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CORE COURSES
SEMESTER I
DSC-SOC-1A
COURSE-TITLE: INTRODUCTION TO SOCIOLOGY

Course Objectives:

The course is meant to introduce the learners to the discipline of sociology. Besides acquainting the students with the evolution of the discipline, it also intends to familiarize the learners with the fundamental concepts and concerns of sociology.

Broadly, the course seeks to enable the learners to:

- Acquaint the students with the evolution of the subject.
- Develop among the learners fundamental clarity about the subject.
- Unravel the fundamental concerns of the discipline.

Learning Outcomes

After finishing the course, the learners are expected to be well versed with the emergence and domain of the sociology. The learners are also expected to carry a very good understanding of the fundamental concepts and schools of thought in sociology.

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Unit 1: Nature of Sociology

- a. Nature and Subject matter
- b. Emergence and Development of Sociology: Enlightenment, French Revolution and Industrial Revolution
- c. Relationship of Sociology with other Social Sciences: Philosophy and Anthropology

Unit 2: Schools of Thought

- a. Formalistic School
- b. Synthetic School
- c. Comparison of two schools

Unit 3: Basic Concepts

- a. Society, Community, Association and Institution
- b. Social Groups: Primary, Secondary and Reference Group
- c. Role and Status; Norms and Values, Folkways and Mores

Unit 4: Social Processes

- a. Social Change
- b. Socialization
- c. Social Control

References:

- Giddens, A., 2006 (5th ed.), *Sociology*, London: Oxford University Press.
- Bierstedt, R., 1974, *The Social Order*, New York: McGraw Hill.
- Horton, P.B. and C.L. Hunt, 1985, *Sociology*, New York: McGraw Hill.
- Bottomore, T. B. 1972. *Sociology: A guide to problems and literature*. Bombay: George Allen and Unwin (India).
- Harlambos, M. 1998. *Sociology: Themes and perspectives*. New Delhi: Oxford University Press.
- Inkeles, Alex. 1987. *What is Sociology*. New Delhi: Prentice-Hall of India.
- Johnson, Harry M. 1995. *Sociology: A systematic introduction*. New Delhi: Allied Publishers.

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SEMESTER II
DSC-SOC-1B
COURSE-TITLE: SOCIOLOGICAL THOUGHT

Course Objectives:

The course is designed to introduce the readers to the classical sociological thinkers whose contributions have laid the foundation of sociology.

The course seeks to achieve the following major objectives as:

- To acquaint the learners with the classical social thinkers/founding fathers of sociology.
- To lay bare the contributions of the classical sociologists.
- To develop among the learners a solid theoretical foundation.

Learning Outcomes

Upon completion of the course, the learners shall possess a sound theoretical base. The learners are also expected to identify the contributions of the major classical thinkers of sociology and their relevance in understanding the social behaviour.

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Unit 1: August Comte

- a. Law of Three Stages
- b. Positivism
- c. Social Statics and Dynamics

Unit 2: Emile Durkheim.

- a. Social Fact
- b. Suicide
- c. Division of Labour

Unit 3: Karl Marx

- a. Historical Materialism
- b. Alienation
- c. Class Struggle

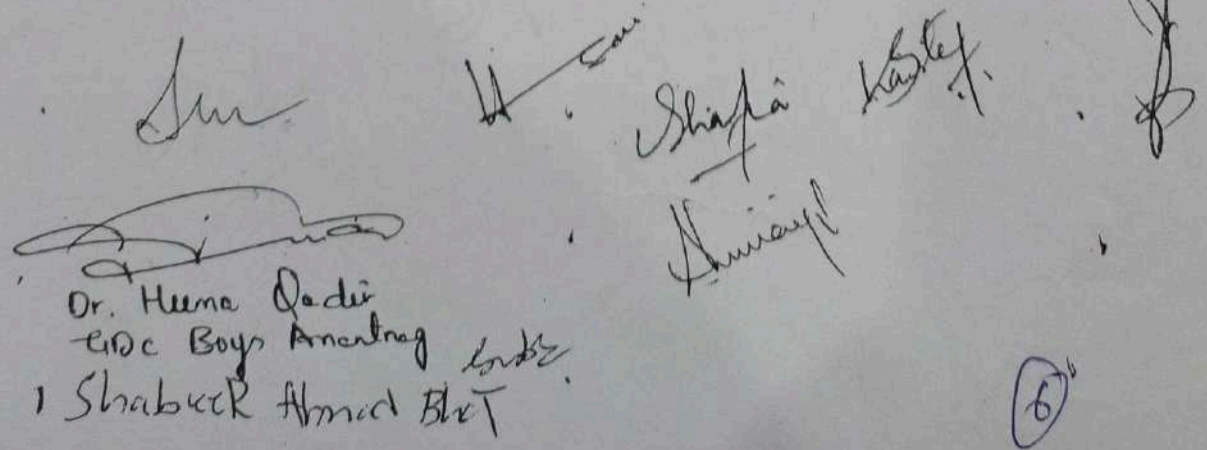
Unit 4: Max Weber

- a. Social Action
- b. Bureaucracy
- c. Protestant Ethic and the Spirit of Capitalism

References:

- Marx, K. and Friedrich Engels. 2002. *The Communist Manifesto*. Harmondsworth: Penguin.
- Calhoun, J. Craig, 2007. *Classical Sociological Theory*. 2nd Edition Blackwell.
- Jayapalan, N. 2001. *Sociological Theories*. Atlantic Publisher.
- Durkheim, E. 1958. *The Rules of Sociological Method*. Glencoe: Free Press.
- Jones R.A. 1986, *Emile Durkheim: An Introduction to Four Major Works*. London: Sage.
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- Abraham, Francis. 2011. *Sociological Thought*. New Delhi: Macmillan Publishers
- Aron, Raymond. 1967 (1982 reprint). *Main currents in sociological thought (2 volumes)*. Harmondsworth. Middlesex: Penguin Books.
- Coser, Lewis A. 1979. *Masters of sociological thought*. New York: Harcourt Brace Jovanovich.

