

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES  
RIMT UNIVERSITY  
MANDI GOBINDGARH, PUNJAB**



**STUDY SCHEME & SYLLABUS  
AS PER CHOICE BASED CREDIT SYSTEM (CBCS)  
FOR  
MASTER OF ARTS IN SOCIOLOGY  
(I<sup>ST</sup> TO IV<sup>TH</sup> SEMESTER)**

Program Code: MASOC401

**(Session 2021-22)**



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

<b>SECTION 1: RIMT UNIVERSITY VISION AND MISSION .....</b>	<b>3</b>
<b>SECTION 2: SCHOOL OF HUMANITIES AND SOCIAL SCIENCES.....</b>	<b>4</b>
<b>VISION AND MISSION .....</b>	<b>4</b>
<b>SECTION 3: ABOUT THE PROGRAM.....</b>	<b>4</b>
<b>SECTION 4: MA SOCIOLOGY .....</b>	<b>6</b>
<b>PROGRAM EDUCATIONAL OBJECTIVES .....</b>	<b>6</b>
<b>SECTION 5: Curriculum / Scheme with Examination Scheme .....</b>	<b>7</b>
<b>INDUCTION PROGRAM .....</b>	<b>8</b>
<b>SECTION 6: Detailed Syllabus with Course Outcomes.....</b>	<b>9</b>



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

## **SECTION 1: RIMT UNIVERSITY VISION AND MISSION**

### **VISION**

To become one of the most preferred learning places and a centre of excellence to promote and nurture future leaders who would facilitate the desired change in the society.

### **MISSION**

- To impart teaching and learning through cutting-edge technologies supported by the world class infrastructure
- To empower and transform young minds into capable leaders and responsible citizens of India instilled with high ethical and moral values.
- To develop human potential to its fullest extent and make them emerge as world class leaders in their professions and enthuse them towards their social responsibilities.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

## **SECTION 2: SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

### **VISION AND MISSION**

The School of Humanities & Social Science is founded on the conviction that the humanities give purpose, direction and value to education and life, and that they are no less important to society than disciplines. The school aims at providing a centre of common awareness and a sense of human responsibility, making the university a little more than a complex of specialist departments. In addition, the school is committed to the achievement of academic and linguistic excellence, creativity and all round development of students. The programmes offered reflect these objectives and concerns effectively.

The school has grown substantially since its inception in the year 2016. The School of Humanities has gradually come to occupy a unique position at RIMT University, a paramount institution of higher learning in the area. The department provides the students of Humanities with skills to understand key concepts, the power to express via multiple languages, social research, and analytical ability finally to deliberate philosophically. The faculty members of the school have diverse work experiences from the finest institutions in India. Across disciplines, the School of Humanities offers a wide variety of core and elective courses for Undergraduate, Post Graduate, and Ph.D courses. There has also been an increasing trend in the number of Ph.D students over the last few years

## **SECTION 3: ABOUT THE PROGRAM**



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

The Master of Arts in Sociology programme gives students a solid foundation in the fundamental techniques employed by sociologists. Our mission is to offer advanced training above the undergraduate level for continued academic study or for employment as an applied social scientist outside of academia, such as in research departments, community projects, or administrative positions with the government. A bachelor's degree in any field is required for applicants; sociology is preferred but not necessary.

### **Why Study A Master's In Sociology?**

The M.A. in sociology degree provides students with research and critical thinking, as well as a deeper comprehension of the social causes and effects of human behaviour. As you do research on issues including the environment and social change, gender, race, and inequality, family, social demography, stress, and mental health, you will develop your abilities in data analysis, study design, and sociological theory. These analytical and research abilities will prepare you for a wide range of employment in research, education, health and human services, law, business, public policy, and government.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

## SECTION 4: MA SOCIOLOGY

### PROGRAM EDUCATIONAL OBJECTIVES

PROGRAM EDUCATIONAL OBJECTIVES	
<b>PEO1</b>	Students of Sociology during the learning process in M.A., they get scientific knowledge about society, its institutions and functions, theoretical and practical knowledge of sociology to work in society.
<b>PEO2</b>	Since society is the wider laboratory in which sociological knowledge is produced and refined. Knowledge orientation and skill development are developed through fieldwork.
<b>PEO3</b>	Indian society is heterogeneous which needs understanding for betterment. The courses develop critical understanding and interpretation of the social realities. It also helps students to acquire skills that will be useful to them in their personal and professional life.

PROGRAMME OUTCOMES	
<b>P O 1</b>	Understanding the nature of society, community, organisation, institutions, and associations operating at local as well as global levels.
<b>P O 2</b>	Comprehension about the interaction between social, economic, and political factors and their importance for rational decision-making while living within a society.
<b>P O 3</b>	Analytical ability to apply sociological concepts and theories to a real-world situation and to understand the dynamics of everyday lives.
<b>P O 4</b>	Analytical abilities to undertake sociological research to understand the factors responsible for social change and transformations within different societies at the local and global levels.
<b>P O 5</b>	Comprehension of the nature of social development processes necessary for building an inclusive society.
<b>P O 6</b>	Rational outlook as an enlightened citizen by comprehending social, cultural, and ethical values necessary for nation-building and for achieving sustainable development of Indian society.
<b>P O 7</b>	Knowing the nature of local and international organisations, communities, institutions, and associations.
<b>P O 8</b>	The capacity to show how occurrences are understood from a sociological perspective,
<b>P O 9</b>	Social institutions, cultural practices, social structures, and other axes of difference and inequality all have an impact on an individual's biography.
<b>P O 10</b>	the capacity to integrate social ideas and theories into reality and, eventually, their daily lives.
<b>P O 11</b>	With the courses, students learn to critically analyse and comprehend social reality.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

<b>P O 1 2</b>	Institutions, folkways, mores, culture, social control, social inequality, population composition, population policy, society, and culture of India are all topics that students must study.
----------------------------	--

<b>PROGRAM SPECIFIC OUTCOMES</b>	
<b>PSO 1</b>	<b>Sociological Understanding:</b> The ability to demonstrate sociological understandings of phenomena, for example, how individual biographies are shaped by social structures, social institutions, cultural practices, and multiple axes of difference and inequality.
<b>PSO 2</b>	<b>Better understanding of real life situations:</b> The ability to apply sociological concepts and theories to the real world and ultimately their everyday lives.
<b>PSO 3</b>	<b>Ethical and Social Responsibility:</b> Students have to learn about institutions, folkways , mores, culture, social control ,social inequality, population composition, population policy, society and culture of India. All these help to instil among the students of Sociology a sense of ethical and social responsibility.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

## SECTION 5: Curriculum / Scheme with Examination Scheme

### EXAMINATION GRADING SCHEME

Marks Percentage Range	Grade	Grade Point	Qualitative Meaning
80-100	O	10	Outstanding
70-79	A+	9	Excellent
60-69	A	8	Very Good
55-59	B	7	Good
50-54	B	6	Above Average
45-49	C	5	Average
40-44	P	4	Fail
0-39	F	0	Fail
ABSENT	AB	0	Fail

