULSORY   | )          |
| Course to be offered in the semester of |   | EIGHT SEMESTER  |            |
| Credit assigned                         | Theory  | Practical   | Total      |
| credit assigned                         | 04  | 0   | 04         |
| Course objective                        | It has been tried to e<br>hypothesis, sampling<br>2. To aware the stude<br>3. To develop unders   | hensive knowledge about social researd<br>xplain different aspect of empirical rese<br>and sociomentry etc.<br>ents about research methods.<br>tanding about tools and techniques of s<br>lain some statistical measures. | earch like |
| Outcomes of the course                  | <ol> <li>This course enables the students to better perceive different stages of<br/>research and statistics. Different aspect of empirical research like hypothesis,<br/>sampling and sociometry would become understadable.</li> <li>Research methods would be perceived efficiently by the students.</li> <li>Better understanding regarding tools and techniques of social research<br/>would be enhancing possible and stastical measure would be internalised<br/>accordingly.</li> </ol> |   |            |
| Unit                                    |   | Торіс   |            |
| I                                       | Social Research : Mea<br>and Theory. Hypothe<br>Objectivity, Scientific   | 15  |            |
| II                                      | Sampling : Meaning and Main Techniques, Research Design-<br>Meaning and Types. Sociometry, Content Analysis,15problems of Measurement in Social Research.15   |   |            |
| Ш                                       | Research Methods : Survey, Observation, Interview,15Schedule, Questionnaire and Case Study Method15   |   |            |
| IV                                      | Measures of Dispersi<br>Deviation.Correlatior<br>Significance : Chi-Squ   | 15  |            |

|                              | 1. गौरी शंकर तथा पाण्डेय, रवि प्रकाशः सामाजिक अनुसंधान एवं                           |
|------------------------------|--|
|                              | सांख्यिकी विजय प्रकाशन मन्दिर, वाराणसी, 2014   |
|                              | 2. म्खर्जी. आर.एन. सामाजिक शोध एवं सांख्यिकी, विवेक प्रकाशन,                         |
|                              | दिल्ली, 2020   |
|                              | 3. सिंह. ब्रजेश कुमार सामाजिक अनुसंधान पद्धतियां, साहित्य भवन                        |
|                              | प्रकाशन, आगरा, 2013  |
| Suggested reading (mini. 4-5 | 4. सिंह, श्यामधर वैज्ञानिक सामाजिक अनुसंधान एवं सर्वेक्षण के मूल                     |
| reading) including digital   | तत्व, सपना अशोक प्रकाशन, वाराणसी, 2009   |
| plateform                    | 5. सिंह, जे॰पी॰: सामाजिक अनुसन्धान की विधिया, रावत                                   |
|                              | पब्लिकेशन जयपुर 2021.  |
|                              | 6. कुमार, रंजीत: शोध कार्य प्रणाली, सेज भाषा, नई दिल्ली, 2017                        |
|                              | 7. त्रिपाठी, रमाशंकर सामाजिक शोध एवं सांख्यिकीय तार्किकता, विजय                      |
|                              | प्रकाशन मन्दिर वाराणसी, 2012.  |
|                              | 8. Goode, W.J and Hatt, P.K: Methods in Social Research, McGraw Hill, New York, 1952 |
|                              | 9. Bryman, Alan : Social Research Methods and Technique, Oxford University           |
|                              | Press, London, 2005  |
|                              | 10. Srivastava, V.K (Ed.) : Methodology and Field Work, Oxford University            |
|                              | Press, New Delhi, 2005   |
|                              | 11. Young, P.V : Scientific Social Survey and Research, Prentice Hall, New           |
| Suggested equivalent online  | IGNOU & Other centrally/universities/ MOOC platforms such as "SWAYAM" in             |
| course                       | India and Abroad.  |
| Further suggestions, if any  |  |

| В.                                      | Format for developing syll   | abus for courses of a subject   |       |  |
|---|--|---|-------|--|
| Name of academic<br>programme/class     | 4 <sup>th</sup> Year UG (Ho  | 4 <sup>th</sup> Year UG (Hons.) / 4 <sup>th</sup> Year UG (Hons. With Research) MA-1 <sup>st</sup> Year |       |  |
| Subject                                 |  | SOCIOLOGY   |       |  |
| Course/paper code                       |  | A070802T  |       |  |
| Course/paper title                      | SOCIO  | DLOGY OF ENVIRONMENT (COMPULSOR   | Y)    |  |
| Course to be offered in the semester of |  | EIGHT SEMESTER  |       |  |
| Craditassigned                          | Theory   | Practical   | Total |  |
| Credit assigned                         | 04   | 0   | 04    |  |
| Course objective                        | discipline and its fund<br>2. To develop fundam<br>enviromental issues s<br>Desertification etc.<br>3. To aware the Stude<br>local level.<br>4. To acquaint the stu<br>conferences and acts  | 3. To aware the Students about environmental movement both at global and                                |       |  |
| Outcomes of the course                  | <ol> <li>The students will develop better understanding of various environmental issues such as Pollution, Global Warming, Acid Rain, Desertification and they will know their impact on public health and enviroment.</li> <li>The students will be equipped with better understanding of the principles and functioning of environmental movements and their efforts to sensitize toward the World.</li> <li>The student will get proper knowledge of National, International, Institutional and legal framework and conferences about environmental affairs.</li> </ol> |   |       |  |
| Unit                                    |  | Minimum no. c<br>lecture  |       |  |
| I                                       | Environmental Sociology : Definition, Scope, Importance,Environment and Ecology : Concept, Forms, Impact ofEnvironmental and Ecology on Social Life.   |   |       |  |
| II                                      | Eco-friendly Technolo  | gy, Global Warming, Acid Rain.  | 15    |  |
| III                                     | Sustainable Developm   | nent, Pollution, Desertification.   | 15    |  |
| IV                                      | Environmenatal Movements : Global and Local, National<br>and International   |   |       |  |

|   | 1. यादव, दयाशंकर सिंह पर्यावरण का समाजशास्त्र, विजडम बुक्स,   |
|---|---|
|   | वाराणसी, 2018   |
|   | 2. रेखा एवं गुप्ता, दीपाली पर्यावरण का समाजशास्त्र, वैभव लक्ष्मी  |
|   | प्रकाशन, वाराणसी, 2023  |
|   | 3. पाण्डेय, संगीता पर्यावरण का समाजशास्त्र, भवदीय प्रकाशन,  |
|   | अयोध्या, 2008   |
| Suggested reading (mini. 4-5<br>reading) including digital<br>plateform | 4.McIntosh,Rebert P : The Background of Ecology : Concept & Theory,<br>Cambridge University Press, New York, 1985<br>5. Schniaberg, Allan : The Environment, Oxford University Press, New<br>York, 1980 |
|   | 6. Bell, Michael Mayerfield : An Invitation to Environmental Sociology, Sage<br>Publication, New Delhi, 2004  |
|   | 7. Malik, S.L & Bhattacharya, D.K : Aspects of Human Ecology, Northern<br>Book Centre, New Delhi, 1986  |
|   | 8. Singh , Anoop Kumar : Environmental Sociology, Serial Publications,<br>New Delhi, 2021   |
|   | 9. Chaudhary, Sukant K. : Sociology of Environment, Sage Publications,<br>New Delhi, 2014   |
| Suggested equivalent online   | IGNOU & Other centrally/universities/ MOOC platforms such as "SWAYAM" in  |
| course  | India and Abroad.   |
| Further suggestions, if any   |   |

| B. F  | format for developing sylla   | bus for courses of a subject  |                           |
|---|---|---|---------------------------|
| Name of academic<br>programme/class                                     | 4 <sup>th</sup> Year UG (Hons.) / 4 <sup>th</sup> Year UG (Hons. With Research) MA-1 <sup>st</sup> Year.  |   |                           |
| Subject   |   | SOCIOLOGY   |                           |
| Course/paper code   |   | A070803T  |                           |
| Course/paper title  | SOC   | IOLOGY OF INDIA (COMPULSARY)  |                           |
| Course to be offered in the<br>semester of                              |   | EIGHT SEMESTER  |                           |
| Credit assigned   | Theory<br>04  | Practical<br>0  | Total<br>04               |
| Course objective  | society.<br>2. To make them awa   | dents, focus on the basic characteristic<br>re regarding Hindu Social Organization.<br>sight related to Social Stratification, Hir<br>eligions. |                           |
| Outcomes of the course  | regarding of Indian Sc<br>2. Awareness regardin   | g Hindu Social Organization would be will be gained related to social stratific   | gained.                   |
| Unit  |   | Торіс   | Minimum no. of<br>lecture |
| I   | Development of Socio<br>Study of Indian Societ  | llogy in India, Approaches to the<br>'y.  | 15                        |
| П   | Traditional Hindu Social Organization: Varna System,<br>Ashram System. Purushath and Sanskaar, Family- Joint and<br>Nuclear Family, Hindu Marriage (Form and Functions of<br>Hindu Marriage).   |   |                           |
| Ш   | Social Stratification : Meaning and Definition, Caste Systemand Stratification, Caste System in Contemporary India.15   |   |                           |
| IV  | Main Religions of India : Hindu, Buddhist, Jain, Sikh,<br>Christianity and Islam.   |   |                           |
| Suggested reading (mini. 4-5<br>reading) including digital<br>plateform | <ol> <li>तिवारी, जयकांत भारत का समाजशास्त्र, उ०प्र० हिन्दी संस्थान, लखनऊ, 2003</li> <li>आहूजा राम, भारतीय समाज, रावत पब्लिकेशन्स, जयपुर</li> <li>आहूजा राम, भारतीय सामाजिक व्यवस्था रावत पब्लिकेशन्स, जयपुर, 1995 4.</li> <li>सिंह, श्यामधर धर्म का समाज शास्त्र, सपना अशोक प्रकाशन, वाराणसी, 2014</li> <li>पाण्डेय, रविप्रकाश, समकालीन भारतीय समाज, विजय प्रकाशन मन्दिर, वाराणसी<br/>2016         <ul> <li>Bose N.K : Structure of Hindu Society, Asia Publishing house, Bombay,<br/>1975</li> <li>Bose N.K : Culture and Society in India, Asia Publishing house, Bombay,<br/>1967.</li> <li>Srinivas M.N. : Social Change in Modern India, University of California<br/>Press, Berkeley.</li> <li>Dumont L. : Religion, Politics and History in India, The Houge Mounton,</li> </ul> </li> </ol> |   |                           |
| Suggested equivalent online<br>course<br>Further suggestions, if any    | Paris.<br>10. Mandleboum, D.G, Society in India Popular Prakashan, Bombay, 2003<br>11. Prabhu, P.H : Hindu Social Organization, Popular Prakashan, Bombay<br>IGNOU & Other centrally/universities/ MOOC platforms such as "SWAYAM" in<br>India and Abroad.  |   |                           |

| B. Format for devel                     | oping syllabus for cours  | ses of a sub | ject                            |
|---|---|--------------|---------------------------------|
| Name of academic programme/class        | 4 <sup>th</sup> Year UG (Hons.) / 4 <sup>th</sup> Year UG (Hons. With Research) MA-1 <sup>st</sup> Year   |              |                                 |
| Subject                                 |   | SOCIOLOG     | iΥ                              |
| Course/paper code                       |   | A070804      | Г                               |
| Course/paper title                      | SOCIAL ANTHORO  | POLOGY (C    | COMPALSARY)                     |
| Course to be offered in the semester of | EIG   | HT SEMEST    | TER                             |
| Credit assigned                         | Theory  | Practical    | Total                           |
| Unit                                    | 04<br>Topic   | 0            | 04<br>Minimum no. of<br>lecture |
| Course objective                        | <ul> <li>1. To aware the students about anthropological perspective of Indian Society, stucture, components and characteristics.</li> <li>2. To provide information about anthropological theories, cultural development and its related concepts.</li> <li>3. To make the students able to know about Primitive societies and its different dimensions.</li> </ul>   |              |                                 |
| Outcomes of the course                  | <ol> <li>The Students will develop better understanding<br/>about anthropological perspective of Indian society,<br/>its structure components and characteristics.</li> <li>The students will get immense knowledge about<br/>anthropological theories, cultural development and its<br/>related concepts.</li> <li>The Students will be equipped with better k<br/>nowledge regarding primitive societies and its<br/>different dimensions.</li> </ol> |              |                                 |
| I                                       | Social Anthoroply : Definiton,<br>Scope, Study methods and<br>relation with Sociology.  |              |                                 |
| II                                      | Culture: Definition, M<br>Characteristics, majo<br>Components, Race ar<br>Ethnicity.  | r            | 15                              |

|  | Anthropological Theories of  |   |
|--|--|---|
| III  | Anthropological Theories of<br>Cultural Development:<br>Evolutionary Theory: Morgan,<br>Tylor, Diffusions Theory : Boas,<br>Smith. Structural- Functional<br>Theory : Malinowski, Redcliff<br>Brown.   | 15  |
| IV   | Primitive Society: Concept and<br>Characteristics, Marriage,<br>Family and Kinship. Exchange<br>system. Tribal Religion:<br>Theory of origin of religion,<br>social function of Religion,<br>Totem, Taboo and Magic. Main<br>problems of tribes and<br>solutions.  | 15  |
| Suggested reading (mini. 4-5 reading)<br>including digital plateform | <ol> <li>सिंह, ब्रजेश कुमार सामाजिक मानवशास्त्र, सपना</li> <li>सिंह, ब्रजेश कुमार गांड जनजाति में सांस्कृतिक प</li> <li>२ सिंह, ब्रजेश कुमार गांड जनजाति में सांस्कृतिक प</li> <li>२ तूबे, गिरिजा प्रसाद एवं पाण्डेय, शम्भूनाथ: सामागि<br/>कारपोरेशन, वाराणसी, 2001</li> <li>इ सुकर्जी, आर॰एन॰ सामाजिक मानवशास्त्र की रूप</li> <li>मुकर्जी, आर॰एन॰ सामाजिक मानवशास्त्र की रूप</li> <li>Singh, K.S : Tribal society in In<br/>New Delhi, 1982.</li> <li>Majumdar, D.N &amp; Madan, T.N<br/>Social Anthropology, Mayur Pap</li> <li>Herskovitz : Cultural Anthropol<br/>1955.</li> <li>Hammond, Peter B. : An Intro<br/>and Social Anthropology, Law bo<br/>Australasia, 1978.</li> <li>Evans - Pritchard, E.E. : Social<br/>Universal Book Stall, New Delhi,</li> </ol> | रिवर्तन, भारती प्रकाशन, वाराणसी,<br>जेक मानवशास्त्र, मिश्रा ट्रेडिंग<br>क सेन्टर, नई दिल्ली,<br>रेखा, विवेक प्रकाशन, दिल्ली, 2016<br>dia, Manohar Books,<br>I : An Introduction to<br>ber Backs, Delhi, 1992<br>blogy, Random House,<br>duction to Cultural<br>bok company of<br>al Anthropology, |
| Suggested equivalent online course                                   | IGNOU & Other centrally/u<br>platforms such as "SWAYAM"  |   |
| Further suggestions, if any  |  |   |