Note: List of readings provided is not absolute and additions may be made to it.



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SEMESTER III
DSC-SOC-1C
COURSE-TITLE: INDIAN SOCIETY: STRUCTURE AND CHANGE

Course Objectives:

The course is designed to acquaint the learners with the basic understanding of structure of the Indian society. In terms of its content, the course focuses on the evolution and composition of the Indian society, basic institutions, interpretation of caste and class in the Indian context, change in continuity besides the contemporary issues and challenges.

The major objectives of the course are:

- To facilitate a deeper understanding of the Indian social structure among the learners.
- To familiarize the learners with the tradition of change in continuity in India.
- To provide the necessary knowledge to the learners about the various contemporary issues and challenges faced by the Indian society.

Learning Outcomes:

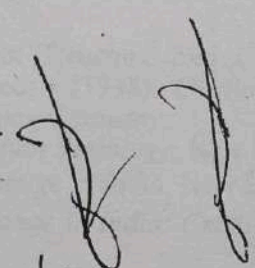
After completing the course, the learners shall be able to carry a fundamental understanding of the structure of Indian society. The students are particularly expected to understand the dynamics of the basic social institutions in India and the impact of various internal and external factors in governing the change in Indian traditional structure.



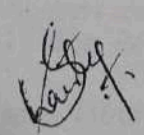
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Shabir Ahmad Bhat



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Unit-1: Conceptualizing Indian Society

- a. Evolution of Indian Society
- b. Composition of Indian Society: Linguistic and Religious
- c. Unity in Diversity

Unit-2: Indian Social Institutions

- a. Family
- b. Marriage and Kinship
- c. Caste and Class

Unit-3: Social Change in India

- a. Westernization
- b. Modernization
- c. Sanskritization

Unit-4: Contemporary Issues and Challenges in Indian Society

- a. Communalism
- b. Corruption
- c. Poverty

Readings:

- Singer, M. and Cohen, B.S. (eds.) (1968). *Structure and Change in Indian Society*, Chicago: Aldine Pub. Co.
- Sharma, K.L. (2011). *Indian Social Structure and Change*, New Delhi: Rawat Publications Pathak, Bindeshwar. (eds.) (1998). *Continuity and Change in Indian Society*, New Delhi: Concept Publishing Company.
- Das, Veena. (2004). *Handbook of Indian Sociology*, New Delhi: OUP.
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- Baviskar, B.S. and Patel, T. (2010). *Understanding Indian Society: Past and Present*, New Delhi: Orient BlackSwan.
- Hasnain, N. (2004). *Indian Society and Culture: Continuity and Change*, New Delhi: Jawahar Publishers and Distributors.
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- Majumdar and Madan. (1966). *An Introduction to Social Anthropology*, Bombay: Asia Publishing House.
- Mandelbaum, D.G. (1972). *Society in India*, Bombay: Popular Prakashan.

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SEMESTER IV
DSC-SOC-1D
COURSE-TITLE: METHODOLOGY OF SOCIAL RESEARCH

Course Objectives:

The course seeks to introduce the students to methodology of social research. Besides acquainting the students with fundamentals of research, the course also intends to unravel the various complexities and philosophical underpinnings of research.

The course serves to achieve following major objectives:

- To enable the students to develop fundamental familiarity with the research.
- To familiarize them with the various tools and techniques of research.
- To enable the students to understand the essence of the research.

Learning Outcomes

Upon completing the course, the students are expected to have a good command upon the fundamentals of research. The students are also expected to be able to make use of basic statistical tools in analysis of the research data

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Unit 1 Introduction

- a. Meaning of Social Research
- b. Nature and Scope of Social Research
- c. Types of Social Research

Unit 2 Research Design

- a. Meaning
- b. Types of Research Design: Descriptive, Explanatory and Exploratory
- c. Significance of Research Design

Unit 3 Sampling

- a. Sampling: Meaning and Significance
- b. Types of Sampling: Probability and Non-Probability Sampling
- c. Advantages and Disadvantages of Sampling

Unit 4 Tools and Techniques of Social Research

- a. Questionnaire
- b. Interview
- c. Observation

References

- Ahuja, Ram. 2001. *Research Methods*. New Delhi: Rawat Publications
- Bose, Pradip Kumar. 1995. *Research Methodology*. New Delhi: Indian Council of Social Science Research
- Bryman, Alan. 1988. *Quality and Quantity in Social Research*. London: Unwin Hyman
- Kothari, C.R. 1989. *Research Methodology: Methods and Techniques*, Bangalore, Wiley Eastern.
- Young, P.V. 1988. *Scientific Social Surveys and Research*. New Delhi: Prentice Hall.

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* DISCIPLINE SPECIFIC ELECTIVES (DSE)
(Any 2) (1 in Semester V and 1 in Semester VI)

DSE-SOC-1A

COURSE-TITLE: FAMILY, MARRIAGE AND KINSHIP

Course Objectives:


The course is intended to familiarize the students with the basic institutions of Marriage, Family and kinship in society. The course is fundamentally designed to help the students understand the importance and dynamics of the aforementioned basic institutions.

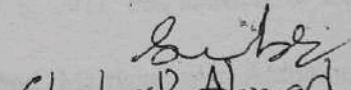
The course seeks to enable the learners to:

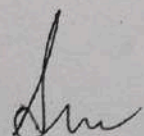
- To conceptualize the basic institutions of Marriage, Family and Kinship.
- To understand the relevance of these institutions in society.
- To understand the underlying dynamics (structural/functional changes) of these institutions in society.