Percentage Calculation: CGPA \*10





Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

### Semester Wise Scheme (2021-22)

<b>Master of Arts in Sociology</b>			<b>Total Credits: 80</b>				
<b>First Semester Scheme</b>							
<b>Course Code</b>	<b>Course Type</b>	<b>Course Name</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>C</b>
MASFG1101	Compulsory	Sociology of Family and Gender	4	1	0	0	5
MASS1102	Compulsory	Social Stratification: Concepts and Theories	4	1	0	0	5
MASD1103	Compulsory	Sociology of Development	4	1	0	0	5
MAHST1104	Compulsory	History of Social Thought	4	1	0	0	5
<b>Total</b>			<b>16</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>20</b>
<b>Second Semester Scheme</b>							
<b>Course Code</b>	<b>Course Type</b>	<b>Course Name</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>C</b>
MAPST1201	Compulsory	Positivistic Sociological Theories	4	1	0	0	5
MAMSR1202	Compulsory	Methodology of Social Research	4	1	0	0	5
MAPS1203	Compulsory	Population And Society	4	1	0	0	5
MASDD1204	Compulsory	Social Dimensions of Development	4	1	0	0	5
<b>Total</b>			<b>16</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>20</b>
<b>Third Semester Scheme</b>							
<b>Course Code</b>	<b>Course Type</b>	<b>Course Name</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>C</b>
MAIST2301	Compulsory	Interpretative Sociological Theories	4	1	0	0	5
MAMTSR2302	Compulsory	Methods and Techniques in Social Research	4	1	0	0	5
MASA2303	Compulsory	Sociology of Aging	4	1	0	0	5
MASD2304	Compulsory	Sociology of Deviance: Concepts and Theories	4	1	0	0	5
<b>Total</b>			<b>16</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>20</b>
<b>Fourth Semester Scheme</b>							
<b>Course Code</b>	<b>Course Type</b>	<b>Course Name</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>S</b>	<b>C</b>
MAPIS2401	Compulsory	Perspectives On Indian Society	4	1	0	0	5
MASP2402	Compulsory	Social Problems	4	1	0	0	5
MAPS2403	Compulsory	Political Sociology	4	1	0	0	5
MAMC2404	Compulsory	Media and Culture	4	1	0	0	5
<b>Total</b>			<b>16</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>20</b>



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

## SECTION 6: Detailed Syllabus with Course Outcomes

### SEMESTER : I

**SUBJECT: SOCIOLOGY OF FAMILY AND GENDER**

**SUBJECT CODE: MASFG1101**

**SEMESTER : I**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
4	1	0	5

**Internal Assessment: 40**

**End Term Exam: 60**

#### OBJECTIVES AND OUTCOME OF COURSE:

This course is aimed at sensitising the students regarding the basic concepts and approaches used for explaining and understanding family and gender. It also aims at sensitising students about the process of gender socialisation within the framework of family. Finally, it exposes the student to specific problems and legal provisions made available to counter these problems relating to gender inequality in the Indian context.

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	Concepts and Approaches to Family Concepts-Family, Household and Domestic function; Approaches- Structural Functional, Conflict	<b>11</b>
<b>UNIT-II</b>	Concept and Construction of Gender i) Concepts- Sex, Gender, Gender-Identity and Gender-roles ii) Basic understanding of Patriarchy, Masculinity and Femininity, Gender Socialization and Gender Stereotyping through the institutions of family, education, work and religion.	<b>10</b>
<b>UNIT-III</b>	Approaches to Gender Feminism: Meaning; Liberal, Radical, Socialist-Marxist and Post Modernist Feminisms	<b>13</b>
<b>UNIT-IV</b>	Gender Equality through Legislation (in Indian Context) i) Dimensions of Gender Inequality: Female Foeticide, Bride Burning and Status of Elderly Women. ii) Brief introduction to PNDT Act, Dowry Prohibition Act and Domestic Violence Act.	<b>11</b>



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

### **Course Outcomes:**

- Co1. More awareness and sensitivity towards structural and functional approach toward family
- Co2. Helped to understand the concept of Gender, its identity and roles. The course has instilled the basic understanding of patriarchy, masculinity and femininity.
- Co3. Approach towards gender and feminism has become more liberal.
- Co4. Course has introduced the students to various Acts relating to gender equality.

### **Suggested Readings**

1. Bender, Donald R. (1970) 'A Refinement of the Concept of Household: Families, Co-residence and Domestic Functions', *American Anthropologist*, Vol.32, No.1, PP 1-15.
2. Chanana, Karuna (1988) *Socialization, Education and Women: Explorations in Gender-Identity*, New Delhi: Orient Longman.
3. Lipman, Jean Blumen (1984), *Gender-Roles and Power*, New Jersey, Prentice Hall Inc.
4. Oakely, Ann (1972) *Sex, Gender and Society*, London : Harper & Row Pub.
5. Patel, Tulsi (2005), *The Family in India: Structure And Practice*, New Delhi: Sage Publications.
6. Saradmoni K.(ed) (1992), *Finding the Household: Conceptual and Methodological Issues*, New Delhi: Sage Publication.
7. Shah. A.M. (1973), *The Household Dimension of Family*, New Delhi: Orient Longman.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT: SOCIAL STRATIFICATION: CONCEPTS & THEORIES**

**SUBJECT CODE: MASS1102**

**SEMESTER : I**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
4	1	0	5

**Internal Assessment: 40**

**End Term Exam: 60**

**OBJECTIVES OF THE COURSE:**

1. To sensitise students about elements of discrimination, exploitation, inequality and prevalence of hierarchies in everyday life.
2. To give a background of important sociological concepts.
3. To give theoretical formulations of important thinkers like Max Weber, Karl Marx, Talcott Parsons, Davis and Moore and Ralph Dahrendorf.
4. To sensitise students in terms of understanding contemporary formulations like the emerging middle class and changing dimensions of caste and class.