| B. For   | mat for developing sylla  | abus for courses of a subject   |   |
|--|---|---|---|
| Name of academic programme/class                                     | 4 <sup>th</sup> Year UG (H  | ons.) / 4 <sup>th</sup> Year UG (Hons. With Resea   | rch) MA-1 <sup>st</sup> Year  |
| Subject  |   | SOCIOLOGY   |   |
| Course/paper code  |   | A070805T  |   |
| Course/paper title   | S   | ociology of Health (OPTIONAL)   |   |
| Course to be offered in the semester of                              |   | EIGHT SEMESTER  |   |
|  | Theory  | Practical   | Total   |
| Credit assigned  | 04  | 0   | 04  |
| Course objective   | 2. To make the stude  | nts to the concept, determinants and do<br>nts aware about mental and reproductiv<br>tion about various perspectives regardi  | ve health.  |
| Outcomes of the course   | and determinants of H<br>2. Students will be ab<br>Health.  | le to know different aspects of mental a<br>t comprehensive knowledge of various  | nd reproductive   |
| Unit   |   | Торіс   | Minimum no. of<br>lecture   |
| I  | Sociology of Health: Objectives, Scope, Emergence andDevelopment, Concept of Health : Definition, Dimensions15and Determinants.15   |   | 15  |
| Ι  | Sociological Perspective Regarding Health: Functionalist,<br>Conflict, Interactionist, and Post-Modernist.15  |   | 15  |
| Ш  | Physical and Mental Health : Concept, Problems and remedies.  |   | 15  |
| IV   | Objectives and Roles<br>Indian Red Cross Socie  | of World Health Organization and<br>ety.  | 15  |
| Suggested reading (mini. 4-5 reading)<br>including digital plateform | <ol> <li>2. Bhunia, Biswajit : H</li> <li>2013</li> <li>3. Wainwright, David</li> <li>4. Linda, Jones : The S</li> <li>New York, 1994.</li> <li>5. Akram, Mohammed</li> </ol> | ology of Health, Sage Publications, New<br>ealth, Wellness, Fitness and Integrity, Ku<br>: A Sociology of Health, Sage Publication<br>ocial Context of Health and Health Worl<br>d : Sociology of Health, Rawat Publications, Jaipu | unal Books, Delhi,<br>ns, New Delhi 2008.<br><, Palgrave Press,<br>ons, Jaipur, 2014. |
| Suggested equivalent online course                                   | IGNOU & Other centrally/universities/ MOOC platforms such as "SWAYAM" in<br>India and Abroad.   |   |   |
| Further suggestions, if any  |   |   |   |
|  |   |   |   |