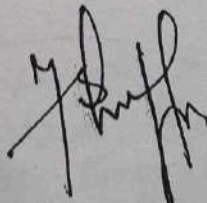
Learning Outcomes

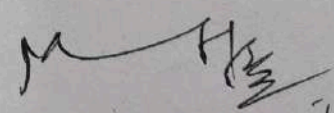
After completing the course, the students are expected to possess a fundamental knowledge about the structure and functioning of the basic institutions of the Marriage, Family and Kinship. The students are also expected to be well acquainted with the all-round changes that have taken place in the structure and functioning of these institutions over a period of time.



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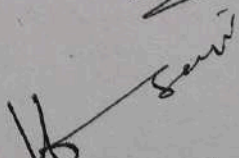


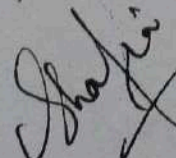


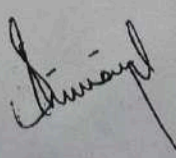


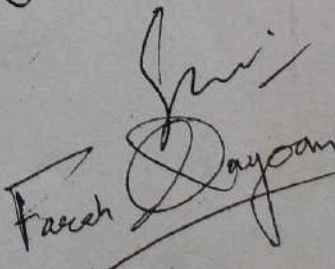












Unit 1: Basic Concepts

- a. Descent and Lineage
- b. Phratry, Moiety and Kindred
- c. Clan and Tribe

Unit 2: Family

- a. Meaning and Significance
- b. Types of Family
- c. Changes in the institution of Family

Unit 3: Marriage

- a. Meaning and Significance
- b. Types of Marriage
- c. Changes in the institution of Marriage

Unit 4: Kinship

- a. Types of Kins
- b. Kinship Usages
- c. Kinship Terminology: Classificatory and Descriptive

References:

- Ahuja. Ram. 2011, Society in India: Concepts, Theories, and Recent Trends. Jaipur: Ruwat Publications
- Bushan Vidhya and Sachdev, D. R. 2012. Fundamental of sociology. New Delhi: Pearson
- Fox, Robin, 1967. Kinship and Marriage: An Anthropological Perspective. Harmondsworth: Penguin.
- Harlambos, M. 1998, Sociology: Themes and perspectives. New Delhi: Oxford University Press.
- Shah A. M. 1998 The Family in India: Critical Essay New Delhi: Orient Longman,

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DSE-SOC-1B
COURSE-TITLE: SOCIAL MOVEMENTS

Course Objectives:

The course is designed to acquaint the learners with the concept and nature of social movements. The course seeks to familiarize the learners with major and historic social movements in India.

The course aims at enabling the learners to:

- Understand the sociology of social movements
- Develop an Understanding of the major theoretical perspectives of the social movements.
- Understand the nature and impact of social movements in India.
- Acquaint themselves with the new and emerging social in the wake of all- round social changes in India.

Learning Outcomes:

After finishing the course, the learners shall be able to understand the meaning and nature of social movements. Besides, the learners are expected to have a fair knowledge about the historicity and essence of social movements in India.

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Unit-1: Introduction

- Social Movement: Definition and Characteristics
- Types of Social Movements
- Stages of Social Movements

Unit-2; Theories of Social Movements

- Relative Deprivation Theory
- Conflict Theory
- Structural-Strain Theory

Unit 3: Social Movements in India

- Tribal Movements: Santhal and Gonds
- Peasant Movements: Telangana Movement and Naxalbari Movement
- Social Reform Movement: Aligarh Movement and Arya Samaj

Unit-4: New Social Movements

- Dalit Movements
- Chipko Movement
- Feminist Movement

References:

- Robin Cohen & Shirin M. Rat, (2000). (Global Social Movements, London. NY: Athlone Press.
- MS A. Rao (1979), Social Movements in India. New Delhi: Manohar Publications Paul Wilkinson s 1971}. Social Movements, London: Pall Mali.
- Rudalf Hebert (1968). Social Movements. International Encyclopedia of Social Science. Vol. 14 New York
- Jaseph, Gusfield (1968). I he Stud) social Movements Encyclopedia of Social Science Vo! 14 New York.
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- P.N. Mukherjee. Social Movements and Social Change: Towards a Conceptual Clarification and Theoretical Frame Work. Sociological Bulletin. 26(1). pp-38-59, *
- Ghansvam Shah (2004), Social Movement in India: A review of literature. New Delhi: Sage Publishers
- A. K, Mukhopadhaya (1977). Political Sociology Calcutta: K. P. Begchi and Company

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DSE-SOC-2A
COURSE-TITLE: SOCIAL STRATIFICATION

Course Objectives:

The course is designed to help the students to conceptualize the idea of social stratification and social mobility. The course also intends to familiarize the students with the major sociological perspectives of social movements.

The course specifically aims to enable the students to:

- Understand the fundamental aspects of social stratification and social mobility.
- Understand the determinants of social stratification and social mobility in India.
- Understand the impact of the social stratification and social mobility on the overall functioning of the society.

Learning Outcomes:

Upon completing the course, the students are expected to be well familiar with the concept, types and impact of social stratification and social mobility. The students shall be particularly expected to have a deep understanding of the factors leading to and also impeding the social mobility in India.