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	Inequality, Differentiation; Ranking, Hierarchy and Social Stratification Dimensions of Social Stratification Caste, Class, Race, Ethnicity and Gender	<b>11</b>
<b>UNIT-II</b>	Theoretical Formulations: i) Functional Theory: Davis and Moore; Critique ii) Conflict Theory: Karl Marx, R. Dahrendorf	<b>10</b>
<b>UNIT-III</b>	Emerging Class System Class, Middle Class, New Middle Class Correlates of Social Class: Occupation, Education and Income	<b>13</b>
<b>UNIT-IV</b>	Changing Caste System Change and Continuity in Caste in India Resurgence of Caste (with special reference to Politics and Khap Panchayats) Affirmative Action with regard to Scheduled Castes.	<b>11</b>

**Course Learning Outcomes:**

- CO1.** Course has helped the students to identify the inequality, differentiation and stratification in society.  
**CO 2.** Various theoretical formulations and its critical analysis to understand society.  
**CO 3.** Emerging classes and new middle class and correlates of class .  
**CO 4.** It has helped to identify various changes in the caste system and resurgence of caste in politics and khap panchayat.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

#### **Suggested Readings**

1. Beteille, Andre (2002) Equality and Universality: Essays in Political Theory, Delhi, OUP. 18
2. Beteille, Andre (2002) The Antinomies of Society, Delhi, OUP.
3. Johnson, D. L. (ed.) (1985) Middle Classes in Dependent Countries, Beverly Hills, Sage Publication.
4. Lane, David (1982) The End of Social Inequality, New York, George Allen & Unwin.
5. Lloyd, Peter (1983) The Third World Proletariat, Boston, George Allen & Unwin.
6. Meale, R. S. (1984) History and Class, Oxford, Basic Blackwell.
7. Stinchcombe, A. L. (1986) Stratification and Organization, Cambridge, Cambridge University Press.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT: SOCIOLOGY OF DEVELOPMENT**  
**SUBJECT CODE:MASD1103**  
**SEMESTER : I**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
4	1	0	5

**Internal Assessment : 40**  
**End Term Exam : 60**  
**Duration of Exam : 3 Hrs**

**OBJECTIVES OF THE COURSE:**

To enable the students to:

- Understand the meaning, scope and importance of sociology.
- Develop an understanding of the development of sociology.
- Understand Indian culture and society.
- Understand the social structure of Indian society.

Sr. No	Contents	Contact Hours/Week
<b>UNIT-I</b>	<b>INTRODUCTION</b> <ul style="list-style-type: none"> <li>● Development: Nature and Types of Development</li> <li>● Scope and Importance of Sociology of Development</li> <li>● History of Sociology of Development</li> </ul>	
<b>UNIT-II</b>	<b>CONCEPTUAL PERSPECTIVES ON DEVELOPMENT</b> <ul style="list-style-type: none"> <li>● Human Development</li> <li>● Social Development</li> <li>● Sustainable Development</li> <li>● Economic Development</li> </ul>	
<b>UNIT-III</b>	<b>THEORIES OF UNDERDEVELOPMENT</b> <ul style="list-style-type: none"> <li>● Liberal Theory: Max Weber and Gunnar Myrdal</li> <li>● Unequal Development: Samir Amin</li> <li>● The World System and Multinational Corporations (Wallerstein)</li> <li>● Development of UnderDevelopment (A.G. Frank)</li> </ul>	
<b>UNIT-IV</b>	<b>THEORIES OF DEVELOPMENT</b> <ul style="list-style-type: none"> <li>● Structural Functional Theory: Emile Durkheim, Herbert Spencer, Robert K. Merton</li> <li>● Socio-Psychological Theory: David McClelland</li> <li>● Stages of Growth Model: Walt Whitman Rostow</li> <li>● Vicious Circle Model</li> </ul>	

\*Referred to *UGC-NET* Sociology syllabus

**Course Learning Outcomes**

CO1. Course has helped the students to understand the historical development of the subject Sociology.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

CO2. It has made them aware about the conceptual development of Human SocialEconomic development and sustainable development.

CO3. Made them understand the theories of underdevelopment.

CO4. Course has helped them to identify various theories of development.

## RECOMMENDED READINGS

1. Appadurai, Arjun 1997 : *Modernity at Large : Cultural Dimensions of Globalization*, New Delhi : OxfordUniversity, Press.
2. Dereze, Jean and Sen Amartya 1996 : *India : Economic Development and Social Opportunity*, New Delhi OxfordUniversity, Press.
3. Harrison, D. 1989 : *The Sociology of Modernization and Development*, New Delhi : Sage.
4. Heq. Mahbub ue. 1991 : *Reflections on Human Development*, New Delhi : OxfordUniversity Press.
5. Sharma, S. L. 1980 : *Criteria of Social Development*, Social Action, Jan-March.
6. Sharma, S. L. 1986 : *Development : Socio-cultural Dimensions*, Jaipur : Rawat.
7. Sharma, S. L. 1986 : '*Salience of ethnicity in Modernization*', *Sociological Bulletin*, Vol. 39. 1 and 2, pp. 33-51.
8. Sharma, S. L. 1994 : '*Perspective on sustainable Development in South Asia : The case of India.*' In Sumid Ganguly(ed.) *Perspectives on Sustainable Development in Asia*, KualaLumpur : A.D.P.A.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT: HISTORY OF SOCIAL THOUGHT**

**SUBJECT CODE: MAHST1104**

**SEMESTER : I**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
4	1	0	5

**Internal Assessment: 40**

**End Term Exam: 60**

**OBJECTIVES OF THE COURSE:**

1. To introduce students to the historical evolution of sociological thought.
2. To sensitize students to a detailed study of Classical Sociologists, i.e. Karl Marx, Max Weber and Emile Durkheim.
3. To apply the formulation of these thinkers to contemporary issues.

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	Auguste Comte: The Law of Three Stages, Hierarchy of Sciences and Social Statics and Social Dynamics	<b>11</b>
<b>UNIT-II</b>	Karl Marx: Methodology - Basic Concepts: Means, Relations and Modes of Production: Base and Superstructure; Alienation; Classes and Class Conflict.	<b>10</b>
<b>UNIT-III</b>	Max Weber: Social action and its Types, Protestant Ethic and the Spirit of Capitalism, Bureaucracy Methodology-Verstehen, Value-Neutrality and Objectivity, Generality and the Ideal Type.	<b>13</b>
<b>UNIT-IV</b>	Emile Durkheim: Social Facts; Theory of Religion; Division of Labour; Social Solidarity; Anomie; Suicide	<b>11</b>

\*Referred to *UGC-NET* Sociology syllabus

**Course Learning Outcomes**

- CO 1. It has helped the students to learn the theories of the founding father of sociology.
- CO 2. The course has helped the students to visualize the economic structure of the society through Karl Marx contribution.
- CO 3. Max Weber's thoughts too helped to correlate ethics and economic development.
- CO 4. Focus on social facts anomie and suicide are societal trends in the contemporary times.

**Suggested Readings**

1. Aron, Raymond, (Reprint 1990), Main Currents in Sociological Thought (Vols. I & II), London, Pelican.
2. Avineri S. (1970) The Social and Political Thought of Karl Marx, London, Cambridge University Press.
3. Bendix R. (1960) Max Weber: An Intellectual Portrait, New York, Doubleday.
4. Durkheim E. (1960) The Division of Labour in Society, Illinois, Free Press of Gilencoe.
5. Giddens, Anthony (1971) Capitalism and Modern Social Theory, London, Cambridge, U. Press.
6. Irving M. Zeitlin (1969) Ideology and the Development of Sociological Theory, New Delhi, Prentice Hall.





Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

7. Marx, K. and Engels F. (1971), The Manifesto of the Communist Party, Moscow, Progress Publishers.

8. Max Weber (1965), Protestant Ethic and the Spirit of Capitalism, London, Allen & Unwin.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT: POSITIVISTIC SOCIOLOGICAL THEORIES**

**SUBJECT CODE: MAPST1201**

**SEMESTER : II**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
4	1	0	5

**Internal Assessment: 40**

**End Term Exam: 60**

**OBJECTIVES OF THE COURSE**

To enable the students to understand the writings of sociologists constituting the school of positivistic theories who actually treat sociology as a natural science. It also includes recent theories such as structuralism, functionalism.

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	C.H. Cooley and G.H. Mead: The looking glass self; the primary groups; Mead's theory of the development of the self	<b>11</b>
<b>UNIT-II</b>	Robert. K. Merton: Theory of functionalism; Anomic Theory; Merton's Strain theory of Deviance	<b>10</b>
<b>UNIT-III</b>	Talcott Parsons: Theory of Functionalism; Social Action and Social Structure; the structure of social system	<b>13</b>
<b>UNIT-IV</b>	P.A. Sorokin: Panoramic view of society and culture; sociology of knowledge; social stratification and social mobility	<b>11</b>

\*Referred to *UGC-NET* Sociology syllabus

**Course Learning Outcomes**

**CO1** The theories of socialization have helped the students to understand social self.

**CO2** Anomie and Deviance ,Merton's contribution in the field of sociology.

**CO3.**Talcott Parsons contributions have helped the student to understand the structure of the social System.

**CO4** Sorokin contriburion has given the panoramic view of the society.

**Suggested Readings**

- 1 Aron, Raymond, (Reprint 1990), Main Currents in Sociological Thought (Vols. I & II), London, Pelican.
2. Avineri S. (1970) The Social and Political Thought of Karl Marx, London, Cambridge University Press.
3. Bendix R. (1960) Max Weber: An Intellectual Portrait, New York, Doubleday.
4. Durkheim E. (1960) The Division of Labour in Society, Illinois, Free Press of Glencoe.
5. Giddens, Anthony (1971) Capitalism and Modern Social Theory, London, Cambridge, U. Press.
6. Irving M. Zeitlin (1969) Ideology and the Development of Sociological Theory, New Delhi, Prentice Hall.
7. Marx, K. and Engels F. (1971), The Manifesto of the Communist Party, Moscow, Progress Publishers.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

8. Max Weber (1965), *Protestant Ethic and the Spirit of Capitalism*, London, Allen & Unwin.

9. Coser, Lewis A. (1996), *Masters of sociological Thought: Ideas in Historical and Social Context*, Rawat Publications, New Delhi.

10. Parsons (1966), *Societies: Evolutionary and Comparative Perspectives*, Prentice Hall.

11. Turner, J.H. (1974) *The Structure of Sociological Theory*, Homewood Dorsey Press.

12. Merton, R.K. (1976) *Sociological Ambivalence and other Essays*, New York Free Press



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT: SOCIAL RESEARCH**

**SUBJECT CODE: MASR1202**

**SEMESTER : II**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
4	1	0	5

**Internal Assessment: 40**

**End Term Exam: 60**

**OBJECTIVES OF THE COURSE**

This course familiarizes the students with the methods of social research.

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	Social Research: Meaning; steps of research; research design; hypothesis; importance and dilemmas in social research.	<b>11</b>
<b>UNIT-II</b>	Methods of Social Research: Quantitative, qualitative; Types of Social Research: Fundamental or pure research, applied research, action research	<b>10</b>
<b>UNIT-III</b>	Methods of Data Collection: Sampling and its types; Interview Schedule; Questionnaire	<b>13</b>
<b>UNIT-IV</b>	Data Analysis: Coding, Editing, Tabulation Report Writing: Preparation of a report, qualities of a good report	<b>11</b>

\*Referred to *UGC-NET* Sociology syllabus

**Course Learning Outcomes**

**CO1 Understanding of Research methodology will prepare them for further research.**

**CO2. Methodology will help the students to visualize the kind of research to do.**

**CO3. Important part of research is data collection.**

**CO4. Data analysis and its various steps help to prepare a good report.**

**Suggested Readings**

1. Goode, W.J., and Hatt. P.K., Methods in Social Research, New York, McGraw Hill, 1981.
2. Kothari, C.R., Research Methodology-Methods and Techniques, Visha Prashana, 1985.
3. Bajpai. S.R., Methods of Social Survey and Research, Kanpur, Kitab Ghar, 1960.
4. Ramachandran, P., Training in Research Methodology in Social Sciences in India, Bombay, Publishing House, 1986.
5. Sharma R.N. and Sharma P.K., Research Methods in Social Sciences. New Delhi, Ballinger publishers, 1978.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

6. Krishnaswami, O.R., Methodology of Research in Social Sciences, New Delhi, Himalaya publishers, 2003.
7. Ahuja Ram., Research Methods, New Delhi, Rawat Publications, 2001.

### **Books for Reference**

1. Neuman, W. Lawrence, Social Research Methods – Quantitative and Qualitative Approaches, New Delhi, Dorling Kindersley, 2006.
2. Young P.V., Scientific Social Surveys and Research, New Delhi, Prentice Hall, 2005.
3. Wilkinson and Bhandarkar, Methodology and Techniques of Social Research, New Delhi, Himalaya Publishers 2002.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT: POPULATION AND SOCIETY**

**SUBJECT CODE: MAPS1203**

**SEMESTER : II**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
4	1	0	5

**Internal Assessment: 40**

**End Term Exam: 60**

**OBJECTIVES AND OUTCOME OF COURSE:**

- 1.To familiarize the students with key concepts such as: “community,” “development,” “environmental justice,” “sustainability,” “globalization,” and “neoliberalism;”
2. learn how these concepts are involved in contemporary debates about what is just and desirable for the places where we live and the world as a whole.
- 3 To familiarize with actors in the social practices, processes, and institutions that affect our communities .
- 4 To develop the skills and frameworks for analyzing how social processes affect different groups of people.