| Course objective         3. To make the students aware about different laws relating to women welfare in India.           Outcomes of the course         1. This paper will help students to develop better in sights about the problems o women.           Outcomes of the course         1. The students will develop better understanding of the Concept and indicators women empowerment.           3. The students will be able to develop deep knowledge regarding various laws related to Women in India.         Minimum no. lecture           I         Women in Indian society (From Vedic period to at Present).         15           II         Women Empowerment : Concept and Indicators : Health, Education, Work Participation.         15           III         Women Empowerment : Concept and Indicators : Health, Education, Work Participation.         15           IV         2013. The Protection of Children from sexual offense Act 15         15           IV         2013. The Protection of Children from sexual offense Act 15         15           Suggested reading (mini. 4-5 reading)         14 सार्म, जीवरा खेर जे सारा, विदे के प्राव, सारा के सारा, सारा के सारा, सारा के सारा, सारा के  | Name of academic programme/class | $4^{th}$ Year UG (Hons.) / $4^{th}$ Year UG (Hons. With Research) MA-1st Year  |  |                          |
|--|----------------------------------|--|--|--------------------------|
| Course/paper title         Women and Society (OPTIONAL)           Course to be offered in the semester<br>of         EIGHT SEMESTER           Credit assigned         0         0           Caurse objective         1. To aware the students about the problems of Women in the society.<br>2. To acquain the students about the problems of Women in the society.<br>2. To acquain the students aware about different laws relating to women<br>empowerment and their relation with health. Education and work participation.<br>3. To make the students aware about different laws relating to women welfare in<br>india.           Outcomes of the course         1. This paper will help students to develop better in sights about the problems of<br>women.<br>2. The student will develop better understanding of the Concept and indicators i<br>Women empowerment.<br>3. The students will be able to develop deep knowledge regarding various laws<br>related to Women in India.           Unit         Topic         Minimum no.<br>lecture           II         Women in Indian society (From Vedic period to at Present).         15           III         Problems relating to women : Dowry. Domestic Violence,<br>Exploitation against Women at workplace.         15           III         Domestic Violence Act :2005, Sexual Harassment of women<br>at workplace (Prevention, Prohibition and Redressal), Act -<br>2013. The Protection of Children from sexual offense Act<br>(Pocso Act), National Women Commission.         15           IV         1. Řítěg, slítřní 'Réří 'Qrá 'Rriar, 'Rria' Yrá' rurá' 'Rria' 'Rria' 'Rria' 'Rria' 'Rria' 'Rria' 'Rria'', 'Rria'', 'Rria' 'Rria'', 'Rria 'Rria'', 'Rria'', 'Rria'', 'Rria 'Rria'', 'Rria' | Subject                          |  | SOCIOLOGY  |                          |
| Course to be offered in the semester<br>of         EIGHT SEMESTER           Credit assigned         Theory         Practical         Total           Q4         0         Q4         0         Q4           Credit assigned         1. To avare the students about the problems of Women in the society.<br>2. To acquaint the students aware about different laws relating to women<br>empowerment and their relation with health. Education and work participation.<br>3. To make the students aware about different laws relating to women welfare in<br>India.           Outcomes of the course         1. This paper will help students to develop better in sights about the problems of<br>women.         None memowerment.           3. The students will be able to develop deep knowledge regarding various laws<br>related to Women in India.         Minimum no.<br>lecture           I         Women in India.         Minimum no.<br>lecture           I         Women In Indian society (From Vedic period to at Present).         15           III         Problems relating to women : Dowry, Domestic Violence,<br>Exploitation against Women at workplace.         15           IV         Women Empowerment : Concept and Indicators : Health,<br>Education, Work Participation.         15           IV         Domestic Violence Act: 2005, Sexual Harassment of women<br>at workplace (Prevention, Prohibition and Redressal), Act -<br>2013. The Protection of Children from sexual offense Tarv, ref (Feed), 2020         2.<br>artigring true-rigiting to warent gift gift wift wirting ift wirting ift wirting ift wirting ift wirting ift  |                                  |  |  |                          |
| of         ElGH1 SEMESTER           Credit assigned         Theory         Practical         Total           Out         0         0         0           Course objective         1.To aware the students about the problems of Women in the society.         2. To acquaint the students with the concept and indicators of women empowerment and their relation with health. Education and work participation.           Outcomes of the course         1. This paper will help students to develop better in sights about the problems o women.           Outcomes of the course         2. The student will develop better understanding of the Concept and indicators. Women empowerment.           Outcomes of the course         2. The student will develop better understanding of the Concept and indicators. Women empowerment.           Unit         Topic         Minimum no. lecture           I         Women in Indian society (Fron Vedic period to at Present).         15           III         Problems relating to women : Concept and Indicators : Health, Education, Work Participation.         15           III         Problems relating to women : Concept and Indicators : Health, Education, Work Participation, Prohibition and Redressal), Act - 2013. The Protection of Children from sexual offense Act (Pocso Act), National Women commission.         15           IV         Domestic Violence Act - 2005, Sexual Harassment of women at workplace (Prevention, Prohibition and Redressal), Act - 2013. The Protection of Children from sexual offense Act (Pocso Act   |                                  | Wome   | n and Society (OPTIONAL)   |                          |
| Credit assigned         04         0         04           04         0         04         0         04           1. To aware the students about the problems of Women in the society.         2. To acquain the students with the concept and indicators of women empowerment and their relation with health. Education and work participation.           Course objective         3. To make the students aware about different laws relating to women welfare in India.           Outcomes of the course         1. This paper will help students to develop better in sights about the problems o women.           Outcomes of the course         2. The student will develop better understanding of the Concept and indicators women.           Unit         Topic         Minimum no. lecture           I         Women in India.         15           Women in Indian society (From Vedic period to at Present).         15           II         Problems relating to women 2. Concy, Sexual Harassment of women at workplace.         15           III         Women Empowerment : Concept and Indicators : Health, Education, Work Participation.         15           IV         200         2. The protection of Children from sexual offense Act 15           IV         2013. The Protection of Children from sexual offense Act 15         15           Suggested reading (mini. 4-5 reading)         1. Rifs, afftm 1/64 पर्व सागड, के सार्दी क से स्री सा चकरोग सार्दी क स्र स्री सा चकरोग सार्दी क  |                                  |  | EIGHT SEMESTER   |                          |
| 2. To acquaint the students with the concept and indicators of women empowerment and their relation with health. Education and work participation.         Outcomes of the course       1. This paper will help students to develop better in sights about the problems o women.         Outcomes of the course       1. This paper will develop better understanding of the Concept and indicators i women.         0. The student will develop better understanding of the Concept and indicators i women.       2. The student will develop better understanding of the Concept and indicators i women.         0. Unit       Topic       Minimum no. lecture         1       Women in Indian society (From Vedic period to at Present).       15         1       Problems relating to women at workplace.       15         11       Exploitation against Women at workplace.       15         11       Exploitation against Women at workplace.       15         11       Education, Work Participation.       15         12       Domestic Violence Act- 2005, Sexual Harassment of women at workplace (Prevention, Prohibition and Redressal), Act - 2013. The Protection of Children from sexual offense Act (Pocso Act), National Women Commission.       15         13       I. Rtig, siftmi : Grin एrai viting the siturating tightmip : wirkflat withing at workplace (Prevention, Prohibition and Redressal), Act - 2013. The Protection of Children from sexual offense Act (Pocso Act), National Women Commission.       15         14       Interstructure of the s   | Credit assigned                  |  |  |                          |
| Outcomes of the coursewomen.<br>2. The student will develop better understanding of the Concept and indicators women empowerment.<br>3. The students will be able to develop deep knowledge regarding various laws<br>related to Women in India.UnitTopicMinimum no.<br>lecture1Women in Indian society (From Vedic period to at Present).151Problems relating to women : Dowry, Domestic Violence,<br>Exploitation against Women at workplace.1511Problems relating to women : Concept and Indicators : Health,<br>Education, Work Participation.1511Domestic Violence Act- 2005, Sexual Harassment of women<br>at workplace (Prevention, Prohibition and Redressal), Act-<br>2013. The Protection of Children from sexual offense Act<br>(Pocso Act), National Women Commission.1510I. Hig, 30Htdi : Griri एवं समाज, विवेक प्रकाशन, दिल्ली, 20202.<br>आदुवा रामःभारतीय सामाजिक व्यवस्था, रावत पब्लिकेशन्स, जयपुर, 1995<br>3. लवानियाँ एम0एम0 और जैन शशि के : भारतीय सामाजों<br>क व्यवस्था, रावत पब्लिकेशन्स, जयपुर, 1995<br>5. वादव, जयप्रकाश : आघी आवादी का सच, रवीना प्रकाशन, दिल्ली, 2013<br>6. देशाई नीरा एवं उक्कर, उषा (अनुवादक-सूसी घुसिया) : मारतीय सामाज में<br>महिलाये, नेशनां वा कुं ट्रस्ट, राई दिल्ली, 2009<br>7. रस्तोगी, मारती एवं सिंह, ब्रजेश कुगार (संto) : प्रमावी मानव संशततीकरण<br>चुनौतियाँ एवं अनुकूल सम्मावनाये, मारती प्रकाशन, वाराणसी, 2022<br>8. Abbot, P.& Wallace, C. : An Introduction Sociology : Feminist<br>Perspectives, Routleadge & Kegan Paul, London, 1990.<br>9. Engles, F. : The Origin of the Family, Private Property and the<br>State, Lawrence & Wishart Morgan, London, 1972.<br>10. Harding, S. (Ed.) Feminism and Methodology, Open University<br>Press, Milton Keynes, 1987.                                       | Course objective                 | <ol> <li>To acquaint the students with the concept and indicators of women<br/>empowerment and their relation with health. Education and work participation.</li> <li>To make the students aware about different laws relating to women welfare in</li> </ol>  |  |                          |
| Unit         Iopic         lecture           I         Women in Indian society (From Vedic period to at Present).         15           II         Problems relating to women : Dowry, Domestic Violence,<br>Exploitation against Women at workplace.         15           III         Women Empowerment : Concept and Indicators : Health,<br>Education, Work Participation.         15           IV         Domestic Violence Act- 2005, Sexual Harassment of women<br>at workplace (Prevention, Prohibition and Redressal), Act -<br>2013. The Protection of Children from sexual offense Act<br>(Pocso Act), National Women Commission.         15           IV         2013. The Protection of Children from sexual offense Act<br>(Pocso Act), National Women Commission.         15           I. Rife, अमिता :तिये एवं समाज, विवेक प्रकाशन, दिल्ली, 2020         2.           आह्वाजा रामःभारतीय सामाजिक व्यवस्था, रावत पब्लिकेशन्स, जयपुर, 1995         3. लवानियाँ एम0एम0 और जैन राशि के: मारतीय सामाजिक व्यवस्था, रिस<br>पब्लिकेशन्स, जयपुर           Suggested reading (mini. 4-5 reading)<br>including digital plateform         1. रस्ता गी, मारती एवं सिंह, अजेष जुमा (संतुवादक-सूमी धुसिया) : भारतीय सामाज में<br>महिलाये, नेशनल बुक ट्रस्ट, नई दिल्ली, 2009           7. रस्तानी, भारती एवं सिंह, अजेष, कुमार त्ये प्रान्ती प्रकाशन, वाराणसी, 2022         8. Abbot, P.& Wallace, C. : An Introduction to Sociology : Feminist<br>Perspectives, Routleadge & Kegan Paul, London , 1990.           9. Engles, F. : The Origion of the Family, Private Property and the<br>State, Lawrence & Wishart Morgan, London , 1972.           10. Harding, S. (Ed.) Feminism and Met  | Outcomes of the course           | <ol> <li>2. The student will develop better understanding of the Concept and indicators of<br/>Women empowerment.</li> <li>3. The students will be able to develop deep knowledge regarding various laws</li> </ol>  |  |                          |
| ।         15           ॥         Problems relating to women : Dowry, Domestic Violence,<br>Exploitation against Women at workplace.         15           ॥         Women Empowerment : Concept and Indicators : Health,<br>Education, Work Participation.         15           Domestic Violence Act - 2005, Sexual Harassment of women<br>at workplace (Prevention, Prohibition and Redressal), Act -<br>2013. The Protection of Children from sexual offense Act<br>(Pocso Act), National Women Commission.         15           N         1.         Ntr, sign राम, भारतीय सामाजिक व्यवस्था, रावता पब्लिकेशन्स, जयपुर, 1995         2.           3. लवानियाँ एमoएमo और जैन शशि के : मारतीय सामाजिक व्यवस्था, रावता पब्लिकेशन्स, नई दिल्ली, 2020         2.           Suggested reading (mini. 4-5 reading)<br>including digital plateform         1.         सिंह, अपिता : लींग एवं उकर, उषा (अनुवादक–सूमी धुसिया) : भारतीय सामाज में<br>महिलारे, नेशनल बुक टूस्ट, नई दिल्ली, 2009         7.           Suggested reading (mini. 4-5 reading)<br>including digital plateform         7. रस्तोगी, भारती एवं सिंह, ब्रजेश कुमार (सं0) : प्रमावी मानव सशक्तीकरण<br>युनौतियाँ एवं अनुकूल सम्मावनाये, भारती प्रकाशन, वाराणसी, 2022         8. Abbot, P.& Wallace, C. : An Introduction to Sociology : Feminist<br>Perspectives, Routleadge & Kegan Paul, London , 1990.         9. Engles, F. : The Origion of the Family, Private Property and the<br>State, Lawrence & Wishart Morgan, London, 1972.           10. Harding, S. (Ed.) Feminism and Methodology, Open University<br>Press, Milton Keynes, 1987.         IGNOU & Other centrally/universities/ MOOC platforms such as "SWAYAM" ir   | Unit                             |  | Торіс  | Minimum no. o<br>lecture |
| IIExploitation against Women at workplace.15IIIWomen Empowerment : Concept and Indicators : Health,<br>Education, Work Participation.15IVDomestic Violence Act- 2005, Sexual Harassment of women<br>at workplace (Prevention, Prohibition and Redressal), Act -<br>2013. The Protection of Children from sexual offense Act<br>(Pocso Act), National Women Commission.15IV1. सिंह, अमिता : लिंग एवं समाज, विवेक प्रकाशन, दिल्ली, 2020<br>(Pocso Act), National Women Commission.21. सिंह, अमिता : लिंग एवं समाज, विवेक प्रकाशन, दिल्ली, 2020<br>(Pocso Act), National Women Commission.23. लवानियाँ एमoएमo और जैन शाश के : भारतीय सामाजिक व्यवस्था, रावत<br>पब्लिकेशन्स, जयपुर, 1995<br>3. लवानियाँ एमoएमo और जैन शाश के : भारतीय सामाजिक व्यवस्था, रिस<br>पब्लिकेशन्स, जयपुर, 4. शर्मा, जी0एलo : सामाजिक मुददे, रावत पब्लिकेशन्स, नई दिल्ली, 2015<br>5. यादव, जयप्रकाश : आधी आवादी का सच, रवीना प्रकाशन, दिल्ली, 2023<br>6. देसाई नीरा एवं ठक्कर, उषा (अनुवादक-सूसी धुसिया) : भारतीय सामाज में<br>महिलायें, नेशनल बुक ट्रस्ट, नई दिल्ली, 2009<br>7. रस्तोगी, भारती एवं सिंह, ब्रजेश कुमार (संo) : प्रमावी मानव सशक्तीकरण<br>बुनौतियाँ एवं अनुकूल सम्मावनायें, भारती प्रकाशन, वाराणसी, 2022<br>8. Abbot, P.& Wallace, C. : An Introduction to Sociology : Feminist<br>Perspectives, Routleadge & Kegan Paul, London , 1990.<br>9. Engles, F. : The Origion of the Family, Private Property and the<br>State, Lawrence & Wishart Morgan, London , 1972.<br>10. Harding, S. (Ed.) Feminism and Methodology, Open University<br>Press, Milton Keynes, 1987.IGNOU & Other centrally/universities/ MOOC platforms such as "SWAYAM" in   | I                                | Women in Indian society (F   | rom Vedic period to at Present).                                   | 15                       |
| IIIEducation, Work Participation.15IVDomestic Violence Act- 2005, Sexual Harassment of women<br>at workplace (Prevention, Prohibition and Redressal), Act -<br>2013. The Protection of Children from sexual offense Act<br>(Pocso Act), National Women Commission.15IV2013. The Protection of Children from sexual offense Act<br>(Pocso Act), National Women Commission.15I. सिंह, अमिता : लिंग एवं समाज, विवेक प्रकाशन, दिल्ली, 2020<br>आहूजा रामःमारतीय सामाजिक व्यवस्था, रावत पब्लिकेशन्स, जयपुर, 1995<br>3. लवानियाँ एम0एम0 और जैन शशि के : भारतीय सामाजिक व्यवस्था, रिस<br>पब्लिकेशन्स, जयपुर<br>4. शर्मा, जी0एल0 : सामाजिक मुद्दे, रावत पब्लिकेशन्स, नई दिल्ली, 2015<br>5. यादव, जयप्रकाश : आधी आबादी का सच, रवीना प्रकाशन, दिल्ली, 2023<br>6. देसाई नीरा एवं उक्कर, उषा (अनुवादक—सूभी धुसिया) : भारतीय सामाज में<br>महिलायें, नेशनल बुक टूस्ट, नई दिल्ली, 2009<br>7. रस्तोगी, मारती एवं सिंह, ब्रजेश कुशार (संांठ) : प्रमावी मानव संशक्तीकरण<br>चुनौतियाँ एवं अनुकूल सम्मावनायें, भारती प्रकाशन, वाराणसी, 2022<br>8. Abbot, P.& Wallace, C. : An Introduction to Sociology : Feminist<br>Perspectives, Routleadge & Kegan Paul, London , 1990.<br>9. Engles, F. : The Origion of the Family, Private Property and the<br>State, Lawrence & Wishart Morgan, London, 1972.<br>10. Harding, S. (Ed.) Feminism and Methodology, Open University<br>Press, Milton Keynes, 1987.IGNOU & Other centrally/universities/ MOOC platforms such as "SWAYAM" ir   | I                                | 1 15   |  | 15                       |
| IVat workplace (Prevention, Prohibition and Redressal), Act -<br>2013. The Protection of Children from sexual offense Act<br>(Pocso Act), National Women Commission.15Iसिंह, अमिता : लिंग एवं समाज, विवेक प्रकाशन, दिल्ली, 20202.आहूजा रामःभारतीय सामाजिक व्यवस्था, रावत पब्लिकेशन्स, जयपुर, 19953. लवानियाँ एम0एम0 और जैन शशि के : भारतीय सामाजिक व्यवस्था, रिस<br>पब्लिकेशन्स, जयपुर15Suggested reading (mini. 4-5 reading)<br>including digital plateform6. देसाई नीरा एवं उक्कर, उषा (अनुवादक-सूभी धुसिया) : भारतीय सामाज में<br>महिलायें, नेशनल बुक ट्रस्ट, नई दिल्ली, 2009<br>7. रस्तोगी, भारती एवं सिंह, ब्रजेश कुमार (सं0) : प्रभावी मानव सशाक्तीकरण<br>युनौतियाँ एवं अनुकूल सम्भावनायें, भारती प्रकाशन, वाराणसी, 2022<br>8. Abbot, P.& Wallace, C. : An Introduction to Sociology : Feminist<br>Perspectives, Routleadge & Kegan Paul, London , 1990.<br>9. Engles, F. : The Origion of the Family, Private Property and the<br>State, Lawrence & Wishart Morgan, London, 1972.<br>10. Harding, S. (Ed.) Feminism and Methodology, Open University<br>Press, Milton Keynes, 1987.IGNOU & Other centrally/universities/ MOOC platforms such as "SWAYAM" in   | III                              |  | •  | 15                       |
| Suggested reading (mini. 4-5 reading)<br>including digital plateformआहूजा रामःभारतीय सामाजिक व्यवस्था, रावत पब्लिकेशन्स, जयपुर, 1995<br>3. लवानियाँ एम०एम० और जैन शशि के : भारतीय सामाजिक व्यवस्था, रिस<br>पब्लिकेशन्स, जयपुर<br>4. शर्मा, जी०एल० : सामाजिक मुद्दे, रावत पब्लिकेशन्स, नई दिल्ली, 2015<br>5. यादव, जयप्रकाश : आधी आबादी का सच, रवीना प्रकाशन, दिल्ली, 2023<br>6. देसाई नीरा एवं ठक्कर, उषा (अनुवादक–सूभी धुसिया) : भारतीय समाज में<br>महिलायें, नेशनल बुक ट्रस्ट, नई दिल्ली, 2009<br>7. रस्तोगी, भारती एवं सिंह, ब्रजेश कुमार (सं०) : प्रभावी मानव सशक्तीकरण<br>चुनौतियाँ एवं अनुकूल सम्भावनायें, भारती प्रकाशन, वाराणसी, 2022<br>8. Abbot, P.& Wallace, C. : An Introduction to Sociology : Feminist<br>Perspectives, Routleadge & Kegan Paul, London , 1990.<br>9. Engles, F. : The Origion of the Family, Private Property and the<br>State, Lawrence & Wishart Morgan, London, 1972.<br>10. Harding, S. (Ed.) Feminism and Methodology, Open University<br>Press, Milton Keynes, 1987.Suggested equivalent online course  | IV                               | at workplace (Prevention, F<br>2013. The Protection of Ch  | Prohibition and Redressal), Act -<br>Idren from sexual offense Act | 15                       |
| Suggested equivalent online course   |                                  | <ul> <li>आहूजा रामःभारतीय सामाजिक व्यवस्था, रावत पब्लिकेशन्स, जयपुर, 1995</li> <li>तवानियाँ एम0एम0 और जैन शशि के : भारतीय सामाजिक व्यवस्था, रिसर्च पब्लिकेशन्स, जयपुर</li> <li>शर्मा, जी0एल0 : सामाजिक मुद्दे, रावत पब्लिकेशन्स, नई दिल्ली, 2015</li> <li>यादव, जयप्रकाश : आधी आबादी का सच, रवीना प्रकाशन, दिल्ली, 2023</li> <li>देसाई नीरा एवं ठक्कर, उषा (अनुवादक–सूभी धुसिया) : भारतीय समाज में महिलायें, नेशनल बुक ट्रस्ट, नई दिल्ली, 2009</li> <li>ररस्तोगी, भारती एवं सिंह, ब्रजेश कुमार (सं0) : प्रभावी मानव सशक्तीकरण : चुनौतियाँ एवं अनुकूल सम्भावनायें, भारती प्रकाशन, वाराणसी, 2022</li> <li>Abbot, P.&amp; Wallace, C. : An Introduction to Sociology : Feminist Perspectives, Routleadge &amp; Kegan Paul, London , 1990.</li> <li>Engles, F. : The Origion of the Family, Private Property and the State, Lawrence &amp; Wishart Morgan, London, 1972.</li> <li>Harding, S. (Ed.) Feminism and Methodology, Open University</li> </ul> |  |                          |
| India and Abroad.  |                                  | IGNOU & Other centrally/universities/ MOOC platforms such as "SWAYAM" in   |  |                          |

| RESEARCH PROJECT | A070807R | (To be chosen by<br>students of 4 year UG(<br>Hons.) with research in<br>lieu of above optional<br>paper) | PROJECT | 4 |  |
|------------------|----------|---|---------|---|--|
|------------------|----------|---|---------|---|--|

| Name of academic programme/class                                    | M.A. 2 <sup>ND</sup> YEAR  |   |  |  |
|---|--|---|--|--|
| Subject   | SOCIOLOGY  |   |  |  |
| Course/paper code   |  | A070901T  |  |  |
| Course/paper title  | S  | ociological Perspective (compulsory)  |  |  |
| Course to be offered in the semester<br>of                          |  | NINTH SEMESTER  |  |  |
| Credit assigned   | Theory<br>04   | Practical<br>O  | Total<br>04  |  |
| Course objective  | <ul><li>2-To create better under</li><li>Sociology.</li><li>3-To provide comprehended</li></ul>  | th about sociological perspective.<br>rstanding regarding Micro Sociologica<br>nsive knowledge relating to various so<br>unctionlism and post structuralism.        |  |  |
| Dutcomes of the course  | 2. The Micro Sociologica methodology will be bet   | ainted about various sociological pers<br>Il perspective like phen onenology and<br>ter understood throught this Course.<br>ercieve neo tantionalisan and post stru | ethno  |  |
| Unit  |  | Торіс   | Minimum no. of<br>lecture                                  |  |
| I   | Difference between per   | e: Definition and Characteristics,<br>rspective and theory. Functional<br>Malinowski and A.R. Redcliffe   | 15   |  |
| II  | Functional Perspective: Robert K. Merton, Talcott Parsons,<br>New - Functionalism: Jeffrey Alexander and Nikolas 15<br>Luhman.                                 |   |  |  |
| III   | Interactional Perspective<br>Erving Goffman : Phenor<br>Alfred Schutz and Garfin   | 15  |  |  |
| IV  | -  | Habermas : Communicative Action,<br>ociety and Structural Tansformation   | 15   |  |
|   | वाराणसी, 2023  | नशास्त्रीय सिद्धान्त अभिगम एवं परिप्रेक्ष्य,<br>अशोक कुमार आधुनिक समाजशास्त्रीय सिद   |  |  |
| Suggested reading (mini. 4-5 reading)<br>including digital platform | 3. दोषी, एस.एल. आधुनिकता, उत्तर आधुनिकता एवं नव-समाजशास्त्रीय सिद्धान्त, रावत<br>पब्लिकेशन्स, जयपुर,   |   |  |  |
|   | 4. यादव, गोपाल समाजशास्त्रीय सन्दर्श, चन्द्रा प्रकाशन, गोरखपुर, 2002<br>5. दविवेदी, रमेश नन्दन, समाजशास्त्रीय परिप्रेक्ष्य, विजय प्रकाशन मन्दिर, वाराणसी, 2000 |   |  |  |
|   | 7. Turner, Johnthan : Th<br>Jaipur, 2002<br>8. Aleander, J. (e.d.) : N<br>9. Abraham, M. Francis :<br>New Delhi, 2005  | e Structure of Sociological Theory, Rav<br>lew Functionlism, sage Publications, C<br>: Modern Sociological Theory, Oxford<br>sical Sociological Theory, McGraw Hill | vat Publications,<br>alifornia, 1985.<br>University Press, |  |
| Suggested equivalent online course                                  | IGNOU & Other centrally/universities/ MOOC platforms such as "SWAYAM" in<br>India and Abroad.  |   |  |  |