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Unit 1: Social Stratification

- a. Concept and Nature
- b. Forms of Stratification
- c. Ajlafization and Ashrafization

Unit 2: Perspectives on Social Stratification

- a. Functionalist Perspective
- b. Conflict Perspective
- c. Weberian Perspective

Unit 3: Social Stratification and Issues

- a. Social Stratification and Social Change
- b. Caste and Class Stratification
- c. Caste and Politics

Unit 4: Social Mobility in Indian Society

- a. Modernization
- b. Sanskritization
- c. Islamization

References:

- Bateille A.: Inequality among Men. Delhi. Oxford University Press. 1977.
- Bateille. A.: Sociology Inequality Penguin Books. 1969
- Bateille A.: Caste Old and New Essay in Social Structure
- Bateille A.: the Antimonies of Society Delhi: Oxford University Press. 2002
- Batedle A.: Structure and Social Stratification. Oxford University Press. 1983
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- Bendix. R. and S. M. Lipset: Class Status and Power. 2nd (ed) London. Rout ledge. 1974 (1970)
- Tumin, M : Readings on Stratification Prentice Hall. 1978
- Owen Carol social Stratification. Routledge and Kagan Paul Ltd. London
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- Srinivas. M. N.: Caste in Modern Indian & Other Essays, New Delhi. Asia Publishing House. 1964
- Snnivas. M.N.: Caste: Its Twentieth Century Avatar, New Delhi. Viking. 1996
- Gupta Dipankas Social Stratification New Delhi. Oxford University Press 1991
- Sharma, K. L.: Social Stratification in India. New Delhi. Manohar. 1986
- Lisenstadt. S N.: Social Differentiation and Stratification, London. Scott. Foresman and Co. 1971

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DSE-SOC-2B
COURSE-TITLE: RELIGION AND SOCIETY

Course Objectives:

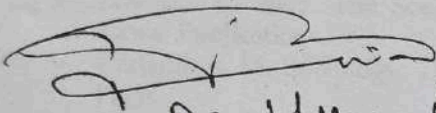
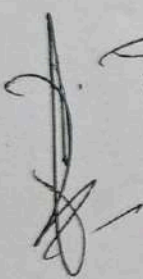
The course seeks to develop among the students a fundamental understanding of the concept and evolution religion besides its impact on social behaviour. In terms of its content, the course focuses upon the primitive theories of religion and theoretical approaches in order to substantiate the student learning.

In totality course intends to achieve the following major objectives as:

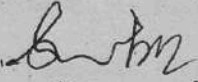
- To enable the students to understand the social connotations of religion.
- To familiarize the students with the various origin theories of religion besides the major sociological approaches to the study of religion.
- To enable the students to analyze the impact of religion on the social behaviour.

Learning Outcomes

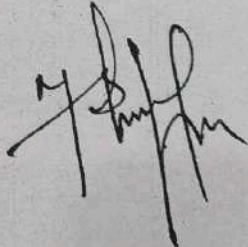
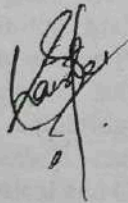
After finishing the course, the students are expected to possess a very good conceptual clarity about the religion, its evolution and impact on social behaviour. The students are also expected to be well acquainted with the fundamental sociological approaches to the study of religion.



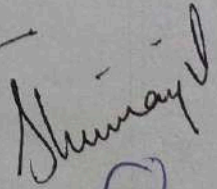
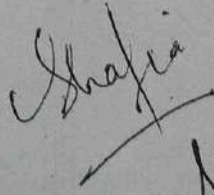
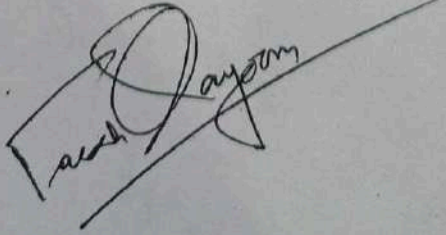
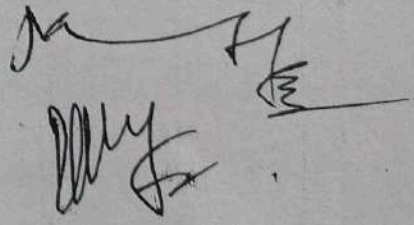
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Unit 1: Introduction

- a. Nature, Significance and Evolution
- b. Magic and Science
- c. Sacred and Profane

Unit 2: Forms of Religion

- a. Animism
- b. Naturism
- c. Totemism

Unit 3: Approaches to the Study of Religion

- a. Emile Durkheim
- b. Karl Marx
- c. Bryan Wilson

Unit 4: Religion and Emerging Issues

- a. Religious Diversity
- b. Religion and Communalism
- c. Secularism

References

- D'Souza. L. 2005. The Sociology of Religion: A Historical Review. New Delhi: Rawat Publications.
- Harlambos. M. Sociology: Themes and Perspectives. New Delhi: Oxford University Press
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- Furseth, I. and Resptad. P. 2006. An introduction to the Sociology of Religion: Classical and Contemporary Perspectives. England: Ashgate Publishing Company.
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- Baird. Robert. D. (Ed.). 1995 (3rd edition). Religion in Modern India. Delhi: Manohar
- Madam T.N. (Ed.). 1992, Religion in India. New Delhi: Oxford University Press.
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- Robinson. Rawena .2004. Sociology of Religion in Indio. Delhi; Oxford University Press

Note: List of readings provided is not absolute and additions may be made to it.

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SKILL ENHANCEMENT COURSES (SEC)
(Any 4, 1 in each Semester III, IV, V and VI)
SEC-SOC-01

COURSE-TITLE: TECHNIQUES OF SOCIAL RESEARCH

Course Objectives:

The basic aim of the course is to introduce the learners to the methodology of social research in order to enable them to have an elementary understanding of research. The course also intends to garner proper research aptitude among the readers in order to enable them to undertake research works later in their career.

The course seeks to enable the learners to:

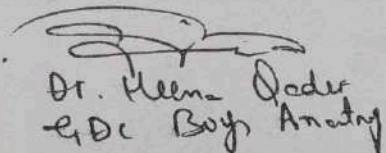
Understand the meaning, scope and significance of the research

Learn the fundamental tools and techniques of undertaking the social research
Understand the various research designs underlying the research

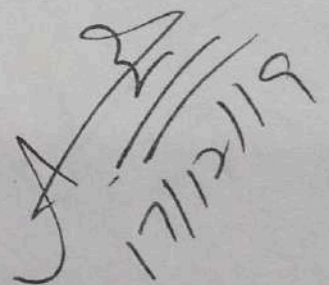
Acquaint them with the basic statistical measures used in social research
Prepare them for undertaking research at a later stage.