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	Meaning of Environment; Environmental Sociology; Issues in Environmental Sociology; Relationship of Community and environment	<b>11</b>
<b>UNIT-II</b>	Nature and Society: Social Ecology; Environmental Justice; Environmental Racism; Relationship between health and environment	<b>10</b>
<b>UNIT-III</b>	Land resources and management: Rural and Agricultural communities; Pollution in food system; development and sustainability	<b>13</b>
<b>UNIT-IV</b>	Climate Change: Sociological Evidence to climate change; Drivers of climate change; Belief systems related to climate change; Globalization and climate change	<b>11</b>

\*Referred to *UGC-NET* Sociology syllabus

**Course Learning Outcomes**

- CO1 Knowledge about the Environment Society Community will help the students to understand societal issues.**
- CO2.Knowledge about ecology, environmental justice.**
- CO3.It will help the students to make use of land resources and its management.**
- CO4.To understand climate change and its protection is a global issue.**

**Suggested Readings**

1. C. Wright Mills, “The Promise”
2. Pellow, D. and Brehm N. 2013. “An Environmental Sociology for the 21st Century.”
3. Foster J. and Holleman H. 2012. “Weber and the Environment.”
4. Podcast (Don’t) Ask a Sociologists Episode 1: What is society? Podcast on The Social Breakdown
5. Cornelia Flor and Jan Flora—”The Concept of Community”
6. Paul Mohai. “Environmental Justice and the Flint Water Crisis”



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

7. Philip Howard, ch. 1 of Concentration and Power in the Food Industry: Who Controls What You Eat?
8. Jennifer Givens, "Drivers of Climate Change Beliefs"
9. Naomi Klein, "The Right is Right: The Revolutionary Power of Climate Change"
10. Kari Marie Norgaard, "The Sociological Imagination in a Time of Climate Change"



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT: SOCIAL DIMENSIONS OF DEVELOPMENT**

**SUBJECT CODE: MASDD1204**

**SEMESTER : II**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
4	1	0	5

**Internal Assessment: 40**

**End Term Exam: 60**

**OBJECTIVES AND OUTCOME OF COURSE:**

Economic development in society cannot remain unaffected by socio-cultural factors. Similarly, the social structure, too, is influenced by economic growth and modernization. With this in view the present paper provides the Gandhian, Marxian, Ecological, Postmodernist, Feminist, and Sociological critiques of the economic growth and modernization models of development. It also discusses how structural factors like caste, tradition, religions and population can impede or facilitate development. It examines how economic development and modernization can lead to problems related to ethnicity, disparity, and displacement.

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	Critiques of Economic paradigm of development: Gandhian, Marxian, Postmodernist, Ecological, Feminist and Sociological	<b>11</b>
<b>UNIT-II</b>	Socio-Structural and Cultural Factors in Economic development: Caste, Religion, Population, Traditions and Values	<b>10</b>
<b>UNIT-III</b>	Socio-cultural consequences of economic development: Disparity, Displacement, and Resettlement, Ethnic Resurgence, Erosion of Tradition and values	<b>13</b>
<b>UNIT-IV</b>	New direction in understanding of Development: Ethical Development, Capability Approach (Amartya Sen), New Modernity and Risk society (Ulrich Beck)	<b>11</b>

**Course Learning Outcomes:**

- CO1.The course will make the students understand the paradigm of development.
- CO2.Factors responsible for economic development and socio-cultural traditions values .
- CO3.It will help the students to learn about the effects of economic development.
- CO4.Understand the new directions in development.

**Suggested Readings**

1. Boyne, Roy (2003) Risk (Concepts in the Social Sciences), Berkshire: Open University Press.
2. Dube, S.C. (1958) India's Changing Villages: Human Factors in Community Development, London: Routledge & Kagan Paul
3. Sen, Amartya (2000) Development as Freedom, Oxford University Press
4. Giddings B, Hopwood B, O'Brien G. (2002) Environment, economy and society: fitting them together into sustainable development. Sustainable Development 10: 187-196.





Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

5. Jacobs M. 1999. Sustainable development as a contested concept. In *Fairness and Futurity: Essays on Environmental Sustainability and Social Justice*, Dobson A (ed.). Oxford University Press: Oxford; 21–45.
6. Jenks M, Dempsey N (eds). 2005. *Future Forms and Design for Sustainable Cities*. Architectural: Oxford.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT: INTERPRETIVE SOCIOLOGICAL THEORIES**

**SUBJECT CODE: MAIST2301**

**SEMESTER: III**

**CONTACT HOURS/WEEK:**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
4	1	0	5

**Internal Assessment: 40**

**End Term Exam: 60**

**OBJECTIVES AND OUTCOME OF COURSE:**

This course sensitizes the students to the works and ideas of sociologists who have contributed to the perspective of Interpretive Sociology, as against the Positivist sociology. It focuses on the work of Action theorists, Interactionist theorists and the scholars belonging to the Frankfurt School of Critical Theory.

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	Action Theories : Max Weber, Talcott Parsons	<b>11</b>
<b>UNIT-II</b>	Symbolic Interactionism : G.H. Mead Phenomenology : A. Schutz	<b>10</b>
<b>UNIT-III</b>	Dramaturgy : E. Goffman Ethnomethodology : H. Garfinkel	<b>13</b>
<b>UNIT-IV</b>	Critical Theory : J. Habermas H. Marcuse	<b>11</b>

**Course Learning Outcomes:**

CO1.Understanding weber's and parson's action theories

CO2.Familiarize with symbolic interaction.

CO3.Goffman's Dramaturgy and Schutz phenomenology

CO4. Revitalizing critical theory and the importance of reason and knowledge.

**Suggested Readings**

1. Adams, Bert N. and Sydie, R.A. (2001) Sociological Theory, California, Pine Forge Press.
2. Adams, Bert N. and Sydie, R.A., (2002) Contemporary Sociological Theory, California, Pine Forge Press.
3. Bernstein, R.J. (ed.) (1985) Habermas and Modernity, Cambridge Polity Press.
5. Blumer, H. (1969) Symbolic Interactionism, Englewood Cliffs, Prentice Hall.
6. Craib, Ian (1984) Modern Social Theory, Brighton, Harvester Press.
8. Garfinkel, H. (1984), Studies in Ethnomethodology, Cambridge, Polity Press.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

9. Giddens, A. (1987) *Social Theory and Modern Sociology*, Cambridge, Polity Press.

10. Gill, Rajesh, 2005 "Controversies in Sociology: An Introspection", *Kerala Sociologist*, Vol. XXXIII, No. 2, December, pp. 49-61.

11. Goffman, E. (1959) *The Presentation of Self in Everyday Life*, New York, Doubleday.

13. Habermas, J. (1984) *Theory of Communicative Action*, Cambridge, Polity Press.

15. Heritage, J. (1989) *Garfinkel and Ethnomethodology*, Cambridge, Polity Press.

16. Joas, H. (1987) "Symbolic Interactionism" in A. Giddens and J. H. Turner (eds.) *Social Theory Today*, Cambridge, Polity Press, 82-115.

17. Natanson, M. (1970) "Phenomenology and Typification: A Study in the Philosophy of A. Schutz", *Social Research* 37 (1), 1-22.

18. Parsons, Talcott, (1951) *The Social System*, Glencoe, III, The Free Press.

19. Weber, Max (1947) *The Theory of Social and Economic Organization*, Glencoe, III, The Free Press.

#### **Additional Readings**

1. Collins, Randall (1997) *Sociological Theory*, Jaipur, Rawat Publications.

2. Elliott, Anthony and Bryan S. Turner (eds.) (2001) *Profiles in Contemporary Social Theory*, London, Sage Publications.