| B. For   | mat for developing sylla   | bus for courses of a subject   |                                     |  |
|--|--|--|-------------------------------------|--|
| Name of academic programme/class                                     |  | M.A. 2 <sup>ND</sup> YEAR  |                                     |  |
| Subject  | SOCIOLOGY  |  |                                     |  |
| Course/paper code  |  | A070902T   |                                     |  |
| Course/paper title   | Inc  | lustrial Sociology (COMPULSARY)  |                                     |  |
| Course to be offered in the semester                                 |  |  |                                     |  |
| of   |  | NINTH SEMESTER   |                                     |  |
| Credit assigned  | Theory<br>04   | Practical<br>0   | Total<br>04                         |  |
| Course objective   | <ol> <li>To Provide knowledg</li> <li>Sociology.</li> <li>To make the studen and personnel manage</li> </ol>   | ge about nature, scope and importance<br>ts aware about industrial relations, indu   | of Industrial<br>ustrial management |  |
| Outcomes of the course   | importance of Industri<br>2. The Students will be<br>industrial managemen  | velop holistic understanding about the<br>al Sociology as branch of Sociology.<br>able to understanding the reciprocal re<br>t, Personnel management and Trade Un<br>t better understanding of the Laws of I | elations between<br>nion.<br>ndia.  |  |
| Unit   |  | Торіс  | Minimum no. of<br>lecture           |  |
| Ι  | Industrial Sociology: D importance, Industrial   | efinition, Nature, Scope and ization.  | 15                                  |  |
| II   |  | Formal and informal Organization: Structure and Function,         Industrial Relations, Industrial Management, Personnel       15         Management.  |                                     |  |
| Ш  |  | rial Bureaucracy, Automation.<br>uses and Methods of Redressal.  | 15                                  |  |
| IV   |  | e Bargaining, Labour Participation in<br>It, Labour migration, Labour India.   | 15                                  |  |
| Course pre-requisites  | To study this course, a  | student must have had the subject So   | ciology in UG class.                |  |
| Suggested reading (mini. 4-5 reading)<br>including digital plateform | <ol> <li>1. बघेल, डी.एस औद्योगिक समाजशास्त्र, विवेक प्रकाशन, दिल्ली, 2020</li> <li>2. सिंह, अमिता भारत में उद्योग एवं समाज, विवेक प्रकाशन, दिल्ली, 2020</li> <li>3. अग्रवाल, जी. के॰ एवं छापड़िया, मनोज कुमार औद्योगिक समाजशास्त्र,<br/>एस॰बी॰पी॰डी॰ पब्लिशिंग हाउस, आगरा, 2015</li> <li>4. पांडेय, बालेश्वर भारत मेंसामूहिक सौदेबाजी, उ॰प्र॰ हिन्दी संस्थान, लखनऊ, 198</li> <li>5. Ramaswami, E.A.: Industry and Labour, Oxford University Press, New<br/>Delhi, 1988.</li> <li>6. Karnik, V.B. : Indian Trade Union- A Survey, Popular Prakashan,<br/>Bombay.</li> <li>7. Smelser, N.J. : Social Change in Industrial Revolution, Routledge &amp;<br/>Kegan Paul, 1995.</li> </ol> |  |                                     |  |
| Suggested equivalent online course                                   | IGNOU & Other centrally/universities/ MOOC platforms such as "SWAYAM" in<br>India and Abroad.  |  |                                     |  |
| Further suggestions, if any  |  |  |                                     |  |

| Name of academic programme /class                                    |  | M.A. 2 <sup>ND</sup> YEAR  |   |
|--|--|--|---|
| Name of academic programme/class                                     |  |  |   |
| Subject<br>Course/paper code   | SOCIOLOGY<br>A070903T  |  |   |
| Course/paper title   |  | Rural Sociology (COMPALSARY)   |   |
| Course to be offered in the semester                                 |  |  |   |
| of   |  | NINTH SEMESTER   |   |
| Credit assigned  | Theory<br>04   | Practical<br>0   | Total<br>04   |
| Course objective   | <ol> <li>To make aware the society.</li> <li>To aware the stude India.</li> </ol>  | e students about various problems and in<br>ents about Panchayat Raj System and Ru<br>tion about various scheme and program  | ural Leadership in  |
| Outcomes of the course   | institutions of rural so<br>2. The students unde<br>be enhanced.<br>3. The students comp   | et comprehensive knowledge of various<br>ociety.<br>rstanding of Pnachayati Raj System and<br>prehension towards various programs ar<br>t in India will be increased.  | Rural leadership will   |
| Unit   |  | Торіс  | Minimum no. of<br>lecture   |
| Ι  | Rural Society: Scope and Importance, Little community, peasant society and folk culture.   |  | 15  |
| Ш  | Traditional Indian Vill<br>Marriage, Kinship, Ca   | lage and institutions : Family,<br>Iste and Religion.  | 15  |
| Ш  | Modernization, Unive   | al India : Sanskritization,<br>ersalization and Parochialization,<br>on on Rural Institutions.   | 15  |
| IV   | Contemporary Rural<br>System and its impac   | changing Patterns of leadership in<br>Indian Society. New Panchayati Raj<br>t on Power Structure, Programms and<br>velopment : Before Independence and   | 15  |
| Suggested reading (mini. 4-5 reading)<br>including digital plateform | 2. गुप्ता एम॰एल॰ एवं शम<br>2013<br>3. लवानियाँ एवं जैन, ग्रामी<br>4. अग्रवाल जी॰के॰ एवं पाप<br>5. सिंह, वी॰एन॰ एवं सिंह,<br>6. महाजन, धर्मवीर एवं मह<br>ग्रामीण समाज, विवेक प्रक<br>7. Chauhan, B.R : Ru<br>8. Desai, A.R. : Rural 9<br>9. Majumdar D.N. :<br>Luckhnow, 1955.<br>10. Marriott, M. (Ed.)<br>11. Srinivas, M.N : (Ed.)<br>Calcutta, 1955 | ा समाजशास्त्र रावत पब्लिकेशन्स, जयपुर<br>in, डी॰डी॰ भारतीय ग्रामीण समाजशास्त्र, साहित्य<br>ाण समाजशास्त्र, रिसर्च पब्लिकेशन्स, जयपुर<br>ग्डेय एस॰एस॰, ग्रामीण समाजशास्त्र, एस॰बी॰पी॰<br>. जन्मेजय ग्रामीण समाजशास्त्र एवं नगरीय समाज<br>डाजन, कमलेश, विवेक प्रकाशन, दिल्ली 2023 7. अ<br>शजन, दिल्ली 2023<br>ral Urban Articulation, A.C. Brothers, Ud<br>Sociology in India. Popular Prakashan, Be<br>Rural Profiles, Ethnographic and Folk Cul<br>I : Village India, Chicago University Press,<br>d.) : India's Villages, Goverment of West<br>Reforms in India. Trends and Perspective | vडी॰ पब्लिकेशन्स, आगरा !<br>तशास्त्र<br>ाग्रवाल, अमित, भारत में<br>aipur, 1990.<br>ombey, 1977.<br>ture Socity,<br>, Chichago, 1955.<br>Bengal Press, |
| Suggested equivalent online course                                   | Bombay, 1976.<br>IGNOU & Other centrally/universities/ MOOC platforms such as "SWAYAM" in<br>India and Abroad.   |  |   |