Learning Outcomes:

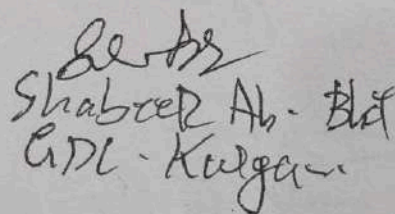
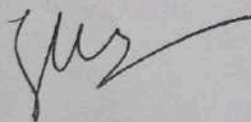
After completing the course, the students are expected to be well versed with the fundamentals of social research. The students should be able to understand the essence of the social research besides possessing the required capabilities to be able to understand and differentiate the various types of research designs and their application in researching the myriad social problems.



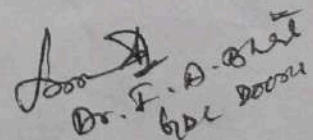
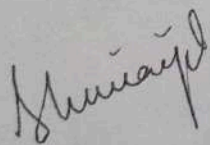
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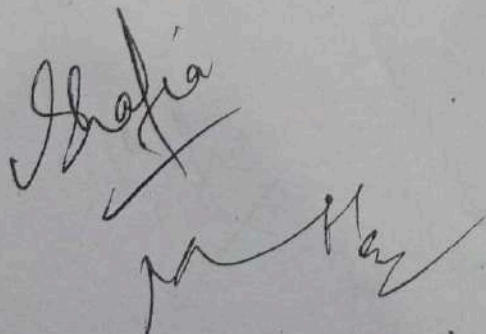
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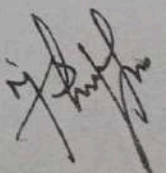
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Part -I

Unit 1: Questionnaire and Interview Schedule

15 Marks

- a. Concept, Types and Formulation of Questionnaire
- b. Concept, Types of Interview and Formulation of Interview
- c. Administration of Questionnaire

Unit 2: Observation and Case Study

15 Marks

- a. Concept and Features of Observation
- b. Types of Observation
- c. Nature and Significance of Case Study

Part-II

Unit 3: ~~Participatory Research~~ ^{field work} : ^{Community Research}

Unit 4: Report Writing

References:

- Ahuja, Ram. 2001. *Research Methods*. New Delhi: Rawat Publications
- Bose, Pradip Kumar. 1995. *Research Methodology*. New Delhi: Indian Council of Social Science Research
- Bryman, Alan. 1988. *Quality and Quantity in Social Research*. London: Unwin Hyman
- Kothari, C.R. 1989. *Research Methodology: Methods and Techniques*, Bangalore, Wiley Eastern.
- Young, P.V. 1988. *Scientific Social Surveys and Research*. New Delhi: Prentice Hall.

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SEC-SOC-02
COURSE-TITLE: GENDER SENSITIZATION

Course Objectives:

The course is fundamentally designed to sensitize the learners towards the issues of gender empowerment. The course also intends to acquaint the learners with the academic area of gender and development studies. As its long term objective, the course aims to create among learners the necessary inquisition to pursue the higher studies and to explore career options in the area of Gender and Development studies.

The course seeks to enable learners to:

Conceptualize the sociological contours of gender

To locate the gender differentials in various development sectors


Inculcate the appropriate skills for carrying out the gender analysis

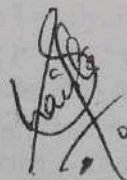
Understand the need towards gender-empowerment

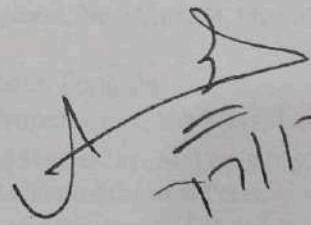
Prepare them for the further studies in area of gender and women/development studies

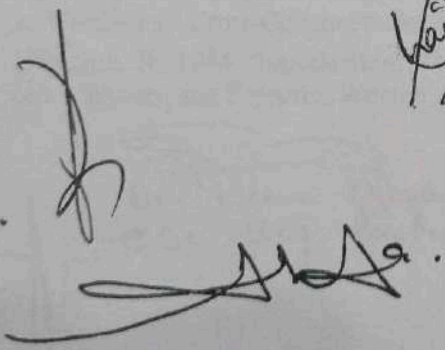
Learning Outcomes:

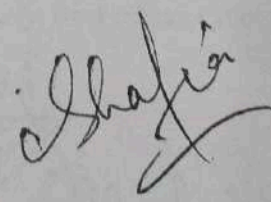
After completing the course, the learners are expected to understand the importance of gender empowerment and gender studies. Besides, the learners are also expected to be able to critically analyze gender differentials in various development sectors. More importantly, the learners are supposed to possess the commensurate knowledge to pursue higher studies in the area of Gender and Women/Developmental studies.

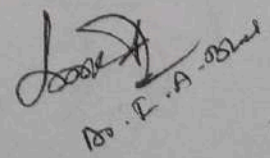

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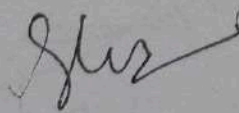


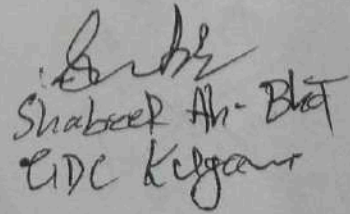

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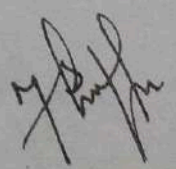


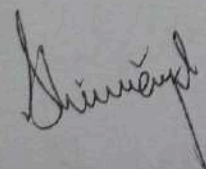


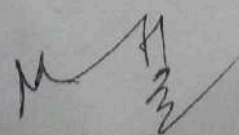

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EDC Kelgam







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Part - I

Unit- I - Nature and Concept of Gender

- a. Social Construction of Gender
- b. Gender Socialization
- c. Feminist Theories: Liberal and Radical

Unit- III- Gender in Social Institutions

- a. Family
- b. Occupation
- c. Education

Part - III

Unit IV: Field Work: Gender Issues

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Unit IV: ~~Project Work~~ & Report Writing

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References:

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Holmes, M. 2007. What is Gender? Sociological Approaches, Sage Publication: New Delhi

Wharton, A.S. 2005 The Sociology of Gender: An Introduction to Theory and Research, Blackwell Publications: Oxford

Philcher, J and Whelehan, I. 2004. Fifty Key Concepts in Gender Studies, Sage Publications: New Delhi

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Ardener, E. 1975. "Belief and the Problem of Women" and "The Problem Revisited", in S. Ardener (ed.), Perceiving Women, London: Malaby Press.