3. Turner, J. (1995) *The Structure of Sociological Theory*, Jaipur, Rawat Publications.

4. Zeitlin, I.M. (1998) *Rethinking Sociology, A Critique of Contemporary Theory*, Jaipur, Rawat Publications



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT: METHODS AND TECHNIQUES IN SOCIAL RESEARCH**

**SUBJECT CODE: MAMTSR2302**

**SEMESTER: III**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
4	1	0	5

**Internal Assessment: 40**

**End Term Exam: 60**

**OBJECTIVES AND OUTCOME OF COURSE:**

Students in this Semester are supposed to do field work as a part of this Course. Hence, the Course familiarizes the students with basic elements of scientific method, apart from the process of field work, data collection and finally report writing. This course trains the students as to how to draw inferences and conclusions out of empirical research.

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	<b>Scientific Method:</b> i) Definition and Aims: Explanation; Generalization; Prediction; Control ii) Basic Elements: Concepts, Constructs, Hypotheses, Fact, Theory iii) Induction and Deduction	<b>11</b>
<b>UNIT-II</b>	<b>Field Work I:</b> Meaning and Uses Techniques of Data Collection: <ul style="list-style-type: none"> <li>• Observation: Participant and Non-Participant;</li> <li>• Interview Schedule: Structured and Unstructured</li> <li>• Interview: Types; Advantages and Disadvantages</li> </ul>	<b>10</b>
<b>UNIT-III</b>	<b>Field Work II:</b> <ul style="list-style-type: none"> <li>• Questionnaire: Types, Advantages and Disadvantages</li> <li>• Case Study; Content Analysis;</li> <li>• Data Analysis: Coding, Tabulation and Report Writing</li> </ul>	<b>13</b>
<b>UNIT-IV</b>	<b>Research Design:</b> • Exploratory, Descriptive, Experimental, Quasi-experimental, Comparative, Longitudinal and Panel studies Problems of Experimental Studies in Social Research.	<b>11</b>

**Course Learning Outcomes:**

CO1. Will get the knowledge of basic elements concepts of scientific methods.

CO2. To know the techniques of data collection, observation, and interview .

CO3. To do the fieldwork and techniques like questionnaire case study.

CO4. The knowledge of research design and problems of experimental studies.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

### **Suggested Readings**

1. Bailey, K. D., (1997) *Methods of Social Research*, New York, The Free Press.
2. Bernard, H. Russell (2000) *Social Research Methods – Qualitative and Quantitative Approaches*, New Delhi, Sage Publications India Pvt. Ltd.
3. Colin, R. (2000) *Real World Research* Oxford, Blackwell, 43
4. Goode, W.J. and Hatt P.K. (1952), *Methods in Social Research*, New York: McGraw Hill, International Students Edition.
5. Kerlinger, Fred N. (1973), *Foundations of Behavioural Research*, New York, Holt, Rinehart & Winston, INC.
6. Moser and Kalton (1980) *Survey Methods in Social Investigation*. Heinemann Educational Books.
7. Punch, K. F, (1998) *Introduction of Social Research, Quantitative & Qualitative Approach*, New Delhi, Sage Robson,
8. Seltiz, Claire, et.al. (1959) *Research Methods in Social Relations*, New York, Henry Holt & Co.
9. Tashakkori, A. and Charles Teddlie, (2003) *Handbook of Mixed Methods*, New Delhi, Sage.
10. Tim, May, (2001) *Social Research: Issues, Methods and Process*. Buckingham, Open University Press.

### **Additional Readings**

1. Barly, Kenneth, D. (1978) *Methods of Social Research*, New York. The Free Press.
2. Bryant, G.A. (1985) *Positivism in Social Theory and Research*, Macmillan.
3. Giddens, Anthony, (1974), *Positivism and Sociology*, London: Heinemann.
4. Hindess, Barry (1977) *Philosophy and Methodology in Social Sciences*, The Harvester Press.
5. Madge, John, (1976) *The Tools of Social Science*, London, Longman.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT: SOCIOLOGY OF AGING**  
**SUBJECT CODE: MASA2303**  
**SEMESTER: III**

**Internal Assessment: 40**  
**End Term Exam: 60**

**OBJECTIVES AND OUTCOME OF COURSE:**

- 1 The aged are facing a number of socio-economic and psycho-medical problems.
- 2 Worldwide trends indicate that the proportion of aged people in the populations of different societies is ever increasing.
- 3.This has far reaching implications for societies across the world.
- 4 There is an urgent need to study the aged to understand their plight and problems..

<b>Sr. No</b>	<b>Contents</b>	<b>Contact Hours</b>
<b>NIT-I</b>	<b>Concept of Aging:</b> - Biological & Physiological, Social and Psychological Aging - Myths and Facts about Old Age - Demographic Dimensions of the Elderly	<b>11</b>
<b>UNIT-II</b>	<b>Sociological Perspectives of Aging Micro-Perspectives:</b> - Role Theory (Aging and the Individual), - Activity Theory, - Disengagement Theory, Macro Perspectives: - Modernization Theory, - Age Stratification Theory, - Political Economy Theory	<b>10</b>
<b>UNIT-III</b>	<b>Society, Family and Aging:</b> - Status of the Aged in the Family-Urban and Rural Settings. - Neglect and Abuse of Elderly in the Family.	<b>13</b>
<b>UNIT-IV</b>	<b>Problems of aging and Rehabilitation:</b> - Economic, Social, Physical and Psychological Problems. - Emerging Factors Responsible for Aggravating Problems of the Aged. - Strategies for Coping with the Problems of the Aged, Social Security Schemes and other Developmental Programmes.	<b>11</b>

**Course of Learning Outcomes:**

- CO1.Course will enlighten them about the demographic dimensions of elderly.  
 CO2.It will give the micro perspective of aging.  
 CO3.Status of the aged in rural-urban setting,care ,neglect of elderly in the family.  
 CO4.Rehabilitation of the aged is a major concern, strategies for coping with their problems.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

### **Suggested Readings**

1. Bose, A. & Gangrade, K.D. eds. (1988) Aging in India, New Delhi: O.U.P.
2. Bhatia, H.S. (1983) Aging and Society, Udaipur: Aryan Publishers.
3. Dandekar, Kumudini (1996) The Elderly in India, New Delhi: Sage Pub. Pvt. Ltd.
4. Desai, Murli & Siva Raju (2000) Gerontological Social Work in India: Some issues & Perspectives, New Delhi: B.R. Pub Corp.
5. Donald, Cowgill (1972) Aging & Modernization, New York: Meredith Corp.
6. Sharma, M.L.; and Dak, M.K. (1987) Aging in India, Delhi: Ajanta Pub.
7. Wilson, Gail (2000) Understanding Old Age: Critical and Global Perspectives, New Delhi, Sage Publications.