| programme/class       M.A. 2 <sup>nd</sup> YEAR         Subject       SOCIOLOGY         Course/paper code       A070904T         Course/paper title       Sociology of Education (Optional)         Course to be offered in the semester of       NINTH SEMESTER         Credit assigned       Theory       Practical         O4       0       04         Course objective       1- To introduce students about the concept, forms, importance and theoretical perspective of education.         2- To make the students aware about role of education in social change.       3- To provide information regarding various organization, policies and acts regarding education.         1- Students will be equipped with better understanding of concept, importance, forms and theoretical perspective of education.  |                             | B. Format for             | developing syllabus for courses of a su    | bject   |  |
|---|-----------------------------|---------------------------|--|---|--|
| Subject         SOCIOLOGY           Course/paper VIIE         Sociology of Education (Optional)           Course to be offered in the<br>emerter of<br>Ot         NINTH SEMESTER           Credit assigned         Theory         Practical         Total           Od         Od         Od         Od         Od           Credit assigned         To Introduce students about the concept, forms, importance and theoretical perspective of<br>education.         To provide information regarding various organization, policies and acts regarding education.           2-To make the students aware about role of education in social change.         3-To provide information regarding various organization, policies and acts<br>regarding education.           2-Students will be equipped with better understanding of concept, importance, forms and<br>theoretical perspective of education in<br>feducation.         Minimum no. of lecture           Education: Meaning, Forms and Importance. Sociology of<br>Education.         Minimum no. of lecture           Education: Meaning, Forms and Importance. Sociology of<br>Education.         15           Education: Definition. Sociological Basis of<br>Education in India, Policies, and Acts regarding<br>Education.         15           III         Education in Acta         15           III         Education in India, Proteiners of<br>Education in India, Proteiners of<br>Education, Essate and Educatio   | Name of academic            |                           | M.A. 2 <sup>nd</sup> YEAR                  |   |  |
| Course/paper code         A070904T           Course/paper title         Sociology of Education (Optional)           Course to be offered in the<br>ementer of         NINTH SEMESTER           Credit assigned         0 <td></td> <td colspan="4">SOCIOLOGY</td>   |                             | SOCIOLOGY                 |  |   |  |
| Course to be offered in the emerster of the organization of the | Course/paper code           |                           |  |   |  |
| NINTH SUMS LER           NINTH SUMS LER           Credit assigned         Tendra         To introduce students about the concept, forms, importance and theoretical perspective of education.           2-To make the students about the concept, forms, importance and theoretical perspective of education.         2-To make the students aware about role of education in social change.           3-To provide information regarding various organization, policies and acts regarding education.         1. Students will be equipped with better understanding of concept, importance, forms and theoretical perspective of education.           Outcomes of the course         2. Students will be get comprehensive knowledge of various organizations, policies and acts regarding education.           Unit         Topic         Minimum no. of lecture           Education: Meaning, Forms and Importance. Sociology of Education in India, Policies, and Commission and Acts regarding education.         15           I         Education: Meaning, Forms and Importance. Sociology of Education in India, Policies, and Commission and Acts regarding education.         15           III         Education: Definition, Scope, History of Education is Noted acts in Education.         15           IIII         Education in India.         15           IIII         Education in India.         15           IIII         Education in India.         15           IIII         Education  | Course/paper title          |                           | Sociology of Education (Optiona            | al)   |  |
| Jamester of<br>Credit assigned         Theory         Practical         Total           Credit assigned         1. To introduce students about the concept, forms, importance and theoretical perspective of<br>education.         0.4           Course objective         2. To provide information regarding various organization, policies and acts regarding education.         1. Students will be equipped with better understanding of concept, importance, forms and<br>theoretical perspective of education.           Dutcomes of the course         2. Students will be equipped with better understanding of concept, importance, forms and<br>theoretical perspective of education.           Unit         To provide information regarding various organization, policies and acts<br>regarding education.           Unit         Topic           Minimum no. of lecture           Education: Meaning, Forms and Importance. Sociology of<br>Education. Definition, Socie. History of Education in<br>India, Policies, and Commission and Acts regarding<br>Education.         15           III         Burkheim, Davis, Maraks Perspective: Althusser, Bowles,<br>Grifts, Interactional Perspective: Althusser, Bowles,<br>Grifts, Interactional Perspective: Althusser, Journal, Lower, Lower, Education in India.         15           III         Burkheim, Davis, Maraks Perspective: Althusser, Journal, Education, Education in India.         15           III         Burkheim, Davis, Maraks Perspective: Althusser, Journal, Education, Education, Education in India.         15           IIII         Burkheim, Bavis, Journal, Education  | Course to be offered in the |                           | NINTH SEMESTER                             |   |  |
| Ure dit assigned         0         0         0           1: To Introduce students about the concept, forms, importance and theoretical perspective of education.         2: To make the students aware about role of education in social change.           2: To make the students aware about role of education in social change.         3: To provide information regarding various organization, policies and acts regarding education.           0.utcomes of the course         3: Students will be equipped with better understanding of concept, importance, forms and theoretical perspective of education.           0.utit         2: Students will be get comprehensive knowledge of various organizations, policies and acts regarding education.           0.utit         Education.         Topic           1: To india, Policies, and Commission and Acts regarding Education         15           Education.         Education.         15           Education.         15         Education.           1: Biotechnical Derspective: William Labov, Sicaural, Kitsuse.         15           1: Studies in India.         15           1: Biotechnical Derspective: William Labov, Sicaural, Kitsuse.         15           1: Studies in India.         15           1: Studies in India.         15           2: Uro Bid, Rath and Education.         15           1: Studies in India.         15           2: Uro Bid, Rath and Education.   | semester of                 | Theory                    |  | Total   |  |
| 1 To introduce students about the concept, forms, importance and theoretical perspective of education.           2: To make the students aware about role of education in social change.           3: To provide information regarding various organization, policies and acts regarding education.           1: Students will be eaple to feducation.           0: Students will be get comprehensive knowledge of various organizations, policies and acts regarding education.           Unit         5 students will be get comprehensive knowledge of various organizations, policies and acts regarding education.           Unit         Education: Meaning, Forms and Importance. Sociology of Education: Meaning, Forms and Importance. Sociology of Education.           1         India, Policies, and Commission and Acts regarding Education.           1         Berspectives on Education: Functional Perspective.           1         Berspectives on Education: Students Perspective.           1         Berspectives on Education: Sciological Basis of Education in ald Sciolegae Perspective.           11         Berspectives and Education : Clear, Genere 1           12         Social Equality and Differences in Education : Clear, Genere 1           13         Students and Education : Clear, Genere 1           14         Berspective and Education : Clear, Genere 1           15         Social Equality and Differences in Education : Clear, Genere 1           14         Berspective and Education : Clear, Genere  | Credit assigned             |                           |  |   |  |
| course objective       2: To make the students aware about role of education in social change.         2: To provide information regarding various organization, policies and acts regarding education.         2: Students will be equipped with better understanding of concept, importance, forms and theoretical perspective of education.         Dutcomes of the course       2: Students will be get comprehensive knowledge of various organizations, policies and acts regarding education.         Unit       Topic       Minimum no. of lecture         Education: Meaning, Forms and Importance. Sociology of Education in India, Policies, and Commission and Acts regarding       15         III       Education: Education: Functional Perspective.       Durkheim, Davis, Marist Perspective.       15         III       Education, Education and Social change, Problems of Education fundia.       15         III       Education, Education and Social change, Problems of Education and Social change, Problems of Education, Edu  |                             | -                         | Ŧ  |   |  |
| 210 Index the Students aware about You or education in Social Change.           3-To provide information regarding various organization, policies and acts regarding education.           0utcomes of the course           2-Students will be equipped with better understanding of concept, importance, forms and theoretical perspective of education.           0utcomes of the course           2-Students will be able to know the role of education in social change.           3-Students will be get comprehensive knowledge of various organizations, policies and acts regarding education.           Unit         Topic           Unit         Topic           Beducation: Meaning, Forms and Importance. Sociology of Education: In India, Policies, and Commission and Acts regarding Education.           Perspectives on Education: Functional Perspective:         15           Beducation, Education: Functional Perspective:         15           Without, Narois Perspective: William Labov, Sicaural, Kitsuse.         15           Bill         Education, Education: and Social Change, Problems of Education and Education.         15           W         and Ethnic, State and Education.         15           V         and Ethnic, State and Education.         15           V         and Ethnic, State and Education.         15           V         and Ethnic, State and Education.         15           Varing FareAr arent and Ethnic, Rit   |                             |                           |  | Property of the second s |  |
| 1-Students will be equipped with better understanding of concept, importance, forms and theoretical perspective of education.         Outcomes of the course       2. Students will be get comprehensive knowledge of various organizations, policies and acts regarding education.         Unit       Topic       Minimum no. of lecture         I       Education: Meaning, Forms and Importance. Sociology of Education: Definition, Scope. History of Education in India, Policies, and Commission and Acts regarding Education.       15         II       Education: Education: Functional Perspective.       15         Durkheim, Davis, Marsits Perspective: Althuser, Bowles, Gintis, Interactional Perspective: Sullian Labov, Sicaural, Kitsuse.       15         III       Education in India.       15         IV       Social Equality and Differences in Education: Class, Gender and Ethnic, State and Education.       15         IV       Social Equality and Differences in Education: Class, Gender and Ethnic, State and Education.       15         IV       Social Equality and Differences in Education in India.       15         III       Education in India.       15         IV       Social Equality and Differences in Education: Class, Gender and Ethnic, State and Education.       15         III       Education in India.       12       14         Suggested reading (mini. 4:       14       15       15         III <t< td=""><td>Course objective</td><td>2- To make the studer</td><td>nts aware about role of education in soc</td><td>cial change.</td></t<>   | Course objective            | 2- To make the studer     | nts aware about role of education in soc   | cial change.  |  |
| Dutcomes of the course         theoretical perspective of education.           2-Students will be able to know the role of education is social change.         3-Students will be able to know the role of education is social change.           Students will be able to know the role of education is social change.         Students will be able to know the role of education is social change.           Unit         Topic         Minimum no. of lecture           Education : Definition, Scope. History of Education in<br>India, Policies, and Commission and Acts regarding<br>Education : Definition, Scope. History of Education in<br>India, Policies, and Commission and Acts regarding<br>Education.         15           III         Education: Education: Functional Perspective:<br>Durkheim, Davis, Markist Perspective: William Labox, Sicural,<br>Kitsuse.         15           III         Education, Education and Social change, Problems of<br>Education in India.         15           III         Education, Education and Social change, Problems of<br>Education in India.         15           IV         Social Equality and Differences in Education : Class. Gender<br>and Ethnic, State and Education.         15           I. * Year, fifther et and education.         15         1           I. * Tori, Titter, and there are an education, the remover and error an   |                             | 3-To provide informa      | tion regarding various organization, pol   | icies and acts regarding education.   |  |
| Dutcomes of the course         2-Students will be able to know the role of education in social change.           3-Students will be get comprehensive knowledge of various organizations, policies and acts regarding education.         Minimum no. of lecture           Unit         Topic         Minimum no. of lecture           I         Education: Meaning, Forms and Importance. Sociology of Education in India, Policies, and Commission and Acts regarding Education.         15           II         Education: Submit of Commission and Acts regarding Education.         15           III         Durkheim, Davis, Marxist Perspective: Althusser, Bowles, Gints, Interactional Perspective: William Labov, Sicaural, Kitsuse.         15           III         Durkheim, Davis, Marxist Perspective: William Labov, Sicaural, Kitsuse.         15           III         Philosophical Bases of Education, Scolological Basis of Education in India.         15           III         Social Equality and Differences in Education : Class, Gender and Ethnic, State and Education.         15           IV         Social Equality and Differences in Education : Class, Gender and Ethnic, State and Education, Teart, Rith Refert, Rither of therein start, Rither of therein start, Rither of the Rith and Reference, 1961         1, State, Rither and Reference, Ritherein Class, Gender and Ethnic, State and Education, The Tree Press, Glence, 1961           I         1, State, Ritherein Referent Referent, Rither Ritherein Referent Referent, Ritherein Referent Referent, Ritherein Rutherein Referent Referent, Ritherei   |                             | 1-Students will be equ    | upped with better understanding of cor     | ncept, importance, forms and  |  |
| Students will be get comprehensive knowledge of various organizations, policies and acts<br>regarding education.       Unit     Topic     Minimum no. of lecture       L     Education: Meaning, Forms and Importance. Sociology of<br>Education : Definition, Scope. History of Education in<br>India, Policies, and Commission and Acts regarding<br>Education.     15       II     Perspectives on Education: Functional Perspective-<br>Durkheim, Davis, Marxist Perspective: William Labox, Sicaural,<br>Kitsuse.     15       III     Philosophical Berspective: William Labox, Sicaural,<br>Kitsuse.     15       III     Education and Social change, Problems of<br>Education in India.     15       IV     Social Equality and Differences in Education : Class, Gender<br>and Ethnic, State and Education.     15       IV     Social Equality and Differences in Education : Class, Gender<br>and Ethnic, State and Education.     15       I. 'tary, Titerit कn रमनाजशास्त्र, तैभन लक्ष्मी प्रकाशन, वाराणसी, 2018     15       2. पाण्डेय, रामशकल एवं सक्सेनी, सविद्या, शिक्षा वार्शनिक एवं समाजशास्त्रीय परिप्रेक्ष्य,<br>विनोद पु-crem मन्दिद, आगरा, 2020 3. रोहित्ला, एस॰पे॰ भारतीर शिक्षा का समाजशास्त्र,<br>राजरूर्थान हिन्दी ग्रन्थ अक्षदत्त, ताराण हिंता, क्या प्रकाशन, इलाहाबाद, 2010<br>5. पाल, गुप्-पा एवं शीवास्त्रत, तारित शिक्षा के दार्शनिक एवं समाजशास्त्रीय प्रियेक्ष्रेय,<br>विनोद पु-crem मन्दिद, आगरा, 2020 3. रोहित्ला, एस०, 100, 100, 100, 100, 100, 100, 100, 10   |                             |                           |  |   |  |
| Unit         Topic         Minimum no. of lecture           Education: Meaning, Forms and Importance. Sociology of<br>Education : Definition, Scope. History of Education in<br>India, Policies, and Cormission and Acts regarding<br>Education.         15           II         Definition, Scope. History of Education in<br>India, Policies, and Acts regarding<br>Education.         15           III         Durkheim, Davis, Marxist Perspective: William Labov, Sicaural,<br>Kissuse.         15           III         Education in India.         15           III         Social Equality and Differences in Education : Class, Gender<br>and Ethnic, State and Education.         15           IV         Social Equality and Differences in Education : Class, Gender<br>and Ethnic, State and Education.         15           2.         urgitar matmicratera, त्रेमवा लक्ष्रमी प्रकाशचा, त्रापाणसी, 2018         2.         15           2.         urgitar matmicratera, त्रेमवा त्रार्थानिक एवं समाजशास्त्री, वायुर्<br>, तारायन, लक्ष्मी एवं स्त्री जायपुर         1.         13           3.         Tegarding (mini. 4:<br>.         .         .         .         .         .           5.         urgitar matmicratera, रिश्चा के दार्चानिक एवं समाजशास्त्री, जयपुर         .         .         .         .           10         tarnit Read areat अक्कादार्चानिक एवं स्ताजशास्त्री क actification, Rawat Publications, Jaipur, 2023.         .         .         .   | Outcomes of the course      |                           |  |   |  |
| Unit         Topic         Minimum no. of lecture           Linit         Education: Meaning, Forms and Importance. Sociology of<br>Education i Definition, Scope. History of Education in<br>India, Policies, and Commission and Acts regarding<br>Education.         15           II         Perspectives on Education: Functional Perspective-<br>Durkheim, Davis, Marxist Perspective: Rithusser, Bowles,<br>Gintis, Interactional Perspective: William Labox, Sicaural,<br>Kitsuse.         15           III         Philosophical Bases of Education, Sociological Basis of<br>Education in India.         15           III         Philosophical Bases of Education: Class, Gender<br>and Ethnic, State and Education: Class, Gender<br>and Ethnic, State and Education: Class, Gender<br>and Ethnic, State and Education.         15           I. रेखा, शिक्षा का समाजशास्त्र, वैभव लक्ष्मी प्रकाशन, वाराणसी, 2018         1.         1.           J. पानेचेय, रामशक्त एवं सक्रमेता, सचिता, शिक्षा दार्शनिक एवं समाजशास्त्रीय परिप्रेष्ट्र,<br>राजस्थान हिन्दी ग्रन्थ अकादमी, जथपुर         1.           Iariz पुरनक मन्दिर, आगरा, 2020 3. रोहिल्ला, एसi-पी- भारतीर शिक्षा का समाजशास्त्र,<br>राजस्थान हिन्दी ग्रन्थ अकादमी, जथपुर         1.           Suggested reading (min.<br>5 reading) including digital<br>plateform         1. Noora No. Education and Sociology. Rwart Publications, Jaipur, 2023.           I. Bembaong. : G Knowledge Educations and Cultural change, Tavistock London, 1974.         1.           I. Bembaong. : G Knowledge Educations and Cultural change, Tavistock London, 1973.           I. Bembaong. : G Knowledge and Ideology of Educations, Macmill  |                             | -                         | comprehensive knowledge of various o       | organizations, policies and acts  |  |
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| Suggested reading (mini. 4)       5. पाल, गुप्ता एवं श्रीवास्तव, शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार न्यू कैलाश प्रकाश झ्लाहाबाद         Suggested reading (mini. 4)       1. Durkheim E : Moral Education, The Free Press, Glencoe, 1961         6. Dominat, Gibb & others, Key Issues in Sociology of Education, Rawat Publications, Jaipur, 2023.         7. Moore Rob, Education and Sociology, Rawat Publications Jaipur, 2017.         8. Jayanarain, M. : Sociology of Education in India Rawat Publications 2017.         9. Fulde, M and Ahier, K (Ed) Educalility School and Indeology, Croon Helm, London, 1994.         10. Eggleston, J (Ed) Contemporary Research in the Sociology of Educations, Methievev, London 1974.         11. Cosin, B.R. Educations : Structure and Society, Penguine Books Harnornds worth, 1972.         12. Brown, R (Ed) Knowledge, Educations and Cultural change, Tavistock London, 1973.         13. Bernbaong, : G Knowledge and Ideology in the Sociology of Educations, Macmillan, London 1977.         Suggested equivalent online course   |                             | 4. नारायन, लक्ष्मी प      | ग्वं संगीता शिक्षा और समाज, न्यू के        | लाश प्रकाशन, इलाहाबाद, 2010   |  |
| Suggested reading (mini. 4       Fortgrang         Suggested reading (mini. 4       Durkheim E : Moral Education, The Free Press, Glencoe, 1961         Suggested reading (mini. 4       A         Streading (mini. 4       Bayanarain, M. : Sociology of Education in India Rawat Publications Jaipur, 2017.         Suggested reading (mini. 4       Bayanarain, M. : Sociology of Education in India Rawat Publications 2017.         Streading (mini. 4       Fulde, M and Ahier, K (Ed) Educalitity School and Indeology, Croon Helm, London, 1994.         Io: Eggleston, J (Ed) Contemporary Research in the Sociology of Educations, Methievev, London 1974.       Cosin, B.R. Educations : Structure and Society, Penguine Books Harnornds worth, 1972.         I:: Brown, R (Ed) Knowledge, Educations and Cultural change, Tavistock London, 1973.       Bernbaong, : G Knowledge and Ideology in the Sociology of Educations, Macmillan, London 1977.         Suggested equivalent online course       IGNOU & Other centrally/universities/ MOOC platforms such as "SWAYAM" in India and Abroad.   |                             |                           |  |   |  |
| Suggested reading (min. 4 <ul> <li>Durkheim E : Moral Education, The Free Press, Glencoe, 1961</li> <li>Dominat, Gibb &amp; others, Key Issues in Sociology of Education, Rawat Publications, Jaipur, 2023.</li> <li>Moore Rob, Education and Sociology, Rawat Publications Jaipur, 2017.</li> <li>Jayanarain, M. : Sociology of Education in India Rawat Publications 2017.</li> <li>Fulde, M and Ahier, K (Ed) Educalility School and Indeology, Croon Helm, London, 1994.</li> <li>Eggleston, J (Ed) Contemporary Research in the Sociology of Educations, Methievev, London 1974.</li> <li>Cosin, B.R. Educations : Structure and Society, Penguine Books Harnornds worth, 1972.</li> <li>Brown, R (Ed) Knowledge, Educations and Cultural change, Tavistock London, 1973.</li> <li>Bernbaong, : G Knowledge and Ideology in the Sociology of Educations, Macmillan, London 1977.</li> <li>Suggested equivalent</li> <li>IGNOU &amp; Other centrally/universities/ MOOC platforms such as "SWAYAM" in India and Abroad.</li> <li>MOU &amp; Other centrally/universities/ MOOC platforms such as "SWAYAM" in India and Abroad.</li> <li>Suggested equivalent</li> <li>Denvery entral plate form</li> <li>India and Abroad.</li> <li>India Abroad.</li> <li>India Abroad.</li> <li>India Abroad.</li> <l< td=""><td></td><td>5</td><td></td><td></td></l<></ul>  |                             | 5                         |  |   |  |
| Suggested reading (min. 4         5         5 reading) including digital plateform         6       Dominat, Gibb & others, Key Issues in Sociology of Education, Rawat Publications, Jaipur, 2023.         7       Moore Rob, Education and Sociology, Rawat Publications Jaipur, 2017.         8       Jayanarain, M. : Sociology of Education in India Rawat Publications 2017.         9       Fulde, M and Ahier, K (Ed) Educalility School and Indeology, Croon Helm, London, 1994.         10       Eggleston, J (Ed) Contemporary Research in the Sociology of Educations, Methievey, London 1974.         11       Cosin, B.R. Educations : Structure and Society, Penguine Books Hamornds worth, 1972.         12       Brown, R (Ed) Knowledge, Educations and Cultural change, Tavistock London, 1973.         13       Bernbaong, : G Knowledge and Ideology in the Sociology of Educations, Macmillan, London 1977.         Suggested equivalent online course       IGNOU & Other centrally/universities/ MOOC platforms such as "SWAYAM" in India and Abroad.  |                             |                           | Education. The Free Press, Glencoe, 1961   |   |  |
| Suggested reading (mini. 4-<br>5 reading) including digital<br>plateform       8. Jayanarain, M. : Sociology of Education in India Rawat Punications 2017.         9. Fulde, M and Ahier, K (Ed) Educalility School and Indeology, Croon Helm, London, 1994.         10. Eggleston, J (Ed) Contemporary Research in the Sociology of Educations, Methievev, London 1974.         11. Cosin, B.R. Educations : Structure and Society, Penguine Books Harnornds worth, 1972.         12. Brown, R (Ed) Knowledge, Educations and Cultural change, Tavistock London, 1973.         13. Bernbaong, : G Knowledge and Ideology in the Sociology of Educations, Macmillan, London 1977.         Suggested equivalent<br>online course         IGNOU & Other centrally/universities/ MOOC platforms such as "SWAYAM" in India and Abroad.  |                             |                           |  | Rawat Publications, Jaipur, 2023.   |  |
| 5 reading) including digital       9. Fulde, M and Ahier, K (Ed) Education in findia Rawar Functations 2017.         9. Fulde, M and Ahier, K (Ed) Educatility School and Indeology, Croon Helm, London, 1994.         10. Eggleston, J (Ed) Contemporary Research in the Sociology of Educations, Methievev, London 1974.         11. Cosin, B.R. Educations : Structure and Society, Penguine Books Harnornds worth, 1972.         12. Brown, R (Ed) Knowledge, Educations and Cultural change, Tavistock London, 1973.         13. Bernbaong, : G Knowledge and Ideology in the Sociology of Educations, Macmillan, London 1977.         Suggested equivalent         IGNOU & Other centrally/universities/ MOOC platforms such as "SWAYAM" in India and Abroad.   | Suggested reading (mini 4-  |                           |  |   |  |
| Plateform       1. Eggleston, J (Ed) Contemporary Research in the Sociology of Educations, Methievey, London 1974.         10. Eggleston, J (Ed) Contemporary Research in the Sociology of Educations, Methievey, London 1974.         11. Cosin, B.R. Educations : Structure and Society, Penguine Books Harnornds worth, 1972.         12. Brown, R (Ed) Knowledge, Educations and Cultural change, Tavistock London, 1973.         13. Bernbaong, : G Knowledge and Ideology in the Sociology of Educations, Macmillan, London 1977.         Suggested equivalent online course         IGNOU & Other centrally/universities/ MOOC platforms such as "SWAYAM" in India and Abroad.   |                             |                           |  |   |  |
| Suggested equivalent       IGNOU & Other centrally/universities/ MOOC platforms such as "SWAYAM" in India and Abroad.   |                             | j. I ulde, wi and i thiel |  |   |  |
| 12. Brown, R (Ed) Knowledge, Educations and Cultural change, Tavistock London, 1973.         13. Bernbaong, : G Knowledge and Ideology in the Sociology of Educations, Macmillan, London 1977.         Suggested equivalent online course   |                             |                           | 1 2 60                                     |   |  |
| Suggested equivalent online course       IGNOU & Other centrally/universities/ MOOC platforms such as "SWAYAM" in India and Abroad.   |                             | -                         |  |   |  |
| ignou & Other centrality/universities/ MOUC platforms such as SWAYAW in India and Abroad.   |                             | 13. Bernbaong, : G Kn     | owledge and Ideology in the Sociology of E | ducations, Macmillan, London 1977.  |  |
| ignou & Other centrally/universities/ MOUC platforms such as SWATAW in India and Abroad.  |                             |                           |  |   |  |
| in india and Abroad.  |                             |                           |  |   |  |
| in india and Abroad.  |                             |                           |  |   |  |
| in india and Abroad.  |                             |                           |  |   |  |
| in india and Abroad.  |                             |                           |  |   |  |
| in india and Abroad.  |                             |                           |  |   |  |
| in india and Abroad.  |                             |                           |  |   |  |
| in india and Abroad.  | Suggested equivalent        |                           |  |   |  |
|   |                             | IGNOU & Other ce          | ntrally/universities/ MOOC platforms su    | ich as "SWAYAM" in India and Abroad.  |  |
|   |                             |                           |  |   |  |