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Engels, F. 1972. The Origin of the Family, Private Property and, the State, London: Lawrence and Wishart.

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Hirschon, R. 1984 "Introduction: Property, Power and Gender Relations" in R. Hirschon (ed.). Women and Property. Women as Property, Beckenham: Croom Helm.

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SEC-SOC-03
COURSE-TITLE: SOCIAL DEVELOPMENT

Course Objectives:

The course intends to acquaint the learners with the fundamental concepts and impact of development in India. In terms of content, the course focuses on major perspectives of development besides unraveling the major models of development in vogue at the national and global levels.

The course aims to enable the learners:

- To Conceptualize the notion of development
- To understand the changing contours of development
- To acquaint themselves the major perspectives of development
- To familiarize themselves with the national and international experience of development and developmental models in vogue
- In order to have linkage with the community the students have to be exposed to field work studies given the thrust of the paper.

Learning Outcomes:

Upon completion of the course, the students should be able to understand the concept of development besides being able to differentiate between the various perspectives and models of development. The students are also expected to carry a fundamental awareness about the National/ International scenario of development.

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Part- I

Unit 1: Nature and Concept of Development

- a. Social 15
- b. Human
- c. Sustainable

Unit 2: Models of Development

- a. Capitalist 15
- b. Socialist
- c. Mixed economy

Part- II

Unit 3: Field Work: Community Issues

15

Unit 4: Report Writing

15

References:

Appadurai. Arjun. 1997, Modernity at Large: Cultural Dimensions of Globalization, New Delhi: GUP.

Amin. Samir. 1979. Unequal Development. New Delhi: OUP

Dere/e. Jean and A mart y a Sen. 1996. India: Lconomic Development and Social Opportunity. New Delhi: OUP.

Harrison. D.1989. The Sociology of Modernization and Development. New Delhi:Sage.

Haq. Mahbub UI.199T Reflections on Human Development. New Delhi: OUP.

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Note: List of readings provided is not absolute and additions may be made to it.

Dr. Haroon Roder

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SEC-SOC-04
COURSE-TITLE: CRIME AND SOCIETY

Course Objectives:

The course is designed to acquaint the learners with the concept, theories and changing scenario of crime in society in the wake of changing social order.

The course seeks to achieve the following fundamental objectives as:

- To acquaint the students with the concept of crime and its changing profile
- To acquaint them with the Major theoretical perspectives in the sociology of crime.
- To familiarize the learners with the criminal justice system dealing with the punishment and rehabilitation of the criminals.
- To prepare the learners for pursuing high studies and career in law.

Learning Outcomes:

At the completion of course, the learners are expected to be well versed with the concept, sociology of crime. The learners are also expected to possess a deep understanding of the various theoretical perspectives on crime.

Note: In order to have linkage with the community, the students have to be exposed to fieldwork studies given the thrust of the paper.

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Unit 1: Introduction

- a. Nature and Concept of Crime
- b. Deviance and Society
- c. Types of Crime

Unit 2: Theoretical Perspectives

- a. Biological
- b. Psychological
- c. Sociological

Part II

Unit 3: Fieldwork: Emerging Issues

Unit 4: Report Writing

References:

- Teeters. Negley and HaryElnar Barnes, (1959), NewHorizons in Criminology. New Delhi. Prentice Hall of India,
- Sutherland, Edwin. H. and Donald R. Cressey. (1968). Principles of Criminology', Bombas: Times of India Press,
- Parsonage, William 11 {1979), Perspectives on Criminology. London: Sage Publications
- O. Brien M and 'sat. M 2008). Criminology: the key concept New York: Routledge
- Ahuja. R, (2005). Criminology. Jaipur: Rawat Publications,
- Williams, K. S, (2001), Textbook on Criminology (f Ed.). New York: Oxford University Press,
- Walsh. A. and Ellis, L (2007). Criminology: An Interdisciplinary Approach. New Delhi: Sage Publications
- SeigeL L. J, (2010), Criminology: Theories. Patterns and Typologies (1 0 t h Ed.) USA: Cengage
- Merton. R. K.: 1972. Social Theory and Social Structure. New Delhi: Emerind Publishing

Note: List of readings provided is not absolute and additions may be made to it

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BDC
Kulgaon

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SEC-SOC-05
COURSE-TITLE: SOCIAL DEMOGRAPHY

Course Objectives:

The course is designed to inculcate among the learners the idea of population dynamics and its impact on the society.

The course seeks to achieve the following major objectives as:

- To acquaint the learners with the concept, scope and relevance of population studies. To familiarize the learners with the major population theories.
- To familiarize the students with the ensuing trends and determinants of population growth.
- To acquaint the learners with the national population policy and its need in stabilizing the population growth in country.

Learning Outcomes

Upon completing the course, the students are expected to be well acquainted with the concept of population studies and its wider impact upon the society. The students are also expected to have a deeper understanding of the trends and determinants of population growth.