### **Additional Readings**

1. Cohen, Lawrence (1999) No Aging in India: Modernity, Senility and the Family, New Delhi: O.U.P.
2. Dandekar, Kumudini (1993), 'The Aged, their Problems and Social Interventions in Maharashtra', Economic and Political Weekly, Vol. XXVII, No. 23, June 5, pp. 1189-94.
3. Rajan, S. Irudaya, Mishra, V.S. and Sarma, P. Sankara, (1999), India's Elderly: Burden or Challenge?, New Delhi, Sage Publications.
4. Sati, P.N. (1988) Retired and Aged People, Delhi, Mittal Publications.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT: SOCIOLOGY OF DEVIANCE: CONCEPTS AND THEORIES**

**SUBJECT CODE: MASD2304**

**SEMESTER: III**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
4	1	0	5

**Internal Assessment: 40**

**End Term Exam: 60**

**OBJECTIVES AND OUTCOME OF COURSE:**

This paper aims at sensitizing the students regarding the concept of deviance and its related terms. Students will also be made aware of different explanations of deviance ranging from pathological to interactionist perspectives.

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	<b>Deviant Behavior:</b> Definition, Concept – Relative/Absolute. Distinction between Deviant Behaviour and Deviant-Role Pathological Perspective of Deviance – Biological and Psychological theories.	<b>11</b>
<b>UNIT-II</b>	<b>Social Disorganization and Value-Conflict Perspective:</b> Causes of Social Disorganization Theories of Social Disorganization: C.H. Cooley Theory of Conflict of Values: Richard C. Fuller	<b>10</b>
<b>UNIT-III</b>	<b>Structural-Functional Perspective:</b> Theory of Anomie: Emile Durkheim and Robert K. Merton	<b>13</b>
<b>UNIT-IV</b>	<b>Theory of Labeling,</b> Social and Psychological Effects of Labeling Social Consequences of Stigma, Impediments to Labeling.	<b>11</b>

**Course of Learning Outcomes:**

CO1.Deviant behavior,understanding its concept.role and theoretical perspective.

CO2.Disorganization and conflict of values.

CO3 Theoretical Perspective,with main focus on structural functional view.

CO4. Course will help to understand the behavior of others who label them,what kind of acts are deviant or criminal.





Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

### **Suggested Readings**

1. Aggleton, Peter (1987) *Deviance*, New York: Tavistock Publication.
2. Becker, H. and Alvin Boskoff (eds.) (1989) *Modern Sociological Theory: In Continuity and Change*, New York: Dryden.
3. Downes, David and Rock Paul (1982) *Understanding Deviance: A Guide to the Sociology of Crime and Rule-Breaking*, Oxford Clarendon Press.
4. Edwin H (1980) *The Deviance Process*, New York: D. Van Vost & Co.
5. Kelly Delos H (1979) *Deviant-Behaviour: Readings in the Sociology of Deviance*. New York: Martin's Press
6. Schur, Edwin M (1971) *Labeling Deviant Behavior: Its Sociological Implications*, New York : Harper & Row Pub.
7. Singh R.G. (1985) *Sociology of Deviance*, New Delhi: Jain Sons Publications.
8. Thio, Alex (1978) *Deviant Behavior*. London: Houghton Mifflin Co. 62

### **Additional Readings**

1. Becker, Howard S. (1963) *Outsiders: Studies in the Sociology of Deviance*, Glenco: Free Press.
2. Gibbons, Don C. (1978) *Society, Crime and Criminal Careers (3rd ed.)* New Delhi: Prentice-Hall of India Pvt. Ltd.
3. Gove, Wolter R (ed) (1980) *The Labeling of Deviance (2nd ed.)* London : Sage Publications.
4. Reid Sue Titus (1976) *Crime and Criminology Illinois: The Dryden Press*.
5. Wolfgang, Marvin and E. Franco Ferrachtti (1982) *The Subculture of Violence*. Beverly Hills: Sage Publications.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT: PERSPECTIVES ON INDIAN SOCIETY**

**SUBJECT CODE: MAPIS2401**

**SEMESTER: IV**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
4	1	0	5

**Internal Assessment: 40**

**End Term Exam: 60**

**OBJECTIVES AND OUTCOME OF COURSE:**

- 1.This paper aims to acquaint the students with some of the sociological perspectives which have been developed to study the Indian Society.
- 2.The course aims at giving a chronological view on studies of Indian society.
- 3.Introducing the students to important Indian Sociologists and their contribution.
- 4.It will further help to sensitize students about important Indian Social Institutions: Family, Village and Caste, etc.

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	<b>Indological:</b> G.S. Ghurye, P.N. Prabhu. <b>Structuralist:</b> Dumont, Louis & Pocock, David, Mckim Marriott.	<b>11</b>
<b>UNIT-II</b>	<b>Structural Functionalist:</b> M.N. Srinivas, S.C. Dube, Yogendra Singh.	<b>10</b>
<b>UNIT-III</b>	<b>Conflict and Subaltern:</b> B.R. Ambedkar, D.P. Mukherji, A.R. Desai.	<b>13</b>



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

<b>UNIT- IV</b>	<b>Current Issues in Indian Sociology:</b> Indianization/Indigenization, Contextualization	<b>11</b>
---------------------	--	-----------

**Course Learning Objectives:**

CO1. Indological perspective claims to understand Indian society focusing on caste, tribe culture and national unity.

CO2. It will help to see society as a complex system whose parts work together to promote solidarity and stability.

CO3. It will sensitize the students to observe and emphasize the lower social classes and other marginal groups in society.

CO4. It will give insight in to the contemporary trends in sociology.

**Suggested Readings**

1. Madan, T.N. (1977) 'The Dialectic of Tradition and Modernity in the Sociology of D.P. Mukerji', Sociological Bulletin, Vol.26 (2) 155-76.
2. Marriott, Mckim (1955) Village India: Studies in the Little Community, Chicago, The University of Chicago Press.
3. Oommen, T.K. (2007) Knowledge and Society: Situating Sociology and Social Anthropology. New Delhi, Oxford University Press.
4. Srinivas, M.N. (1970) Social Change in Modern India, Barkeley, California University Press.
5. Unnithan, T.K. N., Singh, Y. Singhi Narendra and Indra Deva (eds.) (1967) Sociology for India, New Delhi, Prentice Hall
6. Srinivas, M.N. (1976) The Remembered Village, Delhi, Oxford University Press.
7. Srinivas, M.N. (1980) Social Structure, Delhi, Hindustan Publishing Corporation.
8. Prabhu, P.N. (1954) Hindu Social Organization, Bombay, Popular Book Depot.
9. Pramanick, S.N. (1994) Sociology of G.S. Ghurye: Concerns, New Delhi, Vistaar Publication.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT: SOCIAL PROBLEMS**

**SUBJECT CODE: MASP2402**

**SEMESTER : IV**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
4	1	0	5

**Internal Assessment: 40**

**End Term Exam: 60**

**OBJECTIVES OF THE COURSE:**

Over the years, India's social problems have become difficult, intricate and hydra-headed, pervading the entire social, economic, cultural and demographic structure. Keeping this in view, this paper aims at introducing the students to the concept and various perspectives on social problems. It also aims at providing detailed knowledge about specific social problems ranging from socio-cultural problems to socio-demographic problems.