| Name of academic programme/class                                     |  | M.A. 2 <sup>ND</sup> YEAR  |   |   |
|--|--|--|---|---|
| Subject  | SOCIOLOGY  |  |   |   |
| Course/paper code  |  | A070905T   |   |   |
| Course/paper title   |  | Social Demography (Optional)   |   |   |
| Course to be offered in the semester of                              |  | NINTH SEMESTER   |   |   |
| Credit assigned  | Theory<br>04   | Practical<br>0   |   | Total<br>04                                   |
| Course objective   | 2. To provide compr  | amental concepts of social dem<br>ehensive knowledge regarding<br>nsight regarding population po   | theories of d                               |   |
| Dutcomes of the course   | concepts of demogra<br>2. The Students will a<br>Measurements of fe<br>3. Holistic understan   | e would make the students mor<br>aphy.<br>develop better understanding a<br>rtility and mortality would also<br>ding will be developed about d<br>e will be gained regarding popul | bout the rate<br>become easie<br>emographic | es and ratio.<br>er for them.<br>theories.    |
| Unit   |  | Торіс  |   | Minimum no. of<br>lecture                     |
| Ι  | Social Demography:<br>Subject Matter and S<br>Basic Concepts: Univ   | •  | ance,                                       | 15  |
| II   | Determinants of Fert   | , Mortality Measurement,   |   | 15  |
| III  | -  | , Types and Importance, Facto on society, Population Policy o  |   | 15  |
| IV   | Transition. Biological   | f Population, Theory of Populat<br>I Theories: Sadler and Doubleda<br>ies - Arsine Dumont, Optimum f   | y,  | 15  |
|  |  | गंमिकी, विवेक प्रकाशन, दिल्ली, 20<br>नसंख्या वृहि की समस्या, नेहा पब्लि  |   | , दिल्ली, 2002                                |
| Suggested reading (mini. 4-5 reading)<br>including digital plateform | <ul> <li>Bheude, A : Principles of Population Studies, Himalaya Publishinp House,</li> <li>Bombay, 1996</li> <li>5. Pathak, K.B. and Ram, F. : Techniques of Demographic Analysis, Himalaya</li> <li>Publishing House, Bombay</li> </ul> |  |   | as Publishing<br>inp House,<br>rsis, Himalaya |
|  | 6. Srinivasan, K. (ed.) : Population Policy and Reproductive Health, SAGE<br>Publications, New Delhi, 1996<br>IGNOU & Other centrally/universities/ MOOC platforms such as "SWAYAM" in   |  |   |   |
| Suggested equivalent online course                                   | India and Abroad.  |  |   |   |
| Further suggestions, if any  |  |  |   |   |
| RESEARCH PROJECT   | A070906R   | RESEARCH PROJECT   | PROJEC                                      | T 4   |

|  | B. Format for de   | veloping syllabus for courses of a subject  |   |  |
|--|--|---|---|--|
| Name of academic<br>programme/class                                      |  | M.A. 2 <sup>ND</sup> YEAR   |   |  |
| Subject  | SOCIOLOGY  |   |   |  |
| Course/paper code  |  | A071001T  |   |  |
| Course/paper title   |  | Advance Sociological Theory (compulsor  | y)  |  |
| Course to be offered in the semester of                                  |  | TENTH SEMESTER  |   |  |
| Credit assigned  | Theory   | Practical<br>0  | Total   |  |
| Course objective   | 2. To inculcate knowle<br>Society.   | ight about advance sociological theories.<br>edge about the structure of society and theore<br>understanding of different processes like Mode   | -   |  |
| Outcomes of the course   | 2. The students will be<br>its theoretical changes   | e able to develop nolistic understanding regar  | e structure of Society and  |  |
| Unit   |  | Торіс   | Minimum no. of lecture  |  |
| I  | Micro Sociological the<br>Cosper Homans and P<br>Schutz. Ethnomethod<br>Goffman.   | 15  |   |  |
| II   |  | del and Claude Levi Strauss. Post<br>s Derrida and Michel Foucault.   | 15  |  |
| III  | Group Behaviour and  | - Robert K. Merton, Theory of Reference<br>Anomie. End of Meta Narratives - Jean -<br>theory of Structuration - Anthony Giddens   | 15  |  |
| IV   | Critiacal Theory - Jurg<br>and Modernization, G  | en Habermas, Modernity, Post Moernity<br>Ioblization  | 15  |  |
| Course pre-requisites  | To study this course, a  | a student must have had the subject Sociology   | in UG class.  |  |
| Suggested reading (mini. 4-<br>5 reading) including digital<br>plateform | 2023<br>2. सिंह, श्यामधर, एवं<br>वाराणसी, 2014<br>3. दोषी, एस.एल. आप<br>जयपुर,<br>4. मुकर्जी, आर॰एन॰<br>एवं त्रिवेदी, एम॰एन<br>5. Turner, Johntha<br>2002.<br>6. Ritzer George :<br>7. Coser, Lewis A. | समाजशास्त्रीय सिद्धान्त अभिगम एवं परिप्रेक्ष्य, विर<br>सिंह, अशोक कुमार आधुनिक समाजशास्त्रीय सिद्धान<br>धुनिकता, उत्तर आधुनिकता एवं नव-समाजशास्त्रीय सि<br>उच्चतर समाजशास्त्रीय सिद्धान्त, विवेक प्रकाशन, दि<br>त॰ उच्चतर समाजशास्त्रीय सिद्धान्त, रावत पलिब्लेश<br>an : The Structure of Sociological Theory, Ra<br>Classical Sociological Theory, McGraw Hill,<br>: Masters of Sociological Thought, Harcourt<br>ocial Theory and Social Structure, Free Pres | न्त, सपना अशोक प्रकाशन,<br>Iद्धान्त, रावत पब्लिकेशन्स,<br>देल्ली, 2016 i. 4-5. दोषी, एस॰एल॰<br>ान्स, जयपुर 1997<br>Iwat Publications, Jaipur,<br>New York, 1996.<br>Brace, New York,1979. |  |
| Suggested equivalent online course                                       | IGNOU & Other ce   | entrally/universities/ MOOC platforms such as<br>Abroad.  | "SWAYAM" in India and   |  |
| Further suggestions, if any  |  |   |   |  |

| B. For  | mat for developing sylla   | bus for courses of a subject  |                            |
|---|--|---|----------------------------|
| Name of academic programme/class                                    |  | M.A. 2 <sup>ND</sup> YEAR   |                            |
| Subject   | SOCIOLOGY  |   |                            |
| Course/paper code   | A071002T   |   |                            |
| Course/paper title  |  | Urban Sociology (Optional) Group - A  |                            |
| Course to be offered in the semester of                             |  | TENTH SEMESTER  |                            |
| Credit assigned   | Theory   | Practical   | Total                      |
| Course objective  | 2-The course is aimed<br>Indian cities.  | 0<br>ge about definition, nature and scope o<br>to sensitize the students towards diffe<br>dents with Urban planning in India.  |                            |
| Outcomes of the course  | Sociology.<br>2. The students will be<br>emerging in India Citie   | e able to understand the reciprocal rela  | ferent problems            |
| Unit  |  | Торіс   | Minimum no. of<br>lecture  |
| I   | Urban Sociology: Defir<br>City, Origin and Develo<br>Ecology.  | nition, Nature and scope, Concept of opment of City   | 15                         |
| II  | Louis Wirth: Urbanism, Robert Redfield: Rural-Urban<br>Continuum,<br>Urbanization-Process: Social Consequences of<br>Urbanization. |   | 15                         |
| III   | Industrial cities: Development and characteristics, Mega-<br>cities, Town, city.<br>Urban Neighbourhood.                           |   | 15                         |
| IV  |  | ies: Migration, Slums, Environmental<br>bblems. Urban Planning in India.  | 15                         |
|   | 1. सिंह, वी॰एन॰ एवं सिंह, जन   | मेजय नगरीय समाजशास्त्र, विवेक प्रकाशन, दिल्ली,  | 2017                       |
|   |  | गरीय समाज, विवेक प्रकाशन, दिल्ली  |                            |
|   | ,  |   |                            |
|   |  | गोयल, द्वारिकादाम नगरीय समाजशास्त्र, श्रीराम मे   |                            |
|   | 4. उप्रेती, हरिश्चन्द्र एवं सैनी, र  | ामेश्वर लाल नगरीय समाजशास्त्र, राजस्थान हिन्दी  | ग्रन्थ अकादमी, जयपुर, 2003 |
|   | 6. Andersay, N. & Lind   | eman, E.C. : Urban Sociology Free Pres  | s, New York, 1928          |
| Suggested reading (mini. 4-5 reding)<br>including digital plateform | Bombay, 1973<br>8. Mumford, L : The Cu<br>9. Patel, S & Deb, K. : U  | n Indian Urbanization 1901 - 1971, Tata<br>ulture of Cities Free Press, New York, 1<br>Jrban Studies, Oxford university Press,<br>: Urban Sociology : A Reader, Tata Mc ( | 938<br>New Delhi, 2006     |
|   | in India, Oxford Univer  | , K.C. , Kundu, A and Singh, B.N. Handb<br>rsity Press, New Delhi, 2005<br>ity, Free Press, London, 1966  | ook of Urbanization        |
| Suggested equivalent online course                                  | IGNOU & Other centrally/universities/ MOOC platforms such as "SWAYAM" in<br>India and Abroad.                                      |   |                            |
| Further suggestions, if any   | 1  |   |                            |