Note: In order to have linkage with the community, the students have to be exposed to fieldwork studies given the thrust of the paper

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Part I

Unit 1: Introduction

- a. Social Demography
- b. Demographic Processes: Fertility, Mortality and Migration
- c. Census: Nature and Significance

Unit 2: Population Theories

- a. Malthusian
- b. Demographic Transition
- c. Optimum Population theory

Part II

Unit 3: Fieldwork: Issues and Trends of Population

Unit 4: Report Writing

References:

- Agarwal, S. N. (1989). Population Studies with Special Reference to India. New Delhi: LokSurjeet Publication.
- Bose, Ashish: Demographic Diversity of India Delhi: B.R. Publishing Corporation, 1991. Census of India Reports
- Chandrasekar, S. (1974). (Ed). Infant Mortality, Population Growth and Family Planning in India London: George Allen & Unwin Ltd.
- Cox, Peter. Demography. Ubs Publishers' Distributors (p) Ltd.
- Finkle, Jason L and C. Alison McIntosh (1994). (Ed). New Policies of Population. New York: The Population Council.
- Haq, Ehsanul and Singh, Sudhir Kumar. (2006). Population and Sustainable Development In India, New Delhi: Authorspress.
- Hatcher Robert et al (1997). The Essentials of Contraceptive Technology Baltimore: John Hopkins School of Public Health.
- Premi, M.K. et al: (1983). An Introduction to Social Demography Delhi: Vikas Publishing House.
- Rajendra Sharma: (1997). Demography and Population Problems New Delhi: Atlantic Publishers.
- Srivastava, O. S.: (1994). Demography and Population Studies New Delhi: Vikas Publishing House.

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SEC-SOC-06
COURSE-TITLE: RURAL DEVELOPMENT

Course Objectives:

The course is designed to familiarize the learners with the concept, nature and scope of rural development. The course intends to provide a comprehensive knowledge of the socio-economic factors governing the transformation of rural society in India.

The course aims to:

- To understand the idea behind the policy of decentralization.
Aware Impart an integrated understanding to the learners about the crucial dimensions of rural development.
- Acquaint the learners with the issues paramount to Indian agrarian society.
Enable the learners the learners about the major rural development schemes in vogue in India.
- Help the learners for pursuing the higher studies and career in the area of rural development.

Learning Outcomes:

At the end of course, the learners are expected to have fairly understood the concept and importance of rural development in India. The learners shall be able to have a thorough overview of the scenario of rural development in India. The students are also expected to possess a technical knowhow of the fundamentals of the rural development.

Note: In order to have linkage with the community, the students have to be exposed to field studies given the thrust of the paper.

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Part I

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Unit 1: Introduction

- Concept, Nature and Scope of Rural Development
- Developmental Programmes: MGNREGA and IAY
- Panchayati Raj

Unit 2: Agrarian Issues and Transformation

- Land Reforms
- Farmers and their Problems
- Depeasantisation

Part II

Unit 3: Fieldwork: Rural Issues and Problems

Unit 4: Report Writing

References:

- Chambers, R. 1983. *Rural Development*. London: Longman.
- Dhillon, D.S. 1991. *Rural Development*. Allahabad: Vohra Publications.
- Parthasarthy, G. 1984. 'Integrated Rural Development Concept, Theoretical Base and Contradictions' in T. Mathew (ed.): *Rural Development in India* (29). New Delhi: Agricole Publishing Academy.
- Satyandra, Tripathi. 1997. *Development for Rural Poor*. Jaipur: Rawat Publications.
- Sing, R. 1987. *Sociology of Rural development*. Delhi: Discovery Publishing House.
- Singh, Kartar. 1995. *Rural Development Principles, Policies and Management*. New Delhi: Sage.
- Subramaniam, C. 1976. *Integrated Rural Development. Budget Papers for 1976-77*. New Delhi: Government of India
- Tantray, M. H. 2015. *Rural Development in Kashmir*. Srinagar: JayKay
- Thakur, B. N. 1988. *Sociology of Rural development*. New Delhi: Classical Publishing

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Dr. R. A. Bhat
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GENERIC ELECTIVES
(Any 2, 1 in Semester V and 1 in Semester VI)
GE-SOC-01
COURSE-TITLE: BASIC CONCEPTS IN SOCIOLOGY

Course Objectives:

The course is designed to introduce and acquaint the learners with the rudiments of sociology besides unravelling its scope and subject matter to them. The course seeks to enable learners to understand the inter-disciplinary nature of the subject viz-a-viz other social sciences.

The course is intended to:

Familiarize the learners with the fundamental concepts in sociology

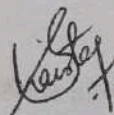
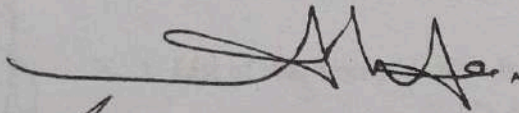
- Enable the learners to understand the complex nature and scope of sociology Enable the learners to understand and conceptualize the basic social processes.
- Help the students to understand the relevance and inter-disciplinary nature of the subject in relation to the other social sciences.

Learning Outcomes:

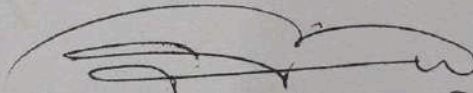
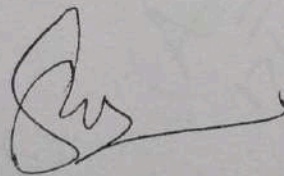
Upon completing the course, the students are expected to be well versed with the basic sociological terminology and social processes. The students are supposed to be well equipped so as to relate the theoretical inputs with the actual their day-to-day discourses. Collectively, the course is expected to provide a solid foundation for the beginners to pursue higher studies in Sociology.