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	Concept and Sociological Perspectives: - Definition - How and When an Issue becomes a Social Problem - Subjective Definition and Objective Condition - Stages in its Development - Assumptions of Social Problems. Perspectives on Social Problems: - Functional Perspective - Conflict Perspective - Symbolic Interactionist Perspective	<b>11</b>
<b>UNIT-II</b>	Socio-Cultural Problems: - Corruption Sex-Deviation Dowry	<b>10</b>
<b>UNIT-III</b>	Socio-Economic and Structural Problems – Poverty Unemployment Drug-addiction	<b>13</b>
<b>UNIT-IV</b>	Socio-Demographic Problems: - Child Labour Problems of the Elderly Physically Challenged	<b>11</b>

**Course Outcomes:**

CO1. India's social issues have grown more complex, pervasive, and hydra-headed throughout time, affecting every aspect of its social, economic, cultural, and demographic makeup.

CO2. In light of this, the purpose of this essay is to familiarize the students with the idea of social problems and the diverse viewpoints on them.

CO3. It also seeks to give in-depth understanding of particular social issues, such as socio-cultural and socio-demographic issues.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

### **Suggested Readings**

1. Sharma, R.K. (1998), Social Problems and Welfare, Atlantic Publishers: New Delhi.
2. Ahuja, Ram (2003), Social Problems in India, Rawat Publications: Jaipur.
3. Wilson, Gial (2000), Understanding Old Age: Critical and Global Perspective: New Delhi: Sage Publications.
4. Singh, Amarnath (1990) Child Labour in India, New Delhi: Shipra Publication.
5. Singhvi L.M (1977) Unemployment Problems in India, New Delhi: National Publishing House.
6. Srivastava C.P. (2001) Corruption: India's Enemy within, Delhi: MacMillan.
7. Teja M. K. (1993) Dowry: A Study in Attitudes and Practices, New Delhi: Inter India Publication



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT: POLITICAL SOCIOLOGY**

**SUBJECT CODE: MAPS2403**

**SEMESTER : IV**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
4	1	0	5

**Internal Assessment: 40**

**End Term Exam: 60**

**OBJECTIVES OF THE COURSE:**

The course aims to familiarize the students with the relationship between the state and social structure. It explains how power is central to any social institution. After the theoretical introduction, the course would finally focus on the Indian state and civil society including the various institutions. The role of social movements in the democratization of Indian society would also be part of the discussion.

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	Meaning and scope of Political Sociology; Concepts of Nation State, Civil society, Power, Caste and Varna	<b>11</b>
<b>UNIT-II</b>	Socio-economic conditions and the nature of Political Institutions: Authoritarian State, Theocratic State, Military State, Democratic State	<b>10</b>
<b>UNIT-III</b>	Sociology of Power: Nature and forms of power; Power and Authority; Theories of Political Power: Elite Theory, Structural-Functional and Marxist Theories	<b>13</b>
<b>UNIT-IV</b>	Thematic concerns in Political Sociology: Village Panchayats, State and civil society, State and Social structure , State and Nation Building; Movements of Resistance	<b>11</b>

**Course Outcomes:**

CO1. The purpose of the course is to acquaint the students with how the state and social structure interact.

CO2. It illustrates how the foundation of every social structure is power.

CO3. It illustrates how the foundation of every social structure is power. The course would finally concentrate on the Indian state and civil society, including the major institutions, after the theoretical introduction.

CO4. The discussion would also include how social movements contributed to the democratization of Indian society.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

### **Suggested Readings**

1. Barrington Moore, Jr. (1966) *Social Bases of dictatorship and Democracy*, Boston: Beacon Press.
2. Bottomore, T. (1979) *Political Sociology*, Ambika Publishers, Bombay.
3. Chakraborty, S. (2005) *Political Sociology*, Macmillan, New Delhi.
4. Kothari, R. (1970) *Caste in Indian Politics*, Orient Publishers, New Delhi.
5. Motwani and Saksena (2009) *Sociology of Politics: Theoretical Perspectives*, Cosmo, New Delhi
6. Phadnis, and Ganguly (2001) *Ethnicity and Nation Building in South Asia*, Sage, New Delhi
7. Pizzorni, A. (1971) *Political Sociology*, Penguin
8. Rathod, P.B. (2005) *Fundamentals of Political Sociology*, ABD Publication, Jaipur
9. Quigley, D. (1999) *Interpretation of Caste*, Oxford University Press, Delhi.
10. Martin, Roderick (1977) *The Sociology of Power*, Routledge, New Delhi.



Delhi-Jalandhar GT Road (NH1), Sirhind Side, Mandi Gobindgarh, Punjab - 147301 (India)

**SUBJECT: MEDIA AND CULTURE**

**SUBJECT CODE: MAMC2404**

**SEMESTER : IV**

Lecture(L)	Tutorial(T)	Practical(P)	Credit(C)
4	1	0	5

**Internal Assessment: 40**

**End Term Exam: 60**

**OBJECTIVES OF THE COURSE:**

This course has been designed to provide a sociological perspective on the role of mass media and popular culture in modern society. It focuses on the phenomena of communication, mass media, popular culture and their relationship with the process of Globalization.

Sr. No	Contents	Contact Hours
<b>UNIT-I</b>	Mass media and society: Importance of media, role of media, impacts of media on society, social responsibility of media. Media and democracy: public sphere, Freedom of speech and expression, Right to information, Right to privacy and media as a watchdog	<b>11</b>
<b>UNIT-II</b>	Mass media and public interest: A critical study of media, Analysis of media contents, its role in serving public; marginalized groups. Role of media in social movements: political – cultural movements, national integration, communal harmony.	<b>10</b>
<b>UNIT-III</b>	Ownership of media, media content and control, Internal and external threats, pressures on media – media regulations, social issues like poverty, development and public health.	<b>13</b>
<b>UNIT-IV</b>	Media credibility: factors affecting media credibility, contemporary issues, media performance and its role, critical analysis of media credibility: Paid news	<b>11</b>

\*Referred to *UGC-NET* Sociology syllabus

**Course Outcomes:**

CO1. The purpose of this course is to offer a sociological viewpoint on the function of popular culture and mass media in contemporary society.

CO2. It concentrates on the communication, mass media, and popular culture phenomena and how they relate to the globalization process.