| Name of academic programme/class                                    | M.A. 2 <sup>ND</sup> YEAR   |  |  |  |  |
|---|---|--|--|--|--|
| Subject   | SOCIOLOGY   |  |  |  |  |
| Course/paper code   | A071003T  |  |  |  |  |
| Course/paper title  | Gandhian Thought and Society (Optional) Gro   | oup - A                                |  |  |  |
| Course to be offered in the semester                                | TENTH SEMESTER  |  |  |  |  |
| -   | Theory Practical  | Total                                  |  |  |  |
| Credit assigned   | 04 0  | 04                                     |  |  |  |
| Course objective  | <ol> <li>To aware students about the ideology of Gandhiji regarding<br/>violence, Satyagrapha, Sarvodaya and Trusteeship.</li> <li>To acquaint the students with Gandhiji's thought on social</li> <li>To develop understanding among students about the prob<br/>sections of Indian Society.</li> </ol>  | reconstruction.                        |  |  |  |
| Outcomes of the course  | <ol> <li>The Students will be equipped with better understanding o<br/>regarding Truth, Non-violence, Satyagaraha, Sarvodaya and Ti<br/>2. The students will get comprehensive knowledge about Gana<br/>reconstruction.</li> <li>The students will able graps the problems of weaker section<br/>Views on the upliftment of weaker section.</li> </ol>  | rusteeship.<br>dhiji's views on social |  |  |  |
| Unit  | Торіс   | Minimum no. of<br>lecture              |  |  |  |
| I   | Gandhian views on Satya, Ahinsa, Satyagraha, Sarvodaya,<br>and Trusteeship.   | 15                                     |  |  |  |
|   | Gandhian Concept of Hind Swaraj and Gram Swaraj.  | 15                                     |  |  |  |
|   | Gandhiji's Philosophy of Education, Gandhiji's Views on<br>Religious- Harmony, Alcoholism and Dowry.  | 15                                     |  |  |  |
| IV  | Views of Gandhiji's on Social Reconstruction and Upliftment of Weaker Section.  | 15                                     |  |  |  |
| Suggested reading (mini. 4-5 reading)<br>ncluding digital plateform | 1. रेखा गाँधी जी का सामाजिक चिन्तन, वैभव लक्ष्मी प्रकाशन, वाराणसी, 2023<br>2. यादव, जय प्रकाश गाँधी दर्शन के विविध आयाम, हर्षवर्धन पब्लिकेशन्स प्रा॰ लि॰<br>बीड (महाराष्ट्र), 2020<br>3. गाँधी, महात्मा, हिन्द स्वराज्य, डायमण्ड बुक्स, नई दिल्ली, 2009<br>4. सिंह, अमिता, गाँधी चिन्तन प्रवाह, भारती प्रकाशन, वाराणसी<br>5. सत्याग्रह की पाठशाला महात्मा गाँधी का आश्रम शर्मा, बी.एस. रावत<br>पब्लिकेशन्स, जयपुर, 2022<br>6. बागची, तिलक एवं पाण्डेय, एस॰के॰, गाँधी, जनजाति और ग्रामीण विकास, रावत<br>पब्लिकेशन्स 2023<br>7. दधीच, नरेश महात्मा गाँधी का चिन्तन, रावत पब्लिकेशन्स, जयपुर, 2014<br>8. सिंह, रामजी, गाँधी विचार, मानक प्रकाशन, दिल्ली, 1995<br>9. दत्त, धीरेन्द्र मोहन, महात्मा गाँधी का दर्शन, बिहार हिन्दी ग्रन्थ अकादमी, पटना,<br>2016<br>10. पाण्डेय, संगमलाल, गाँधी का दर्शन, बिहार हिन्दी ग्रन्थ अकादमी, पटना,<br>2016<br>11. प्रसाद, महादेव महात्मा गाँधी का समाज दर्शन, हरियाणा ग्रन्थ अकादमी<br>पंचकूला, 2012<br>12. पाण्डेय, रविप्रकाश सर्व धर्म समभाव, विजय प्रकाशन मन्दिर, वाराणसी, 1998<br>13.Kokandkar J.R.: Gandhian Thought Central Techno<br>Publications, 2016<br>14. Ode, Dilip K. & Saxena, R.B. : Gandhian Thought, Red Shine Publications 2020 |  |  |  |  |
|   | 15. Pathak, S.S. Gandhian Thogh, CBS Pub, 2015<br>IGNOU & Other centrally/universities/ MOOC platforms such as "SWAYAM" in<br>India and Abroad.   |  |  |  |  |

| Name of academic programme/class                                    | M.A. 2 <sup>ND</sup> YEAR   |  |   |  |
|---|---|--|---|--|
| Subject   | SOCIOLOGY   |  |   |  |
| Course/paper code   |   | A071004T   |   |  |
| Course/paper title  | Crim  | inology and Penology (Optional) Group  | ) — В   |  |
| Course to be offered in the semester of                             | TENTH SEMESTER  |  |   |  |
| Credit assigned   | Theory  | Practical  | Total   |  |
|   | 04  | 0  | 04  |  |
| Course objective  | <ol> <li>To familiarize the students with the basic concepts, scope and nature of<br/>Criminology and Penology.</li> <li>To acquaint the students with the different schools and various theories and<br/>approaches in this discipline.</li> <li>To Provide knowledge regarding crime and its various forms.</li> </ol>  |  |   |  |
| Outcomes of the course  | <ol> <li>The students will develop a basic understanding of the concepts, scope, nature<br/>and evolutionary journey of Criminology and Penology.</li> <li>The students well be able to develop holistic understanding of different schools<br/>and various theories, approaches in this discipline.</li> <li>The students will get deep knowledge of the concept of crime, its legal, social<br/>aspects and its various forms.</li> </ol> |  |   |  |
| Unit  |   | Minimum no. of<br>lecture  |   |  |
| I   | Criminology: Definition<br>Criminology: Classical S<br>Classical Schools, Biolog<br>Lombroso, Sheldon.  | 15   |   |  |
| II  | Sub Culture Theory: Co<br>Sutherland, Social Diso<br>Activities Theory, Socia   | 15   |   |  |
| III   | Concept of Crime : Crir<br>Juvenile Delinquency, V<br>Green Criminology.  | 15   |   |  |
| IV  | Penology : Nature and S<br>Theories, Capital Punisl<br>System and Wall less P   | 15   |   |  |
| Suggested reading (mini. 4-5 reading)<br>ncluding digital plateform | 2. राम, आहूजा: अपराधशास्त्र, राम<br>4. सिंह, डी॰एल॰ एवं यादव, मनोर<br>5. बघेल, डी॰एस॰, अपराधशास्त्र,<br>5. महाजन, धर्मवीर एवं महाजन,<br>1 <sup>.</sup> Paranjape, N.V. : Cri<br>Publications, Prayagi<br>6. Taft, Donald R & En<br>7. Suther land, ed win H<br>Criminology, Altraniva   | ज कुमार अपराधशास्त्र, सपना अशोक प्रकाशन, वाराणस्<br>विवेक प्रकाशन दिल्ली, 2016<br>कमलेश अपराधशास्त्र, विवेक प्रकाशन, दिल्ली<br>iminalogy & Penology (Including Victin<br>raj, 2022 (18th Ed)<br>gland, Ralph, McMillan, London 1964<br>H., Cressey, Donald R : & Luckenbill, D | nology) Central Law<br>(4th Ed)<br>David F. Pricinples of |  |
| Suggested equivalent online course                                  |   |  |   |  |
|   |   |  |   |  |

| B. For                                  | rmat for developing syll   | abus for courses of a subject                                 |                  |  |  |
|---|--|---|------------------|--|--|
| Name of academic programme/class        | M.A. 2 <sup>ND</sup> YEAR  |   |                  |  |  |
| Subject                                 | SOCIOLOGY  |   |                  |  |  |
| Course/paper code                       | A071005T   |   |                  |  |  |
| Course/paper title                      | Sociology of Religion (Optional) Group - D   |   |                  |  |  |
| Course to be offered in the semester of |  | TENTH SEMESTER  |                  |  |  |
| Credit assigned                         | Theory<br>04   |   |                  |  |  |
| Course objective                        | <ol> <li>This course aims to give an in-depth understanding of religion<br/>Sociologically.</li> <li>It will equip the students to have an understanding across various<br/>religious practices.</li> </ol>  |   |                  |  |  |
| Outcomes of the course                  | <ol> <li>This paper enable student to critically apply key Concepts to<br/>contemporary debates about the role of religion in the Society</li> <li>In this paper Consideration of major theorists will be integrated with<br/>contemporary socio- religious issues.</li> <li>This paper define religion and describe the historical and social<br/>context from with it emerged.</li> </ol>  |   |                  |  |  |
| Unit                                    |  | Minimum no. of<br>lecture                                     |                  |  |  |
| I                                       | Origin and develop<br>Max Muller)  | 15  |                  |  |  |
| II                                      | Function of Religio<br>Malinowski, Dysfu   | n (Emile Durkheim, B.<br>nction of Religion (Kavl Marx).      | 15               |  |  |
| III                                     | Religious fundame<br>and Social change   | 15  |                  |  |  |
| IV                                      | Contemporary Pers<br>secularization pers<br>Foucault)  | 15  |                  |  |  |
|   | Anti-Secularization<br>Peter Burger)   | Perspectives (Envois Pritchard,                               |                  |  |  |
| Reading                                 | <ol> <li>सिंह, श्यामधर: धर्म का समाजशास्त्र, सपना अशोक प्रकाशन, वाराणसी.</li> <li>Burger P, The Social Reality of Religion, Penguin, Hermondes worth,<br/>1973</li> <li>Durkheim E, Elementary Forms of Religions Life, George Allen &amp;<br/>Unwin, 1915- (Reprinted. 1926)</li> <li>Hamilton M, The sociology of Religion: Theoretical and comparative<br/>Perspectives, Routledge, London, 1995</li> <li>Healas, P. Religion Modernity and Post Modernity, Oxford, Blackwe<br/>1998</li> </ol> |   |                  |  |  |
| Suggested equivalent online course      | IGNOU & Other cer  | ntrally/universities/ MOOC platforms suc<br>India and Abroad. | h as "SWAYAM" in |  |  |
| Further suggestions, if any             |  |   |                  |  |  |

| Name of academic programme/class                                     |  | M.A. 2 <sup>ND</sup> YEAR  |             |  |
|--|--|--|-------------|--|
| Subject  | SOCIOLOGY  |  |             |  |
| Course/paper code  | A071006T   |  |             |  |
| Course/paper title   | Sociology of Weaker Section (Optional) Group - C   |  |             |  |
| Course to be offered in the semester                                 |  |  |             |  |
| of   | TENTH SEMESTER   |  |             |  |
| Credit assigned  | Theory<br>04   | Practical<br>0   | Total<br>04 |  |
| Course objective   | <ol> <li>To aware the students about the concept, characteristics classification and<br/>problems of weaker section.</li> <li>To acquaint the student's with the various movements, constitutional<br/>provisions and legislations regarding weaker section.</li> <li>To provide basic knowledge among students about views of different thinkers<br/>regarding weaker section.</li> <li>Course Outcomes:</li> </ol>   |  |             |  |
| Outcomes of the course   | <ol> <li>The Students will be equipped with better understanding of the concept and<br/>characteristics of weaker section.</li> <li>The student's comprehension about the various constitutional provisions,<br/>legislation and movement regarding weaker section will be widened.</li> <li>The students will be get comprehensive knowledge about views of different<br/>thinkers regarding weaker section.</li> </ol>   |  |             |  |
| Unit   |  | Minimum no. of<br>lecture  |             |  |
| Ι  | Concept of Weaker Sec<br>: Concept, Characterist   | 15   |             |  |
| II   | Schedule Tribe-Concept, Characteristics, Classifification and         Problems, Concept of Other Backward Class, Problems of         15         Other Backward Class.  |  |             |  |
| III  |  | s of Dr. Bhim Rao Ambedkar, Mahatma Gandhi,<br>ba Rao Phule, Savitri Bai Phule, E.V. Ramasamy Periyar 15<br>ding Weaker Section. |             |  |
| IV   | policies and Movement  | s, Acts, Commission, Welfare<br>regarding Scheduled caste,<br>backward classes and women.  | 15          |  |
| Suggested reading (mini. 4-5 reading)<br>including digital plateform | <ol> <li>रेखा निर्बल वर्ग और समाज, वैभव, लक्ष्मी प्रकाशन, वाराणसी, 2023</li> <li>श्रीवास्तव, ए०आर०एन०, भारतीय समाज, शेखर प्रकाशन, इलाहाबाद, 2006</li> <li>हसनैन, नदीम, समकालीन भारतीय समाज-एक समाजशास्त्रीय परिदृश्य भारत बुक सेण्टर, लखनऊ 3</li> <li>आह्जा, राम, भारत में सामाजिक समस्यायें, रावत पब्लिकेशंस, जयपुर, 5. 1995Singh, K.S., The Scheduled Tribes, Oxford University Press, Delhi, 1995</li> <li>Beteille, Andre, The Backward Class in Contemporary India, Oxford University Press, Delhi, 1992</li> <li>Oommen, T.K. : Protest and change Studies in Social Movement, Sage</li> </ol> |  |             |  |
| Suggested equivalent online course                                   | Publications, Delhi, 1990 IGNOU & Other centrally/universities/ MOOC platforms such as "SWAYAM" in India and Abroad.   |  |             |  |