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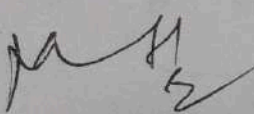


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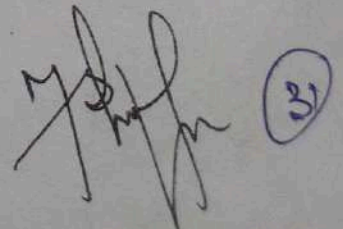
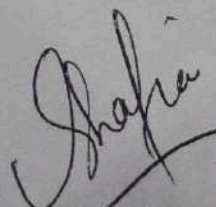
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Unit 1 Introduction

- a. Nature, Definition and Subject Matter
- b. Emergence and Development of Sociology
- c. Sociology and its relation with other Social Sciences: Anthropology: Psychology: Economics and History

Unit 2: Basic Concepts

- a. Society, Community and Association
- b. Social Groups: Primary, Secondary and Reference
- c. Norms, Values, Status and Role

Unit 3: Social Institutions

- a. Family and Marriage
- b. Kinship
- c. Religion

Unit 4: Social Processes

- a. Social Change
- b. Socialization
- c. Social Control

References:

- Giddens. A., 2006 15th ed.). Sociology. London: Oxford University Press,
- Bierstedt. R.. 1974. The Social Order, New York: McGraw Hill,
- Horton. P.B. and C.M.. Hunt. 1985. Sociology New York: McGraw Hill.
- Bottomore L.B 1972 sociology: A guide a problems and literature. Bombay George Allen and Unwin (India).
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- Inkeles. Alex 1987 What is sociology New delhi Prebtuce Hall of India.
- John-on. Harry M. 1995. Sociology A Systematic introduction. New Delhi: Allied Publishers

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GE-SOC-02
COURSE-TITLE: SOCIAL PROBLEMS

Course Objectives:

The course is designed to acquaint the learners with the concept of social problem and the related issues. In terms of its content, the course provides a broad description about the concept, characteristics, causes and consequences of social problem(s). The course focuses on the major social issues and problems challenging the contemporary societies.

The course seeks to enable the learners to:

- Conceptualize the term social problem and explore its possible causes and consequences. *
- Understand the sociological contours of the various burgeoning problems in society such as unemployment, poverty, corruption etc.
- Develop the fundamental awareness about the major social problems, their fallouts and the remedial measures.

Learning Outcomes:

After finishing the course, the students shall possess a very good understanding of the concept of social problem and how the social problems actually arrest the socio-economic development in the society. The students shall be particularly able to relate to the emerging social concerns in their day to day lives, their causes and consequences.

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Faisal Dagon

Unit -1- Introduction

- Concept and Causes of Social Problems
- Types of Social Problems
- Sociological Implications

Unit 2: Unemployment

- Concept of Unemployment
- Causes and Consequences of Unemployment
- Policies and Programmes

Unit 3: Poverty

- Concept and Types
- Causes and Consequences of Poverty
- Poverty Alleviation Programmes

Unit 4: Corruption

- Nature and Concept
- Causes and Consequences of Corruption
- Corruption: Remedies and Solution

References:

- Becker, Howard. S. (196.6) Social Problems A Modern Approach. John Wiley and Sons New York,
- Hermon. Abbon. P. {1949). An Approach to Social Problems. Ginn. Boston. Stark. Rodney. {1975). Social Problems. Random House, New York.
- Merton and Nisbet (eds.) (1971). Contemporary Social Problems. Harcourt Brace. New York.
- Spector Malcolm and Kitsuse, John. (1977) Constructing Social Problems. Cummings: California.
- Ahuja. Ram. (2014) Social Problems in India. Rawat Publications. Jaipur.
- Madam G.R. (2009) Indian Social Problems. Allied Publishers Private Limited, New Delhi.

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Faisal Q

GE-SOC-03
COURSE-TITLE: SOCIOLOGICAL THOUGHT

Course Objectives:

The course is designed to introduce the readers to the classical sociological thinkers whose contributions have laid the foundation of sociology.

The course seeks to achieve the following major objectives as:

- To acquaint the learners with the classical social thinkers/founding fathers of sociology. To lay bare the contributions of the classical sociologists.
- To develop among the learners a solid theoretical foundation.

Learning Outcomes

Upon completion of the course, the learners shall possess a sound theoretical base. The learners are also expected to identify the contributions of the major classical thinkers of sociology and their relevance in understanding the social behaviour.

Dr. F. A. Anwar
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Dr. Huma Qadir

Shabeel Ahmad Bhat
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Faisal Jayson

Unit 1: August Comte

- a. Positivism
- b. Law of Three Stages
- c. Social Statics and Dynamics

Unit 2: Emile Durkheim

- a. Division of Labour
- b. Suicide
- c. Religion

Unit 3: Karl Marx

- a. Class Struggle
- b. Alienation
- c. Religion

Unit 4: Max Weber

- a. Social Action
- b. Bureaucracy
- c. Religion

References:

- Marx, K. and Friedrich Engels. 2002. *The Communist Manifesto*. Harmondsworth: Penguin.
- Calhoun, J. Craig, 2007. *Classical Sociological Theory*. 2nd Edition Blackwell. Jayapalan, N. 2001. *Sociological Theories*. Atlantic Publisher.
- Durkheim, E. 1958. *The Rules of Sociological Method*. Glencoe: Free Press.
- Jones R.A. 1986, *Emile Durkheim: An Introduction to Four Major Works*. London: Sage.
- Calhoun, J. Craig, 2007. *Classical Sociological Theory* 2nd Edition. Blackwell. Jayapalan, N. 2001. *Sociological Theories*. Atlantic Publisher.
- Abraham, Francis. 2011. *Sociological Thought*. New Delhi: Macmillan Publishers
- Aron, Raymond. 1967 (1982 reprint). *Main currents in sociological thought (2 volumes)*. Harmondsworth, Middlesex: Penguin Books.
- Coser, Lewis A. 1979. *Masters of sociological thought*. New York: Harcourt Brace Jovanovich.

Note: List of readings provided is not absolute and additions may be made to it.

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