| M.A. 2 <sup>ND</sup> YEAR         SOCIOLOGY         A071007T         Tribal Sociology in India (Optional) Group - C         Tribal Sociology in India (Optional) Group - C         Theory       Practical         04       0         The course provides a comprehensive history on the the "tribal society. It introduces the student to under demographic features, social structure and cultural p seeks to enable the students to understand the proble people and the welfare policies available.         1. This paper enable student to critically apply key Coc contemporary debates about the role of religion in the 2. In this paper Consideration of major theorists will a contemporary socio- religious issues.         .       3. This paper define religion and describe the social context from with it emerged.         .       Topic | rstand the<br>batterns. It also<br>lems of tribal<br>procepts to<br>the Society<br>be integrated with  |  |  |
|---|--|--|--|
| A071007T<br>Tribal Sociology in India (Optional) Group - C<br>TENTH SEMESTER<br>Theory Practical<br>04 0<br>The course provides a comprehensive history on the<br>the "tribal society. It introduces the student to under<br>demographic features, social structure and cultural p<br>seeks to enable the students to understand the probi<br>people and the welfare policies available.<br>1. This paper enable student to critically apply key Co<br>contemporary debates about the role of religion in th<br>2. In this paper Consideration of major theorists will b<br>contemporary socio- religious issues.<br>. 3. This paper define religion and describe the<br>social context from with it emerged.<br>Topic  | 04<br>categorization of<br>rstand the<br>patterns. It also<br>lems of tribal<br>oncepts to<br>the Society<br>be integrated with<br>e historical and  |  |  |
| Tribal Sociology in India (Optional) Group - C         TENTH SEMESTER         Theory       Practical         04       0         The course provides a comprehensive history on the the "tribal society. It introduces the student to under demographic features, social structure and cultural p seeks to enable the students to understand the probipeople and the welfare policies available.         1. This paper enable student to critically apply key Coc contemporary debates about the role of religion in the 2. In this paper Consideration of major theorists will be contemporary socio- religious issues.         .       3. This paper define religion and describe the social context from with it emerged.   | 04<br>categorization of<br>rstand the<br>patterns. It also<br>lems of tribal<br>oncepts to<br>the Society<br>be integrated with<br>e historical and  |  |  |
| TENTH SEMESTER         Theory       Practical         04       0         The course provides a comprehensive history on the the "tribal society. It introduces the student to under demographic features, social structure and cultural p seeks to enable the students to understand the proble people and the welfare policies available.         1. This paper enable student to critically apply key Coccontemporary debates about the role of religion in the 2. In this paper Consideration of major theorists will licontemporary socio- religious issues.         .       3. This paper define religion and describe the social context from with it emerged.         .       Topic  | 04<br>categorization of<br>rstand the<br>patterns. It also<br>lems of tribal<br>oncepts to<br>the Society<br>be integrated with<br>e historical and  |  |  |
| Theory       Practical         04       0         The course provides a comprehensive history on the the "tribal society. It introduces the student to under demographic features, social structure and cultural p seeks to enable the students to understand the proble people and the welfare policies available.         1. This paper enable student to critically apply key Concontemporary debates about the role of religion in the contemporary debates about the role of religion in the contemporary socio- religious issues.         .       3. This paper define religion and describe the social context from with it emerged.         .       Topic   | 04<br>categorization of<br>rstand the<br>patterns. It also<br>lems of tribal<br>oncepts to<br>the Society<br>be integrated with<br>e historical and  |  |  |
| 04       0         The course provides a comprehensive history on the the "tribal society. It introduces the student to under demographic features, social structure and cultural p seeks to enable the students to understand the proble people and the welfare policies available.         1. This paper enable student to critically apply key Coccontemporary debates about the role of religion in the 2. In this paper Consideration of major theorists will a contemporary socio- religious issues.         3. This paper define religion and describe the social context from with it emerged.  | 04<br>categorization of<br>rstand the<br>patterns. It also<br>lems of tribal<br>oncepts to<br>the Society<br>be integrated with<br>e historical and  |  |  |
| The course provides a comprehensive history on the the "tribal society. It introduces the student to under demographic features, social structure and cultural p seeks to enable the students to understand the proble people and the welfare policies available.         1. This paper enable student to critically apply key Concontemporary debates about the role of religion in the 2. In this paper Consideration of major theorists will a contemporary socio- religious issues.         3. This paper define religion and describe the social context from with it emerged.   | categorization of<br>rstand the<br>patterns. It also<br>lems of tribal<br>oncepts to<br>the Society<br>be integrated with<br>e historical and  |  |  |
| seeks to enable the students to understand the prob<br>people and the welfare policies available.<br>1. This paper enable student to critically apply key Co<br>contemporary debates about the role of religion in th<br>2. In this paper Consideration of major theorists will b<br>contemporary socio- religious issues.<br>3. This paper define religion and describe the<br>social context from with it emerged.<br>Topic   | lems of tribal<br>procepts to<br>he Society<br>be integrated with<br>e historical and  |  |  |
| contemporary debates about the role of religion in th<br>2. In this paper Consideration of major theorists will b<br>contemporary socio- religious issues.<br>3. This paper define religion and describe the<br>social context from with it emerged.<br>Topic   | he Society<br>be integrated with<br>e historical and   |  |  |
|   | Minimum no. of   |  |  |
| Introduction: Definition and Characteristics of Tribes  | lecture  |  |  |
| introduction. Definition and characteristics of Thees   | 15   |  |  |
| Concept of Jati, Varna, Adivasi, Indigenous<br>Aborigines, Scheduled Tribes: The Fourth World,<br>Approaches to the Study of Tribes.  |  |  |  |
| Tribal Communities in India: Geographic<br>Distribution of Tribals, Tribals of Central Zone,<br>Tribals of Northern and North Eastern Zone, Tribals<br>of Southern Zone, Tribals of Karnataka,  | 15   |  |  |
| Tribes in Transition: Impact of Industrialization and<br>Urbanization, Media and Tribal society, Changes in<br>social, Economic and political life, Issues of tribal<br>identity and Tribal Movement.   | 15   |  |  |
| Perspectives, Programmes, Policies and<br>Movements in India: Isolation, Assimilation,  | 15   |  |  |
| Adaptation, and Acculturation Protective<br>Discrimination and Tribal Welfare.  |  |  |  |
| <ol> <li>Bose, A, Nangbri, T. &amp; Kumar, N. (eds.) Tribal Demo<br/>Development</li> <li>in North-East India, Delhi, 1990. 3. Furer-Haimendorf<br/>India: The Struggle for Survival, OUP, Delhi, 1991.</li> <li>Mehta, P.L, Constitutional Protection to Scheduled<br/>Retrospect and Prospect, H.K, Delhi, 1991.</li> <li>Nandini Sundar, Subalterns and Sovereigns: An Ant<br/>History of Bastar, 1854- 2006, Oxford University Press<br/>2 Nd editions with afterword 2007,</li> <li>Nandini Sundar (edit), Legal Grounds: Natural Reso<br/>the Law in Jharkhand, Oxford University Press, New D<br/>7. Nandini Sundar, "Teaching to Hate: The RSS's Peda</li> </ol>  | ography and<br>, C.V, Tribes of<br>I Tribes in India in<br>thropological<br>s, New Delhi, 1997,<br>purces, Identity and<br>Delhi, 2009.<br>Igogical Program."  |  |  |
|   | Tribal Communities in India: Geographic<br>Distribution of Tribals, Tribals of Central Zone,<br>Tribals of Northern and North Eastern Zone, Tribals<br>of Southern Zone, Tribals of Karnataka,<br>Tribes in Transition: Impact of Industrialization and<br>Urbanization, Media and Tribal society, Changes in<br>social, Economic and political life, Issues of tribal<br>identity and Tribal Movement.<br>Perspectives, Programmes, Policies and<br>Movements in India: Isolation, Assimilation,<br>Adaptation, and Acculturation Protective<br>Discrimination and Tribal Welfare.<br>1. Bailey, F.G, Tribe, Caste and Nation, OUP, Bombay<br>2. Bose, A, Nangbri, T. & Kumar, N. (eds.) Tribal Demo<br>Development<br>in North-East India, Delhi, 1990. 3. Furer-Haimendorf<br>India: The Struggle for Survival, OUP, Delhi, 1991.<br>4. Mehta, P.L, Constitutional Protection to Schedulec<br>Retrospect and Prospect, H.K, Delhi, 1991.<br>5. Nandini Sundar, Subalterns and Sovereigns: An An<br>History of Bastar, 1854- 2006, Oxford University Pres<br>2 Nd editions with afterword 2007,<br>6. Nandini Sundar (edit), Legal Grounds: Natural Reso<br>the Law in Jharkhand, Oxford University Press, New I |  |  |

|                                    | Forests? Discourses of Community and Participation, Sage Publications                      |
|------------------------------------|--|
|                                    | India Pvt. Ltd., New Delhi, 1999. 9. Singh K.S (ed.), Tribal Situation in                  |
|                                    | India, Indian Institute of Advanced Study,   |
|                                    |  |
|                                    | Shimla, 1972. 10. Singh K.S, Tribal Movements in India Vol. 1 & II,                        |
|                                    | Manohar Prakashan, New Delhi, 1982   |
| Suggested equivalent online course | IGNOU & Other centrally/universities/ MOOC platforms such as "SWAYAM" in India and Abroad. |
| Further suggestions, if any        |  |

| RESEARCH PROJECT | A071008R | RESEARCH PROJECT | PROJECT | 4 |
|------------------|----------|------------------|---------|---|
|------------------|----------|------------------|---------|---|

# Doctor of Philosophy (Ph.D.) in Sociology

# (Pre Ph.D Course Work Syllabus)

## **National Education Policy – 2020**

## (Effective from the Academic Year: 2022-23)

# Maharaja Suhej Dev State University Azamgarh

## **Programme Structure**

| Course Code  | Paper Title                     | Theory                        | Credit  | Max. Marks      |
|--------------|---------------------------------|-------------------------------|---------|-----------------|
| CWSOC 101    | Sociology Theory                | Theory                        | 6       | 100             |
| CWSOC 102    | Indian Sociological<br>Thinkers | Theory                        | 6       | 100             |
| CWSOC 103    | Social Research<br>Thequenic    | Research                      | 4       | 100             |
| CWSOC 104    | Research Project                | Project/Paper<br>Presentation | Quality | 100             |
| Total Credit |                                 |                               | 16      | Total Marks 400 |

#### Ph.D. Course Work

#### First Paper - A71101T

#### **Compulsory Paper- Sociological Theory**

| Course<br>Code | Course     | Title of Course     | Total Marks | Credit |
|----------------|------------|---------------------|-------------|--------|
| A71101T        | Compulsory | Sociological Theory | 100         | 5      |

#### **Unit-First**

Classical Thinker : Emile Durkheim and Max Weber. Thinkers of Structure Functionalism : Bronislaw Malinowski and A.R. Radcliffe Brown

#### **Unit-Second**

Thinkers of Structural Functionalism : Talcott Parsons and Robert Merton. Thinkers of Neo-Functionalism : Jeffrey Alexander and Niklas Luhmann.

#### **Unit-Third**

Thinkers of Micro Sociology : G.H. Mead and Herbert Blumer. Alfred Shutz, Harold Garfinkel and Erving Goffman.

#### **Unit-Fourth**

Thinkers of Conflict Perspective : Karl Marx, Dehrendorf and Coser. Neo-Marxists : Jurgen Habermas and Althuser.

#### **Essential Reading:-**

| Turner, Jonathan H.    | Social Stratification : A Theoretical Analysis. |
|------------------------|---|
| Turner, Jonathan H.    | The Structure of Sociological Theory.           |
| Parsons, Talcott       | The Structure of Social Action.                 |
| Giddens, Anthony       | The Constitution of Society.                    |
| Giddens, Anthony       | The Consequence of Modernity.                   |
| पाण्डेय, रविप्रकाश     | समाजशास्त्रीय सिद्धान्तः अभिगम एवं परिप्रेक्ष्य |
| मुकर्जी, रवीन्द्र नाथ  | उच्चतर समाजशास्त्रीय सिद्धान्त।                 |
| सिंह श्यामधर एवं सिंह, | आधुनिक समाजशास्त्रीय सिद्धान्त।                 |
| अशोक कुमार             |   |
| सिहं, भोला प्रसाद      | उत्तर – आधुनिकतावाद।                            |

## Ph.D. Course Work

#### Second Paper - A71102T

#### **Compulsory Paper- Indian Sociological Thinkers**

| Course Code | Course     | Title of Course     | Total Marks | Credit |
|-------------|------------|---------------------|-------------|--------|
|             |            | Indian Sociological |             |        |
| A71102T     | Compulsory | Thinkers            | 100         | 5      |

#### **Unit First**

Indological Approach : G.S. Ghurye, Luis Dumont and Radhakamal Mukherjee.

#### **Unit Second**

Sturcture Functional Approach : M.N. Sriniwas, S.C. Dube and Andre Beteille.

## **Unit Third**

Marxixt Approach : D.P. Mukherje, A.R. Desai, Radhakamal Mukherji and D.N. Majumdar.

#### **Unit Fourth**

Subaltern Approach : B.R. Ambedkar, Devid Hardiman and Ranjeet Guha.

#### **Essential Reading:-**

1. Singh Yogendra, Modernization of Indian Tradition " Thomson Press, Delhi.

2. Srinivas M.N., 1966, Social Change in Modern India. Allied Publication, Bombay.

3. Haralambos, M, Sociology Themes and Perspective with Heald R.M.

4. Dumont L., 1970, Religion, Politics and History in India, Paris/ The Houge Mounton.

- 5. Beteille, A., 1989, Are the Intelligentia as a Ruling Class "Economic and Political Weekly, 24(3) : 151-155.
- 6. Ghurye, G.S., 1963, The Scheduled Tribes Popular Prakashan, Bombay.
- 7. Bose N.K., 1975, The Structure of Hindu Society, Orient Longman, Delhi.
- 8. Marriott M., (eds.) 1961, Village India, Studies in the Little Community,

Asia Publishing House, Delhi.

- 9. पाण्डेय, रविप्रकाश, भारतीय सामााजिक विचार, विजय प्रकाशन मन्दिर, वाराणसी
- 10. आहूजा, राम, भारतीय समाज, रावत पब्लिकेशन्स, दिल्ली
- 11. नागला, बीo के, भारतीय समााजशास्त्रीय चिन्तन, रावत पब्लिकेशन्स, दिल्ली

#### Ph.D. Course Work

#### Third Paper - A71103T

#### **Compulsory Paper - Social Research Technique**

| Course | e Code | Course     | Title of Course           | Total Marks | Credit |
|--------|--------|------------|---------------------------|-------------|--------|
| A711   | 03T    | Compulsory | Social Research Technique | 100         | 5      |

#### **Unit First**

Nature of Social Research : Meaning, Techniques, Objectives, Types, Variable. Fundamental of Social Research, Steps of Social Research.

#### **Unit Second**

Fact, Concept and Statistical Method, Experimental Method, Sampling Method, Social Survey, Case study method, Statistical method, Experimental method, Sampling method, Social survey.

#### **Unit Third**

Process of Collection of Data, Interview, Ouestionnaire, Interview Schedule. Observation, Sociometry Scaling Technique, Projective Technique, Content Analysis.

#### **Unit Fourth**

Meausres of Central Tendency and Variablity, Correlation, Graphic and Diagrammatic Representation of Data, Report writing, Application of SPSS (Statistical Package for the Social Sciences) in Research, Plagiarism : A Crime

#### **Essential Reading:-**

- 1. Elhance, D.N., Fundamental of Statistic.
- 2. Goon Gupta and Das Gupta, Fundamental of Statistic.
- 3. Holl, P.P. Introduction of Statistical Analysis.
- 4. Golden, P.G. Methods of Statistical Analysis.
- 5. An Introduction to the theory Statistic.
- 6. Shukla and Sahai, Statistical Reasoning in Social Science
- रिंह, ब्रजेश कुमार, सामाजिक शोध एवं सांख्यिकी
- त्रिपाठी, रमाशंकर, सामाजिक शोध एवं सांख्यिकी तार्किकता



